NINTH INTERNATIONAL CONFERENCE ON DIVERSITY IN ORGANISATIONS, COMMUNITIES AND NATIONS

RIGA INTERNATIONAL SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION (RISEBA)
RIGA, LATVIA
16-19 JUNE 2009

www.Diversity-Conference.com
Dear Conference Participants:

Welcome to Riga!

Diversity by definition embraces a wide range of concepts and is in the heart of a modern society. Life has never been more diverse and awareness of diversity and taking action on diversity has never been so needed in our society.

We all are now going through difficult times of a global crisis and our future depends on our ability to adapt, to be open to differences, to learn and to take advantage of everyone’s talent.

In organising the Ninth Diversity Conference in Riga, we are strengthening one of RISEBA’s core values – Diversity. RISEBA represents a bridge between Western and Eastern Europe thus paving the way for student international careers. Through offering a diverse range of programmes, various study forms and languages of instruction RISEBA ensures a multicultural environment and promotes tolerance to diversity in the all its forms and manifestations.

Our other values include Openness, Cooperation, Lifelong Learning, Ethics and Social Responsibility and we believe that this approach empowers RISEBA to fulfil its mission “To be a gateway to international careers” and helps us to contribute to building a better future for everybody.

I would like to take this opportunity to thank all conference participants for their contribution to promoting diversity in our society. I wish everybody a successful conference, fruitful discussions and new ideas.

Also I wish you to enjoy Riga – the city of inspiration.

Ella Kalnina
Head of External Relations
RISEBA
Dear Diversity Conference Delegates,

Welcome to the Ninth International Conference on Diversity in Organisations, Communities and Nations at the Riga International School of Economics and Business Administration (RISEBA) in Riga, Latvia. The Conference examines the concept of diversity as a positive aspect of a global world and globalised society, while bringing together scholarly, government and practice-based participants. The Conference explores the full range of what diversity means and explores modes of diversity in real-life situations of living together in community. Moving away from simple affirmations that ‘diversity is good’, the Conference supports a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalisation.

Now a major international conference, the Diversity Conference was first held in Sydney, Australia in 2000; then Melbourne, Australia in 2001; University of Hawai’i, Manoa, Hawai’i, USA in 2003; University of California, Los Angeles, California, USA in 2004; Institute of Ethnic Administrators, Beijing, China in 2005; Xavier University and Louisiana State University, New Orleans, Louisiana, USA in 2006; OZW-School of Health, Amsterdam, the Netherlands in 2007; and HEC Montréal, Montréal, Canada in 2008.

Over the past decade, Common Ground has developed conferences and journals in related areas of critical intellectual human concern—learning, sustainability, technology, diversity and humanities, to name several. Our aim is to develop new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using the new, digital media. We are also committed to creating a more accessible, open and reliable peer review process. Alongside well-known academics, we are creating new publication openings for academics from developing countries, for emerging scholars, for researchers from historically teaching institutions and for practitioners.

This is the longer story of Common Ground and the Diversity Conference. The more recent story includes the phenomenal amount of work that has been done in preparing for this conference. We would like to thank the Riga International School of Economics and Business Administration (RISEBA) for hosting the Conference, and in particular, Irina Sennikova, Ella Kalnina and Daina Kantane. I also want to thank David Silverman, from Kansas Wesleyan University, for his efforts and contributions to the Conference. And more personally, I would like to thank our Common Ground colleagues who have put so much work into this conference - Helen Agans, Amy France, Garett Gietzen, Andy Jeakins, Emily Kasak and Homer (Tony) Stavely.

We wish you all the best for this conference and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world. We hope you will be able to join us at next year’s conference, 19-22 July 2010, at Queen’s University Belfast, Belfast, Ireland.

Yours Sincerely,

Bill Cope
Director, Common Ground Publishing
Research Professor, Dept. of Educational Policy Studies, University of Illinois, Urbana-Champaign, USA
GRADUATE ASSISTANTS

Graduate assistants contribute to the flow and overall success of the Conference. Their key responsibilities include chairing the parallel sessions, keeping the Conference on schedule, providing audio-visual technical assistance and assisting with the registration process.

We would like to thank the following Graduate Assistant who participated in the 2009 Diversity Conference:

Essya M. Nabbali, York University, Ontario, Canada
Rachana Patni, Brunel University, London, UK
Lauren Rhodes, University of Washington, Seattle, WA
Papia Sengupta, University of Delhi, New Delhi, India
DIVERSITY CONFERENCE AND JOURNAL INTERNATIONAL ADVISORY BOARD

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- David S. Silverman, Kansas Wesleyan University, Salina, USA
- Martijn F.E. Stegge, Diversity Platform, Amsterdam, The Netherlands
- Geoff Stokes, Institute for Citizenship and Globalisation, Deakin University, Melbourne, Australia
- Terry Threadgold, Cardiff University, Wales, UK
- Mililani Trask, Permanent Forum on Indigenous Issues for the Economic Council of the UN Assembly, Hawai'i, USA
- Marij Urlings, Inholland University, Amsterdam-Diemen, The Netherlands
- Rob Walker, Keele University, Keele, UK
- Ning Wang, Tsinghua University, Beijing, China
- Owens Wiwa, African Environmental and Human Development Agency, Toronto, Canada

SUPPORTERS

College of Education, University of Illinois, Urbana-Champaign, USA
Globalism Research Centre, RMIT University, Melbourne, Australia
CONFERENCE BACKGROUND

Now a major international Conference, the Diversity Conference was first held in Sydney, Australia in 2000; Melbourne, Australia in 2001; University of Hawai‘i, Manoa, Hawai‘i, USA in 2003; University of California, Los Angeles, California, USA in 2004; Institute of Ethnic Administrators, Beijing, China in 2005; Xavier University and Louisiana State University, New Orleans, Louisiana, USA in 2006; OZW-School of Health, Amsterdam, the Netherlands in 2007; and HEC Montréal, Montréal, Canada in 2008.

The Conference 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 globalised 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 will seek to explore the full range of what diversity means and explore modes of diversity in real-life situations of living together in community. The Conference supports 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 globalisation.

In addition to linguistic, cultural, ethnic and ‘racial’ diversity, the Conference will also pursue 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 Conference looks at the realities of diversity today, critically as well as optimistically and strategically. The Conference will be a place for speaking about diversity, and in ways that range from the ‘big picture’ and the theoretical, to the very practical and everyday realities of diversity in organisations, communities and civic life.

In the realm of civic life, local and national communities daily negotiate the diversity resulting from immigration, refugee movement, settlement and indigenous claims to prior ownership and sovereignty. And at the same time, communities increasingly recognise and negotiate a plethora of other intersecting and sometimes contrary diversities. At the local level this may create a kind of civic pluralism, a new way of living in community. Nationally, governments sit uneasily between increasingly demanding local diversities and the cultural and political forces of globalisation. And within organisations, ‘diversity management’ has emerged as a field of endeavour to negotiate human resource and customer relationship issues arising from differences of gender, ethnicity/race, sexual orientation and disability (to name a few aspects of diversity). To what extent, however, do these remain marginal managerial concerns? Could or should diversity become a ‘mainstream’ issue for the whole organisation?

SCOPE AND CONCERNS

The Diversity Conference, *The International Journal of Diversity in Organisations, Communities and Nations*, the On Diversity Book Imprint and the Diversity News Blog provide a forum for discussion and build a body of published knowledge on the forms and futures of difference and diversity.

DIFFERENCE

In an earlier modernity, we tried to ignore differences. Or if they could not be ignored, we tried to separate them onto another side of a geographical border, or an institutional boundary, or over the normative divide of ‘deviance’.

Here is a typical catalogue of differences, ignored when possible in the past, recognised when possible today: material differences (social class, locale, family circumstances); corporeal differences (age, race, sexual orientation, and physical and mental abilities); and symbolic differences (culture, language, gender - an amalgam of gender and sexual identification, and identity).

These differences present themselves in our late modernity as insistent demographic realities. They have become living and normative realities too, supported 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 are instead dealing with an inexhaustible range of intersectional possibilities - where gender and race and class meet, for instance. We face real-world specificities which misplace people who would formally seem to fit within the ostensible categorical norm. In fact, if you take any one of the categories, you’ll 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 which defies categorisation: different life narratives (experiences, places of belonging, networks), different personae (affinities, attachments, orientations, interests, stances, values, worldviews, dispositions, sensibilities); and different styles (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-easily sound like a glib litany. So what do we do to rise above the glibness and the sometimes justified accusations of ‘political correctness’? For history’s sake, we need to address the gross demographics, but also today, a lot more.

DIVERSITY AND DIVERGENCE
Diversity is the stuff of normative agendas, where difference becomes the basis of a program of action. Difference the insistent reality becomes diversity the agent of change. Many an historical and contemporary response to difference is hardly worthy of the name ‘diversity’—racism, discrimination and systematic inequity. As a normative agenda and social program, diversity stands in contradistinction to systems of exclusion, separation or assimilation.

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, in which 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 of homogenisation or tokenistic recognition of differences.

We also live 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 neighbourhood; 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 anticipation any number of consumer identities and product reconfigurations by consumers themselves.

GLOBALISATION
The normative agenda of diversity has become all the more pressing as we enter a moment we might call total globalisation. 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 globalisation, to be sure: a moment when gathering and hunting societies came to live across and speak about most of the earth’s habitable lands; then 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 ‘civilisation’; then modern imperialism, industrialism and nationalism; and now, perhaps, 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 globalisation brings with it a normative agenda for diversity: the agenda of globalism. This agenda plays 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 universalisation which accentuates difference.

COMMERCE
In the domain of production, distribution and exchange, diverse labour forces work in organisations 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 deskillled workforces and one-size-fits-all view of consumers), the new commerce talks of mass customisation, 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.
GOVERNANCE
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. And at the same time, communities increasingly recognise 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 trivialising and marginalising forms of multiculturalism, and to address afresh the nature and forms of ‘human rights’.

PERSONALITY
Difference sits deep in our consciousnesses, our epistemologies, our subjectivities and our means of production of meaning. No longer can we assume there to be a universal personality (normal or remediable), because the universal today is personalities emphatically in the plural (the range of our differences), and also in the multiple (the layered complexity of the differences within us—for every individual the unique intersection of attributes, the nature and sources of which may often be ascribed to groups and socialisation). 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.

The Diversity Conference, The International Journal of Diversity in Organisations, Communities and Nations, the On Diversity Book Imprint and the Diversity News Blog examine the realities of difference and diversity today, empirically and critically as well as optimistically and strategically. At a time of virulent reactions to difference and globalisation (ethnonationalism, 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. The Conference and the Journal are places for thinking and speaking about these pressing matters, and in ways that range from the ‘big picture’ and the theoretical, to the very practical and everyday business of negotiating difference and diversity in organisations, communities and civic life.
THEMES

THEME 1: DIMENSIONS OF DIVERSITY
- Defining the dimensions of difference — ethnicity, gender, race, socio-economic, indigenous, religion, gender, sexual orientation, disability.
- Locating diversity — individuals, groups, intersections, identity layers, notions of place.
- Intersections of difference and points of intensity.
- Identifying the dynamics of diversity — exclusion or inclusion, assimilation or pluralism.
- Localism, nationalism and globalism.
- Inequalities: causes, effects and remedies.
- Social Justice: economics, education and providing access to all.
- Diversity and homogeneity in theory and practice.
- The limits of diversity.
- ‘Political correctness’ and its critics.
- Marginalisation: its causes, processes and consequences.
- Moving beyond the ‘-isms’: racism, sexism, heterosexism, ageism, ableism, nationalism, capitalism, socialism and communism.
- Cultural history, oral history and cultural ‘renaissance’: challenges and dilemmas.
- Democracy and diversity: questions of representation and voice.
- Between faith and state: religious freedom, intolerance or suppression.
- Marriage: civil right or religious institution?
- Globalising medicine: education, research, knowledge, socioeconomic factors, genetics, environmental factors, bio-ethics.

THEME 2: GOVERNING DIVERSITY - COMMUNITY IN A GLOBALISING WORLD
- Responding to global human movement and its consequences — immigration, asylum seekers, refugees, diasporic communities and settlement.
- Defining and assuring access to basic human rights: housing, medicine, immigration, food, water.
- Responding to racism — its representation, causes, effects and remedies.
- Developing a public service for a diverse community — towards a civic pluralism.
- ‘Mainstreaming’ versus services based on unique cultural identities.
- First nations and indigenous peoples — strategies for community development.
- The politics of community leadership — challenges for local government.
- Truth and reconciliation — examining the past for the sake of the future.
- The globalisation of human rights and local sovereignty.
- Environmental justice.

THEME 3: REPRESENTING DIVERSTY - THE INFLUENCES OF GLOBAL TOURISM AND THE GLOBAL MEDIA
- The ‘other country’: tourism, culture and difference.
- Cultural tourism and its consequences.
- Levels of intervention: the nature of ecotourism.
- Media representations of diversity and globalisation.
- Representing the terror wars.
- Non-English media: from Al Jazeera to Zee TV.
- The media monoliths: from Hollywood to Bollywood.
- Local media, community media, national media, transnational media.
THEME 4: LEARNING DIVERSITY - EDUCATION IN A WORLD OF DIFFERENCE

- The civil right to education.
- Multicultural, cross-cultural, international and global education.
- Identity, belonging and the cultural conditions of learning.
- Diversities in the classroom: cultural, gender, (dis)ability.
- Education for first nations or indigenous peoples.
- Education across cultural worldviews.
- ‘Mainstream’ and ‘minority’ learning: redefining the terms.
- Civil Rights and education.
- Education of women.

THEME 5: WORKING DIVERSITY - MANAGING THE CULTURE OF DIVERSITY

- Managing diversity — what does it mean to talk about ‘productive diversity’?
- Managing and developing a diverse human-resource base.
- Diversity measures — the future of equal employment opportunity and affirmative action.
- Beyond legislative and regulatory compliance — disability, harassment, discrimination.
- Mediation — cultural assumptions and practical outcomes.
- Developing multicultural policies and practices.
- Who manages culture? Celebrating differences while maintaining identity.
- Levelling the playing field: global economics, fair trade, outsourcing, equal opportunity, and coping with global markets.

STREAMS

- Globalisation
- Politics of Diversity
- Race and Racism
- Identity, Belonging
- Immigration, Refugees
- Nations, Nationalism, Communities
- First Nations, Indigenous Peoples
- Gender and Sexuality
- Organisations
- Learning, Education, Training
- Disability, Health
- Representations: Media, Communications, Arts, Literature
SESSION GUIDELINES

CHAIRING OF PARALLEL SESSIONS
Common Ground provides graduate students to chair all of the parallel sessions. If you wish, you are welcome to chair your own session, or provide your own chair or facilitator for your session. The chair's role is to introduce the presenter and keep the presentation within the time limit.

PROGRAM CHANGES
Please see the notice board near the Conference registration desk for any changes to the printed program (e.g., session additions, deletions, time changes, etc.). If a presenter has not arrived at a session within 5 minutes of the scheduled start time, we recommend that participants join another session. Please inform the registration desk of 'no-shows' whenever possible.

SESSION TYPES

PLENARY
Plenary sessions, by some of the world’s leading thinkers, are 30 minutes in length. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in discussions during their Garden Conversation sessions (see below).

GARDEN CONVERSATIONS
Garden Conversations are unstructured 60-minute sessions that allow delegates a chance to meet plenary speakers and talk with them informally about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

PAPER (30-minute)
Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work (be that research, theory, practice or aesthetic work), followed by 15 minutes of audience interaction. The formal, written paper will be available to participants if accepted to the Journal.

WORKSHOP (60-minute)
Sixty-minute workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the Journal based on a workshop session.

COLLOQUIUM (90-minute)
Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction. A single article or multiple articles may be submitted to the Journal based on the content of a colloquium session.

VIRTUAL PRESENTATION
Virtual presentations are papers submitted without the participant attending the Conference in person, but are eligible to be refereed and published (if accepted) in the Journal. A virtual presentation allows participants to join the Conference community in the following ways:

• The Conference proposal will be listed in the Session Descriptions of the Conference. Acceptance of a Conference proposal for a virtual participant is based on the same criteria as that for an attending participant.
• The full paper may be submitted to the Journal. The Journal paper submission will be refereed against the same criteria as attending participants. If accepted, the paper will be published in the same volume as Conference participants from the same year.
• Online access to all papers published in the Journal from the time of registration until one year after the Conference end date.

TALKING CIRCLES
Talking circles are meetings of minds, often around points of difference or difficulty. They are common in indigenous cultures. The inherent tension of these meetings is balanced by protocols of listening and respect for varied viewpoints. From this, rather than criticism and confrontation, productive possibilities may emerge.

The Purpose of Talking Circles in this Conference
The purpose of the Talking Circles is to give shape to a conference that is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the Conference.
away from the formalities of the plenary, paper, workshop and colloquium sessions. They are places for the cross-fertilisation of ideas, where cycles of conversation are begun, and relationships and networks formed.

Talking Circles are not designed to force consensus or even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognised and respected. Their outcome is not closure in the form of answers, but an openness that points in the direction of pertinent questions. The group finally identifies axes of uncertainty that then feed into the themes for the Conference of the following year.

How Do They Work?
The Talking Circles meet for two 45-minute sessions during the Conference, and the outcomes of each Talking Circle are reported back to the whole Conference in the closing plenary session. They are grouped around each of the Conference streams and focus on the specific areas of interest represented by each stream. Following is the Talking Circles outline that is currently in use, but we welcome feedback and suggestions for improvement from participants.

- Talking Circle 1 (45 minutes): Who Are We? What is our common ground?
- Talking Circle 2 (45 minutes): What is to be done?
- Closing Plenary: Talking Circles report back.

It is important to note that each Talking Circle may be organised in any way that members of the group agree is appropriate. They may be informal and discursive, or structured and task-oriented. Each Talking Circle group has a facilitator.

The Role of the Facilitator
The facilitator must be comfortable with the process of thinking 'out of the square' and also embracing multiple and diverse scenarios. The process is one of creating a kind of collective intelligence around the stream. The facilitator should shape a conversation that is open to possibilities and new lines of inquiry or action; they should embody a spirit of openness to new knowledge rather than the closure of advocacy. The facilitator is required to keep a record of the main discussion points. These points need to be summarised for the closing plenary session at the Conference.

Possible Session Contents - Suggestions to Assist Facilitators

Talking Circle 1 (45 minutes): Who are we?
- Orientation: members of the group briefly introduce themselves.
- What could be the narrative flow of the Talking Circle sessions?
- What could be the outcomes of the work of this group and its contribution to the closing plenary session, the Journal and the Conference as a whole (including the themes for next year's conference)?
- Assessing the landscape, mapping the territory: What is the scope of our stream? Do we want to rename it?
- What are the burning issues, the key questions for this stream?
- What are the forces or drivers that will affect us as professionals, thinkers, citizens, and aware and concerned people whose focus is this particular stream?
- Where could we be, say, ten years hence? Scenario 1: optimism of the will; Scenario 2: pessimism of the intellect.

Talking Circle 2 (45 minutes): What is to be done?

What are our differences?
- The setting: present and imminent shocks, crises, problems, dilemmas - what are they and what is the range of responses?
- What are the cleavages, the points of dissonance and conflict?
- What are the dimensions of our differences (1)? Politics, society, economics, culture, technology, environment.
- What are the dimensions of our differences (2)? Persons, organisations, communities, nations, the global order.

What is our common ground?
- Where are the moments of productive diversity?
- What are the bases for collaboration (1)? Politics, society, economics, culture, technology, environment.
- What are the bases for collaboration (2)? Persons, organisations, communities, nations, the global order.
- Alternative futures: outline several alternative scenarios.
- What are the forces that drive in the direction of, or mitigate against, each scenario?
What is to be done?
• What’s been coming up in the parallel sessions in this stream since the last Talking Circle?
• What is the emerging view of the future?
• Can we foresee, let alone predict alternative futures?
• Looking back a decade hence, what might be decisive or seminal in the present?
• Scenarios: can we create images of possibility and agendas for robust alternative futures?
• Directions: conventional and unconventional wisdoms?
• Strategies: resilience in the face of the inevitable or creative adaptation?
• What could be done: review the scenarios developed in Talking Circle 1.
• Axes of uncertainty: working towards the right questions even when there’s no certainty about the answers.

Closing Plenary: 15-minute contribution to the closing plenary by the Talking Circles Co-ordinator based on summaries provided by each Talking Circle.

YOUTUBE CHANNEL

CREATE A YOUTUBE PRESENTATION
Whether you are presenting at this Conference, or are a virtual participant, we encourage all participants to present on the Diversity Conference YouTube Channel. Here are two suggestions:
1. Record a video of your presentation before or after the Conference, or ask a colleague to record a video of your presentation at the Conference, then submit it to our YouTube channel.
2. Create a PowerPoint presentation with voice-over before or after the Conference, or record the audio of the presentation at the Conference, then link this to the PowerPoint presentation.

These presentation recordings will be published to YouTube with a link to your Session Description on the Conference website, and (if your paper is accepted to the Journal), a link to the abstract of your paper on the Journal website.

For instructions on how to create and upload these presentations, visit the Conference website at http://ondiversity.com/conference-2009/online-presentations/.
ABOUT THE JOURNAL

The International Journal of Diversity in Organisations, Communities and Nations creates a space for discussion for anyone with an interest in, and concern for, mediating cultural difference and diversity. The Journal examines the realities of difference and diversity today, empirically and critically as well as optimistically and strategically, touching upon the topics of globalisation, identity and social group formation. At a time of virulent reactions to difference and globalisation (ethnonationalism, 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. The Journal is 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 organisations, communities and civic life.

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

The International Journal of Diversity in Organisations, Communities and Nations is peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

EDITORS
Mary Kalantzis, University of Illinois, Urbana-Champaign, USA
Paul James, Globalism Institute, RMIT, Australia

OPEN PEER REVIEW
The International Journal of Diversity in Organisations, Communities and Nations is a fully peer reviewed scholarly journal, one of approximately sixteen journals published by Common Ground under its University Press imprint. Common Ground’s approach to peer review is open and inclusive. Instead of being dominated by the exclusive academic hierarchies represented by many establishment editors and their networks, Common Ground journals build lateral knowledge communities. Our referee processes are systematic and criterion-referenced. Ranking is based on clearly articulated ‘knowledge process’ criteria. The result is a refereeing process that provides a more carefully structured and constructive contribution to the shape of the published paper. Our aim, in this respect, is no less than to change the direction of the knowledge flows, from top-down hierarchies to horizontal communities of intellectual practice. For Common Ground, the peer community is the publisher.

INTELLECTUAL EXCELLENCE
The result is a publishing process that is without prejudice to institutional affiliation, stage in career, national origins or disciplinary perspective. If the paper is excellent, and has been systematically and independently assessed as such, it will be published. This is why Common Ground journals have so much exciting new material, much of it originating from well known research institutions but also a considerable amount of brilliantly insightful and innovative material from academics of lesser known institutions in the developing world, emerging researchers, people working in hard-to-classify interdisciplinary spaces and researchers in liberal arts colleges and teaching universities. In recognition of the highest levels of excellence, every year an international prize is awarded for the top-ranked paper in each journal.

ACCESSIBILITY
Common Ground is developing a low-cost commercial approach to academic publishing. We believe there are limitations in both the high cost commercial publishing and seemingly no-cost open access publishing models. This is why we are seeking to find a practical middle ground between the idealism of open access and the inefficiencies and greed of which the big journal publishers are increasingly accused. The idealism of open access often creates new problems, leaving academics in the often less-than-happy role of amateur publisher.
And ironically, open access journals and discipline repositories sometimes give insider networks even greater control over what gets published than was traditionally the case with the big commercial publishers.

Common Ground journals are highly accessible on the web. They are not hidden behind subscription walls. Every article has its own page; and every author has their own self-maintainable website, which includes any articles and books they have published with Common Ground, a blog, and places to paste their bionote, photo and CV. We have modest subscription charges for libraries and a small per-article charge for electronic access by non-subscribers. Conference participants are granted free electronic access to the corresponding journal for one year. Our journals are also available in print editions.

JOURNAL AWARD

*The International Journal of Diversity in Organisations, Communities and Nations* presents an annual International Award for Excellence in the area of diversity in organisations, communities and nations. All papers submitted for publication in the Diversity Journal are entered into consideration for this award. The review committee for the award is the International Advisory Board for the Journal and the Conference, who will select the winning paper from the ten highest-ranked papers emerging from the referee process and according to the selection criteria outlined in the referee guidelines. The winning author(s) will be invited to the next annual Diversity Conference, where they will be formally presented with their award. They will receive a free registration to attend this conference.

This year's award winner is:

**Sybille De La Rosa**
Free University Berlin, Berlin, Germany

Sybille De La Rosa is a PhD-student at the Free University Berlin and research assistant at the research project “Governance in Areas of Limited Statehood” where she works in a theory project about political power relations and arguments. Her doctoral work focuses on a concept of intercultural understanding based on the concepts of appropriation and alienation. She wrote her magister thesis on Jürgen Habermas’ theory of communication and Axel Honneth’s theory of recognition. Her main fields of interest are political philosophy and international relations, especially questions related to critical theory, multiculturalism, international justice, postcolonial studies and cosmopolitanism ([http://www.sfb-governance.de/en/index.html](http://www.sfb-governance.de/en/index.html)). Sybille is the winner of the International Award for Excellence in the field of Diversity in Organisations, Communities and Nations.

For the paper:
'Appropriation or Approximation: The Emergence of Intermediate Horizons'

Abstract:
Constructing a model of intercultural communication faces two major challenges. First, it has to confront the problem of understanding, and second, a model must be developed to explain how and in which ways shared meaning can emerge from interaction processes. In order to address these two challenges, I propose, as a first step, to identify different modes of communication in the literature about post-colonialism and hermeneutics, and as a second step, to bring them together systematically. The results of this first step will be illustrated in the following discussion of Homi Bhabha’s work. In the second step, I will present the rough outline of a concept of intercultural communication.

SUBMISSION INFORMATION

Registration for the Diversity Conference allows participants the opportunity to publish in *The International Journal of Diversity in Organisations, Communities and Nations*. Presenters may submit their papers up to one month after the Conference. Submitted papers will be fully refereed. The publication decision will be based on the referees’ reports.

To submit, at least one author of each paper must be registered to attend the Conference (to a maximum of one paper per registered author).
Formatting Requirements:
- Papers should be approximately 2,000-5,000 words in length. They should be written as continuous expository narrative in a chapter or article style - not as lists of points or a PowerPoint presentation.
- Please remember that the papers are to be published in a fully refereed academic journal. This means that the style and structure of your text should be relatively formal. For instance, you should not submit a verbatim transcript of your oral presentation, such as 'Today I want to speak to you about ...'.
- Authors are responsible for the accuracy of citations, quotations, diagrams, tables and maps.
- You may use any referencing style you choose, as long as you use it consistently and to the appropriate standards.
- Spelling may vary according to national usage, but should be internally consistent.
- Papers should be thoroughly checked and proofread before submission, both by the author and a critical editorial friend – after you have submitted your paper you are unable to make any changes to it during the refereeing process.
- Papers will be assessed by referees against ten criteria - or fewer if some criteria do not apply to a particular kind of paper.

Illustration/Electronic Artwork Guidelines:
- Figures and images must be clear and easy to view. Common Ground cannot improve the quality of images.
- Figures and tables need to be placed where they are to appear in the text. If preferred, you may also place images and tables at the end of your paper.
- Please refrain from using Word Drawing objects. Instead use images imported from a drawing program. Word Drawing objects will not be rendered in the typeset version.

Keyword Guidelines:
- Keywords are extremely important in search engine rankings. To achieve better exposure for your paper, please make sure your keywords are clear and accurate.

Resubmission Policy:
- If your paper has been rejected, we will allow a maximum of TWO further resubmissions until TWO months prior to the anticipated publication date.

How to submit a paper:
For information on how to submit a paper, please visit the ‘Publisher Your Papers' page at www.Diversity-Journal.com.

The publication process is as follows:
1. When we receive a paper, it is verified against template and submission requirements. If there are any problems, authors will be asked to resubmit the paper.
2. The paper will then be prepared and matched to two appropriate referees. When a paper has been submitted to the referees, authors will receive an email notification. Additionally, authors may be asked to referee up to 3 papers.
3. When the referee reports are uploaded, authors will be notified by email and provided with a link to view the reports (after the referees' identities have been removed).
4. If a paper is accepted, we will confirm Conference registration before sending a Publishing Agreement.
5. Authors will then be asked to accept the Publishing Agreement and submit the final paper.
6. Papers will be typeset and proofs made available for final approval before publication in the Journal’s online bookstore as well as in individual author Creator Sites.

The final date for submission of papers to the Journal (for one way blind refereeing) is 19 July 2009 – one month after the close of the Conference.

Papers are published continuously in the online bookstore. Authors may view the status of their paper at any time by logging into their CGPublisher account at www.CGPublisher.com.
COMPLIMENTARY SUBSCRIPTION

As part of the Conference registration, participants are provided with a complimentary electronic subscription to all full-text papers published in The International Journal of Diversity in Organisations, Communities and Nations. The duration of this access period is from the time of registration until one year after the end date of the Conference. To view articles, go to http://ijd.cgpublisher.com/, select the ‘Login’ option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select ‘Forgot your login’ to request a new password.

Information on library subscriptions may be found at http://onglobalisation.com/journal/subscribe/.

OTHER JOURNALS PUBLISHED BY THE UNIVERSITY PRESS

The International Journal of the Arts in Society – creates a space for open dialogue and exchanges regarding innovative theories and practices in the arts, and fosters interdisciplinary discussions.
Website: www.Arts-Journal.com

The International Journal of the Book – provides a forum for those in the book publishing industry, librarians, researchers and educators to discuss the book—its past, present and future.
Website: www.Book-Journal.com

The International Journal of Climate Change: Impacts and Responses – provides a forum for discussion of evidence of climate change, its causes, its ecosystemic impacts and its human impacts.
Website: www.Climate-Journal.com

Design Principles and Practices: An International Journal – explores the meaning and purpose of ‘design’ as well as speaking in grounded ways about the task of design and the use of designed artefacts and processes.
Website: www.Design-Journal.com

The Global Studies Journal – is devoted to mapping and interpreting new trends and patterns in globalisation.
Website: www.GlobalStudiesJournal.com

The International Journal of the Humanities – provides a forum for the role of the humanities in contemplating the future and the human, in an era otherwise dominated by scientific, technical and economic rationalisms.
Website: www.Humanities-Journal.com

The International Journal of Learning – sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning.
Website: www.Learning-Journal.com

The International Journal of Knowledge, Culture and Change Management – creates a space for discussion of new knowledge about the nature and future of organisations, in all their forms and manifestations.
Website: www.Management-Journal.com

The International Journal of the Inclusive Museum – where museum practitioners, researchers, thinkers and teachers can engage in discussion on the historic character and future shape of the museum.
Website: www.Museum-Journal.com

The International Journal of Interdisciplinary Social Sciences – provides a forum for discussing disciplinary and interdisciplinary approaches to knowledge creation within and across the various social sciences and between the social, natural and applied sciences.
Website: www.SocialSciences-Journal.com

The International Journal of Environmental, Cultural, Economic and Social Sustainability – is multidisciplinary in nature, drawing from the various fields and perspectives through which we can address the fundamental and related questions of sustainability.
Website: www.Sustainability-Journal.com
The International Journal of Technology, Knowledge and Society – creates a place for the publication of innovative theories and practices relating technology to society.  
**Website:** www.Technology-Journal.com

Ubiquitous Learning: An International Journal – is set out to define the emerging field of ubiquitous learning as a new educational paradigm made possible in part by the affordances of digital media.  
**Website:** www.ULJournal.com

Journal of the World Universities Forum – seeks to explore the meaning and purpose of the academy in times of striking social transformation.  
**Website:** www.Universities-Journal.com

**SUBSCRIPTION INFORMATION**

For information on subscribing to a University Press journal (published by Common Ground), please visit http://TheUniversityPressJournals.CGPublisher.com/. Recommendation forms for your library may also be downloaded at this site. If you have any questions, do not hesitate to contact subscriptions@commongroundpublishing.com.
LIBRARY RECOMMENDATION FORM

To: Librarian / Library Acquisition Committee / _____________________________

From:

Department:

I recommend that the library subscribe to The International Journal of Diversity in Organisations, Communities and Nations, published by The University Press, an imprint of Common Ground Publishing, for the following reasons (please check all that apply):

- **PERSONAL AFFILIATION**: I am a contributor to/advisory board member of the Journal. I use it frequently in my work and regularly recommend articles to colleagues and students.

- **BENEFIT FOR LIBRARY**: This journal will add to the library’s success in fulfilling department, faculty, and student needs.

- **REFERENCE**: I regularly refer to this journal for new research articles related to my work.

- **STUDENT READINGS**: I refer my students to this journal to assist their studies.

- **OTHER**:

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Printed Name

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Signature

___________________________________________________________________________________

Date: __________________________
The International Journal of Diversity in Organisations, Communities and Nations provides a forum for discussion and builds a body of knowledge on the forms and dynamics of difference and diversity.

EDITORS

Mary Kalantzis, University of Illinois, Urbana-Champaign, USA
Paul James, Globalism Institute, RMIT, Australia

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INSTITUTIONAL SUBSCRIPTION RATES

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US $500 including postage and handling
Subscriber Benefits
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- Regular Journal and Conference community newsletters.

Back issues are available on request.

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Also available is an online subscription to the complete University Press collection of Journals for US $2500 a year. This is available in electronic format only. For further information please visit our website at http://TheUniversityPressJournals.CGPublisher.com/subscriptions.html.

CONTACT
Email us at subscriptions@commongroundpublishing.com.
DIVERSITY CONFERENCE KNOWLEDGE COMMUNITY

At a time when knowledge communities are being redefined and disciplinary boundaries challenged, Common Ground aims to develop innovative spaces for knowledge creation and sharing. Through our conferences, journals and online presence we attempt to mix traditional face-to-face interaction with new ‘social web’ technologies. This is a part of our attempt to develop new modes of deliberation and new media for the dissemination of ideas. Common Ground is founded upon and driven by an ambitious research and knowledge design agenda, aiming to contest and disrupt closed and top-down systems of knowledge formation. We seek to merge physical and online communities in a way that brings out the strengths in both worlds. Common Ground and our partners endeavour to engage in the tensions and possibilities of this transformative moment. We provide three core ways in which we aim to foster this community.

PRESENT
You have already made the first step and are in attendance. We hope this Conference provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects. We hope your session is the start of a conversation that continues on past the last day of the Conference.

PUBLISH
We also encourage you to publish your paper in The International Journal of Diversity in Organisations, Communities and Nations. In this way, you may share the finished outcome of your presentation with other participants and members of the Diversity Conference Community. You also have access to the complete works of the Diversity Journal in which the published work of participants from the Conference who submitted papers may be found.

ENGAGE
Each Conference presenter is provided a personal CGPublisher website with public and private spaces where you are able to:

*Post your photo, biography and CV.*
*Make your contact details public (or keep them private for access only by publishers and collaborators, if you like).*
*Maintain a personal diary or weblog.*
*Make links to other sites of personal interest.*
*Have a bookstore where your published works appear.*
*Have full access to the HTML and CSS so you may change the look and feel of your site (advanced users).*

*The Private View*
*Manage your personal website.*
*Use a secure, private digital storage space where you may create and store your works-in-progress.*
*Create a space where collaborators (joint creators, secondary contributors and publishers) may be invited to access and comment on your works-in-progress.*
*Keep a record of version development (keeping each successive draft, as well as a copy of the final work that becomes a published edition until you start working on new drafts towards a new edition).*
*Keep a record of messages connected to each work, mirrored in emails and capturing incoming emails.*

DIVERSITY CONFERENCE COMMUNITY FUTURE DIRECTIONS
We encourage anyone interested in hosting the Diversity Conference, or who has ideas for locations and themes for upcoming conferences, to discuss these possibilities with members of Common Ground, either at the Conference or via email at support@odiversity.com. We feel it is of critical importance that the trajectory and movement of the community emerges from the community itself.
COMMON GROUND: OUR PHILOSOPHY

Common Ground is committed to building dynamic knowledge communities that meet regularly in face-to-face interaction, connect in a virtual community of web spaces, blogs and newsfeeds, and publish in fully refereed academic journals. In this way, we are bringing to the fore our commitment to explore new ways of making and disseminating academic knowledge. We believe that the Internet promises a revolution in the means of production and distribution of knowledge, a promise, as of yet, only partially realised. This is why we are working to expand social and technical frontiers in the production of text, so that academic publishing gains the immediacy, speed and accessibility of the web whilst nevertheless maintaining—and we would hope enhancing—the intellectual standards of legacy peer refereed journals. To support these kinds of emerging knowledge communities, Common Ground continues to have an ambitious research and development agenda, creating cutting edge ‘social web’ technologies and exploring new relationships of knowledge validation.

CONFERENCES

Common Ground conferences are intellectually and discursively open places. They connect the global with the local. They encourage people to speak in as many ways as possible. They attempt to find ways to include people regardless of whether or not they are able attend in person. They turn otherwise ephemeral conversations into formal knowledge, leading to systematic refereeing by the peer community and publication in an academic journal.

CONNECTING THE GLOBAL WITH THE LOCAL

Common Ground conferences connect with different host universities and local communities each year, seeking fresh perspectives on questions of global concern. In recent years, we have worked with a wide range of educational institutions including (to list just a few): Beijing Normal University; The Australian National University; The University of London; The Institute for Pedagogical Sciences, Cuba; University of California, Los Angeles; The University of Cambridge, UK; The University of Carthage, Tunisia; Columbia University, New York; Singapore Management University; McGill University, Montreal; The University of Edinburgh, Scotland; and New York University in New York City. At conference sites, we bring the global to the local—academics, researchers and practitioners from around the world gather to discuss conference topics. At the same time, we also bring the local to the global, as local academics and community leaders speak from the perspective of local knowledge and experience.

WAYS OF SPEAKING

Our conferences encourage people to converse in as many ways as possible.

- Plenary presentations by some of the world’s leading thinkers are followed by ‘garden conversation’ sessions, a circle of chairs where an extended conversation may be had with plenary speakers.
- Thematically defined ‘talking circles’ at the beginning of the conference encourage people to meet each other and discuss their reasons for being at the conference. The group meets again near the end of the conference to reflect on the most striking ideas emerging from the discussions, and to report back agenda items for future conferences in the closing session.
- Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work, be that research, theory, practice or aesthetic work, followed by 15 minutes of audience interaction.
- Sixty-minute workshop sessions involve extensive interaction between presenter and participants around an idea or hands-on experience of a practice.
- Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction.

The range and breadth of conversational opportunities reflects Common Ground’s belief that each conference belongs ultimately to its participants.

WAYS OF JOINING THE CONVERSATION

We try to make sure that our conferences do not exclude people who cannot afford to travel or who are unable to travel at the time of the conference. Virtual participation means that a participant may submit a paper for possible publication in the journal, take part in the peer referee process, and access the conference content, published at the journal website, through the journal subscription that comes with conference registration. For graduate students, we have a fee waiver arrangement in which they chair parallel sessions and present a paper in return for free registration at the conference.

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TURNING CONVERSATIONS INTO FORMAL KNOWLEDGE

All too often, ideas circulating at conferences disappear into the ether once they have been uttered. People and their ideas are often hard to tie down during the conference and even harder to track down afterwards. For Common Ground, the conference is just one step in a formal knowledge-making process, from presentation proposal, to presentation and audience feedback, to submission and peer refereeing in a formal journal process. This is how the conference becomes an integral part of a systematic, dynamic and open academic knowledge-making ecology.
2009 GLOBAL STUDIES CONFERENCE PLENARY SPEAKERS

June Bam-Hutchison
Dr. June Bam-Hutchison is a South African mother of two sons, who grew up on the Cape Flats. Presently working as a community development and diversity strategist in London in partnership with Black, Asian and ethnic minority diaspora communities in the UK, June has grown up and worked extensively with communities in South Africa during both the apartheid and post-apartheid periods. She has worked at and with a number of universities in both South Africa and Europe, and has presented many talks globally in her field in the area of community, diversity and heritage. She has held several leadership positions in the field of diversity, heritage and community development, amongst others as CEO of South Africa’s first national post-apartheid history project for education which included the establishment of local indigenous knowledge networks and partnerships with communities, local government, higher education and the heritage sector. Recent and present positions include co-chair of the Mayor’s Heritage and Diversity Task Force Committee on Equitable Partnerships in London and Honorary Secretary of the African Studies Association of the United Kingdom. June was appointed as a research fellow in human rights and heritage at Kingston University and as community identities research facilitator and advisor with the Institute for the Public Understanding of the Past, York University. Her leadership and contributions were recognized on the world stage in September 2008 with two awards: the 60th anniversary Unesco Peace Education Prize to South Africa in Paris and a prestigious GG2 UK women in leadership and diversity 10th anniversary award presented to her by the British First Lady in London.

Aigars Cepliņš-Katinsk
Aigars is the Head of the Department of Audio and Visual Arts at Riga International School of Economics and Business Administration. He formerly served as a production manager and chief film editor for Randal Kleiser, an established Hollywood director best renown for hits such as Grease and Blue Lagoon and no less revered for having jumpstarted the careers of many stars such as John Travolta, Olivia Newton John or Ethan Hawk. In the past year, Aigars headed the program of film and video for disadvantaged children of Los Angeles under the auspices of Stenberg Family, the owners of Time Media Group and its network subdivisions in the Baltics. Aigars was also responsible for all the pilot bids for RK productions Inc. to Paramount Vantage, Yari Film Group and HBO-USA.

Aigars Cepliņš holds an M.F.A. in Film Directing from California Institute of the Arts and a B.A. in Art History from Lawrence University. In his capacity as a program director both in Los Angeles as well as in Elmer, New Jersey, where he chaired the Department of Video at Appel Arts Center, Aigars oversaw one of the most respected showcases of film and video in North America done by teenagers ages 10 to 16 involving children from all the continents. Apart from his filmmaking endeavors, Aigars has been notably involved with the advertising community of Los Angeles, running a number of ad campaigns for Avalon, a Los Angeles house of Studio 54, as well as working as a fashion photographer for IN magazine and chains such as ZARA. His photography exhibits have been featured in a number of Los Angeles art galleries.

Aigars has studied theater directing at John Goodman School of Drama in Chicago under Jim Osthalthoff, one of a very few American professors to have ever studied with theater guru Jerzy Grotowsky. His theater directing credits included the Chicago world premieres of Arthur Kopits Y2K and Nietzsche Ate Here. His first feature film The Flight of Peter F. received a Princess Grace of Monaco Award.

Andrejs Chirjevskis
Dr. Andrejs Chirjevskis is an Associate Professor of RISEBA as well as a business consultant, working in both the public and private sectors. He was a leader in executive finance functions within Latvian and international companies for 10 years. Currently, he is now a Board Member of SIA Sinerģija, Management Consultants.

Andrej’s expertise lies in corporate strategy development and implementation, corporate financial management, business valuation and project management. He worked as a trainer for the Strategic Management Training of the Latvian Business School, ANS Training Centre, Rīgas Menēžeru Skola, and as a trainer of Financial Management Training of GrossBuh Invest and Latvikon (IAB). He is now a trainer of the Project Management program at the AFW Academy of Bad Harzburg, Germany.

He started his teaching career as a lector of Strategic Management program of RISEBA in 1994. His international teaching experience spans lecturing in Ecole Superieur du Commerce Exterieur (ESCE) Paris; University of Applied Science in Mainz, Germany; Estonian Business School, MBA programme in Tallinn and INHOLLAND University, Rotterdam. Since 2004, he has been a lecturer on Strategic Management and Managing for Financial Value Creation in RISEBA and on the EMBA program of Salford Business School (UK).

Andrejs holds a Doctor of Economic Science (Dr.oec.) from Riga Technical University, a Candidate of Economic Science of Russian Federation degree, a Masters in International Management from the Chamber of
Jock Collins
Jock Collins is Professor of Economics at the University of Technology, Sydney (UTS), Australia, where he has been teaching since 1977. His research interests centre on an interdisciplinary study of immigration and cultural diversity in the economy and society. His recent research has been on Australian immigration, ethnic crime, immigrant entrepreneurship, immigrant youth, ethnic precincts and tourism, multiculturalism, the Cronulla Beach Riots and the social use of ethnic heritage and the built environment. He is the author or co-author of nine books, the most recent of which is *Bin Laden in the Suburbs: criminalizing the Arab other* (with Scott Poynting, Greg Noble and Paul Tabar). He is also the author of over 50 articles in international and national academic journals and book chapters. His work has been translated in French, Japanese, Arabic, Dutch, Chinese and Italian. Jock Collins has had visiting academic appointments in the UK, Canada, Sweden and the United States.

Sybille De La Rosa
Sybille De La Rosa is a Ph.D. student at the Free University Berlin and research assistant at the research project “Governance in Areas of Limited Statehood” where she works in a theory project about political power relations and arguments. Her doctoral work focuses on a concept of intercultural understanding based on the concepts of appropriation and alienation. She wrote her magister thesis on Jürgen Habermas’ theory of communication and Axel Honneth’s theory of recognition. Her main fields of interest are political philosophy and international relations, especially questions related to critical theory, multiculturalism, international justice, postcolonial studies and cosmopolitanism (http://www.sfb-governance.de/en/index.html). Sybille is the winner of the International Award for Excellence in the field of diversity in organisations, communities and nations.

Andrew Jakubowicz
Andrew Jakubowicz is Professor of Sociology at the University of Technology Sydney, Head of the Social and Political Change Academic Group, and Co-director of the Cosmopolitan Civil Societies Research Centre. Jakubowicz holds a Ph.D. from UNSW and an honours degree in Government from Sydney University. Since the early 1970s, Jakubowicz’s work has focused on race relations, theories of cultural and ethnic diversity, disability and media. He was foundation director of the Centre for Multicultural Studies at the University of Wollongong and foundation chair of the Disability Studies and Research Institute. Jakubowicz has an international profile, having taught at universities in the United States, Europe and Asia.

Ojārs Kalniņš
Ojārs Kalniņš was Ambassador to the U.S. and Mexico from January 1993 to December 1999. Prior to his positions at the Embassy of Latvia, he was public relations director of the American Latvian Association (ALA). Ojārs Kalniņš was raised and educated in the United States, and, once Latvia restored its independence, gave up his U.S. citizenship to become a diplomat. Following his posting as Ambassador, he moved to Latvia and since January 2000 has served as the Director of the Latvian Institute (www.li.lv).

Jack Levin
Jack Levin, Ph.D. is the Brudnick Professor of Sociology and Criminology at Northeastern University in Boston, where he co-directs its Center on Violence and Conflict. He has authored or co-authored 30 books, including the recently published volumes *Serial Killers and Sadistic Murderers—Up Close and Personal* and *The Violence of Hate*. Dr. Levin has also published more than 150 articles in professional journals and newspapers, such as The New York Times, Boston Globe, Dallas Morning News, Philadelphia Inquirer, Christian Science Monitor, Chicago Tribune, Washington Post, and USA Today. He appears frequently on national television programs, including 48 Hours, 20/20, Dateline NBC, The Today Show, Good Morning America, Oprah, The O’Reilly Factor, Larry King Live, and all network newscasts. Dr. Levin was honored by the Massachusetts Council for Advancement and Support of Education as its “Professor of the Year” and by the American Sociological Association for the Public Understanding of Sociology. He has spoken to a wide variety of community, academic, and professional groups, including the White House Conference on Hate Crimes, the Department of Justice, the Department of Education, OSCE’s Office for Democratic Institutions and Human Rights (a membership of 59 countries) and the International Association of Chiefs of Police. Website: www.JackLevinonViolence.com.
David S. Silverman
David S. Silverman followed a six-year career as a technical writer in Denver, Colorado, working for various software and telecommunication companies—including a journey to Antarctica—to work on a doctorate in communication (University of Missouri-Columbia, 2004). Dr. Silverman joined the faculty at Xavier University in New Orleans the fall of 2004 until Hurricane Katrina forced his family to evacuate. Immediately following their evacuation to Colorado, Dr. Silverman and his wife Olga rejoiced in the birth of their first child, Stephanie. After two years at Valley City State University in North Dakota, Silverman moved to St. Louis, Missouri, to become the director of the communication program at Maryville University and has since taken a position at Kansas Wesleyan University, Salina, Kansas. Dr. Silverman’s first book, on the history of corporate censorship of television in the United States, was published in October of 2007 through the Syracuse University Press.

Olga Silverman
Olga Silverman was born and raised in Riga, Latvia. She graduated from the University of Latvia in 1995 with a Master’s degree in Economics and Information Technology. After a career that included the Riga Electric Machine Building Factory, the Latvian Ship Registry and a private telecommunication concern, Olga immigrated to the United States. Olga has previously published an article about Ukrainian heritage and emigration, as well as co-authored a paper with her husband, David Silverman, on the situation of non-resident citizens in post-Soviet Latvia. She presently resides in Salina, Kansas with her family.
CONFERENCE DINNER AND TOURS

CONFERENCE DINNER, LIDO RESTAURANT - WEDNESDAY, 17 JUNE, 19:00
Join us for our Conference Dinner at the LIDO Restaurant.

The LIDO is built like traditional Latvian houses of the past. Opened at the end of 1999, its construction took almost two years and used specially selected 100 year old Latvian fir-trees. The LIDO showplaces the Nationality of Latvia and features tasty and various dishes in the traditional Latvian style.

Transportation to dinner will be provided from the Conference hotel, the Maritim Park (the bus will depart at 18:30). Please see the Conference registration desk for specific bus departure times.

If you requested a booking for the Conference dinner, please stop by the registration desk to confirm your booking and for additional information. Space is still available.

GRAND RIGA TOUR - TUESDAY, 16 JUNE at 18:00 AND FRIDAY, 19 JUNE at 16:30
The tour will begin from the Conference venue after the last session on each day – dinner is included.

Among other sites, we'll see Old Riga, the Art Nouveau district and the Brothers Cemetery. (Transportation, English speaking guide and dinner are included in the cost.)

If you requested a booking for the tour, please stop by the registration desk to confirm your booking and for additional information. Space is still available.

JURMALA TOUR - THURSDAY, 18 JUNE, 18:00
This tour will depart from the Maritim Park Hotel at 18:00. Dinner is included and you will return to the Maritim Park Hotel at approximately 22.00.

Visit the seaside town of Jurmala and tour the 19th and 20th century wooden houses. The town has an official list of 414 historical buildings under protection as well as over 4,000 wooden structures. Most of the buildings were built by Baltic German and Latvian architects, but there are also works of Russian, Finnish and other architects. Jurmala's architecture typically falls into classicism, national romanticism and modern styles. (Transportation, English speaking guide and dinner are included in the cost.)

If you requested a booking for the tour, please stop by the registration desk to confirm your booking and for additional information. Space is still available.
PLENARY SESSIONS AND GARDEN SESSIONS

Tuesday, 16 June

Ojārs Kalniņš, Latvian Institute, Riga, Latvia
PLENARY SESSION: 9:30-10:00
GARDEN SESSION: 11:35-12:35

June Bam-Hutchison, Community Development and Diversity Strategist, London, UK
PLENARY SESSION: 10:00-10:30
GARDEN SESSION: 14:15-15:15

David Silverman, Kansas Wesleyan University, Salina, USA; Olga Silverman, Salina, USA
PLENARY SESSION: 13:40-14:10
GARDEN SESSION: 16:10-17:10

Wednesday, 17 June

Jack Levin, Northeastern University, Boston, USA
PLENARY SESSION: 9:30-10:00
GARDEN SESSION: 11:20-12:20

Sybille De La Rosa, Free University Berlin, Berlin, Germany
PLENARY SESSION: 10:00-10:30
GARDEN SESSION: 13:25-14:25

Thursday, 18 June

Andrew Jakubowicz, University of Technology Sydney, Sydney, Australia
PLENARY SESSION: 9:30-10:00
GARDEN SESSION: 11:20-12:20

Aigars Ceplītis-Katinsk, Riga International School of Economics and Business Administration, Riga, Latvia
PLENARY SESSION: 10:00-10:30
GARDEN SESSION: 14:15-15:15

Friday, 19 June

Jock Collins, University Technology Sydney, Sydney, Australia
PLENARY SESSION: 9:30-10:00
GARDEN SESSION: 11:20-12:20

Andrejs Chirjevskis, Riga International School of Economics and Business Administration, Riga, Latvia
PLENARY SESSION: 10:00-10:30
GARDEN SESSION: 13:25-14:25
## Tuesday, 16 June

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
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<tr>
<td>8:00-9:00</td>
<td><strong>REGISTRATION DESK OPEN</strong></td>
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<td>9:00-9:30</td>
<td><strong>CONFERENCE OPENING</strong> – Irinia Sennikova, RISEBA, Jock Collins, University of Technology, Sydney, Garett Gietzen, Common Ground Publishing <strong>Presentation of the Award for Excellence in the area of diversity in organisations, communities and nations</strong></td>
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<tr>
<td>9:30-10:00</td>
<td><strong>PLENARY SESSION</strong> – Ojārs Kalniņš, Latvian Institute, Riga, Latvia <strong>'How the Vikings Diversified Riga’</strong></td>
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<td>10:00-10:30</td>
<td><strong>PLENARY SESSION</strong> – June Bam-Hutchison, Community Development and Diversity Strategist, London, UK <strong>'Diversity and Identity in a New Global Order: Case Studies of Heritage Work with Global Communities’</strong></td>
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<td>10:30-10:45</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>10:45-11:30</td>
<td><strong>TALKING CIRCLES (Streams listed below)</strong></td>
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### Room 1: Streams: Identity and Belonging; the Politics of Diversity; Globalisation; Race and Racism

- **Linguistic Diversity and Linguistic Educational Rights**
  - Prof. Denise Egea-Kuehne, Department of Educational Theory, Policy and Practice, Louisiana State University, Baton Rouge, USA
  - **Overview:** In this paper, I explore problems of educational rights in the domain of languages, idioms, dialects.
  - **Stream:** Identity and Belonging; the Politics of Diversity; Globalisation

### Room 2: Stream: Immigration, Refugees; Nations, Nationalism, Communities; First Nations, Indigenous Peoples

- **Influence of Diversity within Consultancy Teams on Innovative Behaviour**
  - Dipl. Päd. Maria Rupprecht, University of Regensburg, Kirstin Hansen, Dr. Regina Mulder, Dr. Hans Gruber, Regensburg, Germany
  - **Overview:** The paper presentation contains results of a delphi-study concerning how consultants (have to) deal with problems and challenges of different kinds of diversity, and requirements on innovative behaviour.
  - **Stream:** Organisations

- **Diversity in the Workplace: What’s Missing**
  - Dr. Richard Andrulis, Human Resource Development, Villanova University, Villanova, USA
  - **Overview:** Workplace diversity initiatives cannot solely focus on legal compliance. Diversity initiatives are empty shells if companies fail to reach out to their communities that provide the labor and revenue source.
  - **Stream:** Organisations

### Room 3: Streams: Gender and Sexuality; Disability, Health; Representations: Media, Communications, Arts, Literature

- **Differential Item Functioning: Establishing Item Equivalence when Researching Immigrant Populations**
  - Vinita Ambwani, Dr. Steven A. Murphy, Sprott School of Business, Carleton University, Ottawa, Canada
  - **Overview:** This paper discusses techniques for measuring differential item functioning (DIF) and argues for their increased use in organizational research in light of increasing immigrant populations.
  - **Stream:** Immigration, Refugees
<table>
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<tr>
<th>Time</th>
<th>Parallel Sessions</th>
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| 11:35-12:05   | Room 4: Harassment at Work: Law and Practice in the UK  
**Victoria Howes**, Salford Law School, Manchester, UK  
Overview: The UK has developed a complicated legal framework against harassment at work. It creates potential barriers towards bringing a claim and hence difficulties for victims to apply it in practice.  
Stream: Gender and Sexuality |
| 11:40-12:10   | Room 5: Service-Learning For Pre-Service Teachers: Learning Through Rhizomatic Interconnection of the University and the Real World.  
**Prof. Suzanne Carrington**, School of Learning & Professional Studies, **Dr. Radha Iyer**, School of Cultural and Language Studies, Queensland University of Technology, Brisbane, Australia  
Overview: An overview of a service-learning program for pre-service teachers to develop an inclusive ethical framework. The workshop will include a DVD and presentation of data demonstrating the outcomes for students.  
Stream: Identity and Belonging; the Politics of Diversity; Globalisation |
| 12:40-13:40   | Lunch |
| 13:40-14:10   | PLENARY SESSION - David Silverman, Kansas Wesleyan University, Salina, USA; Olga Silverman, Salina, USA  
‘Latvia since the collapse of the Soviet Union’ |
| 14:15-15:55   | Room 1: "Heart Listening": Honoring the Magic and Mystery of Communication  
**Vanessa Puniak**, M.A., Management Training/Staff Education, Vanessa Puniak and Associates, San Luis Rey, USA  
Overview: Learn the art of reflective and attentive listening which enhances the quality of relating to others at work and home.  
Stream: Identity and Belonging; the Politics of Diversity; Globalisation |
|               | Room 2: Language Ideologies and Language Policies  
**Barbara Lynn Speicher**, **Prof. JC. Bruno Teboul**, College of Communication, DePaul University, Chicago, USA  
Overview: This paper explores the universal nature of language ideologies, how they affect language policies, and the consequences of such policies across the globe.  
Stream: Identity and Belonging; the Politics of Diversity; Globalisation |
| Room 2 | South Asians in Britain: Acculturation, Cultural Identity and Perceived Discrimination  
*Prof. Lena Robinson*, School of Social Sciences, University of the West of Scotland, Glasgow, UK  
**Overview:** The study reported in this paper is part of a wider research project on the adaptation of South Asians in Britain.  
*Stream: Immigration, Refugees* |
| Room 2 | Managers’ Experiences of a Merger and Acquisition Programme Embracing Diversity in a Cross-Cultural Setting  
*Retha G. Visagie, Prof. Marie Poggenpoel, Prof. Chris Myburgh*, University of Johannesburg, Johannesburg, South Africa  
**Overview:** A qualitative study focusing on manager’ experiences of a Merger and Acquisition programme embracing diversity in a cross-cultural setting.  
*Stream: Organisations* |
| Room 2 | Managing Diversity: Culture and Context  
*Dr. Coen Heijes*, Groningen, Netherlands  
**Overview:** The presentation discusses the do's and don'ts when implementing diversity policy within public organisations.  
*Stream: Organisations* |
| Room 3 | Hispanic Immigration in the United States: Blame Popular Culture  
*Dr. Patricia Bazan-Figuera*, Fairleigh Dickinson University, Madison,  
*Dr. Salvador J. Figueras*, Hudson County Community College, Jersey City, USA  
**Overview:** Presentation describes the transformation occurring in today's American society. Multidimensional and interdisciplinary, presentation discusses how The Culture of Spain has penetrated American culture symbolizing a replication of 1492.  
*Stream: Nations, Nationalism, Communities* |
| Room 3 | Immigration and Cultural Diversity in Greece  
*Prof. Constantine P. Danopoulos*, Political Science, San Jose State University, San Jose, USA  
**Overview:** The paper will analyse and assess the cultural, societal, educational impact of migrant workers in contemporary Greece.  
*Stream: Nations, Nationalism, Communities* |
| Room 3 | Different Horizons: Food Miles and First Nations in the Minnesota North Country  
*Prof. Mark Lawrence*, Department of Geography and Political Science, Bemidji State University, Bemidji, USA  
**Overview:** This report is an initial assessment of food-systems planning needs of native peoples and remote populations in Minnesota’s “North Country”.  
*Stream: First Nations, Indigenous Peoples* |
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<tr>
<th>Time</th>
<th>Room 4</th>
<th>Room 5</th>
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<tr>
<td>14:15-14:45</td>
<td>&quot;Dialogic&quot; as Diversity: Considering Bakhtin's Theory of the Novel as Template for a Multi-Cultural Curriculum. <em>Kenneth DiMaggio</em>, Humanities, Capital Community College, Hartford, USA Overview: Mikhail Bakhtin theorized how the novel &quot;denies the absolutism of a single unitary language&quot; and grows from divergent languages. Why can't a teacher's multi-cultural curriculum reflect a similar approach? Stream: Learning, Education, Training</td>
<td>The Limits of Admittance and Diversity: Femininity and the Body of Du’a <em>Dr. Sandra Phelps</em>, Department of Sociology, University of Kurdistan Hawler, Arbil, Iraq Overview: This paper explores the feminine body as constituting the necessary boundary between ethnic cultures. Feminine agency represents both the potentiality and the limits of embracing cultural diversity. Stream: Identity and Belonging; the Politics of Diversity; Globalisation</td>
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<td>14:50-15:20</td>
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<td>15:25-15:55</td>
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<td>GARDEN SESSION</td>
<td>Room 1</td>
<td>Diversified Cultures? Chinese International Students' Media Experiences in Sydney <em>Miss Shan-Shan Li</em>, School of Communication Arts, University of Western Sydney, Sydney, Australia Overview: The paper will explore Chinese international students' experiences of consuming Australian media and the Internet, and their experiences of the diversified cultures offered by them. Stream: Representations: Media, Communications, Arts, Literature</td>
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<td>15:55-16:10</td>
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<td>COFFEE BREAK</td>
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<td>16:10-17:15</td>
<td>Room 2</td>
<td>An Integrative Constructivist Approach for Diversity Management <em>Kazuma Matoba</em>, Center for Diversity Research and Training, Witten/Herdeck University, Witten, Germany Overview: An integrative constructivist approach for diversity management is a new concept for third-culture building - unified diversity - in organizations and society. Stream: Organisations</td>
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<td>16:10-16:40</td>
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<td>16:45-17:15</td>
<td>Room 3</td>
<td>Job Seekers' Perception of Prospective Employers <em>Thapelo Jacob Moloi</em>, Industrial Psychology, University of the Free State, Bloemfontein, South Africa Overview: This paper explores the perceptions that job seekers hold for black and white employers as well as their ability to retain them. Stream: Race and Racism Recognising Ecological Contexts of Diverse Ethnic Groups: Experiences of British-Indian Adult Children of Divorce <em>Dr. Chaitali Das</em>, School of Sociology, Social Work and Social Policy, Queen’s University, Belfast, UK Overview: British-Indian children’s experiences of divorce are explored to understand diversity within minority socio-cultural contexts. Stream: Race and Racism</td>
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</table>
### Room 4

**‘Gender Imbalance’ in Science Classrooms in the UK: An Investigation into the Causes and Solutions**  
*Prof. Pooran Wynarczyk, Small Enterprise Research Unit, Newcastle University Business School, Newcastle upon Tyne, UK*

Overview: This paper focuses on the causes of gender imbalance in science classrooms in the UK, provides an overview of specific initiatives, and makes policy recommendations to remedy the situation.  
*Stream: Learning, Education, Training*

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**Intercultural Diversity in Consultancies**  
*Kirstin Hansen, Dipl. Päd. Maria Rupprecht, University of Regensburg, Dr. Hans Gruber, Dr. Regina Mulder, Regensburg, Germany*

Overview: This contribution reports results of a delphi-study in the field of consulting. It clarifies how consultants perceive intercultural diversity and how they deal with cultural barriers within consulting teams.  
*Stream: Learning, Education, Training*

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**GARDEN SESSION**

*David Silverman and Olga Silverman*

18:00 **GRAND RIGA TOUR**
### Wednesday, 17 June

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9:30-10:00</td>
<td><strong>PLENARY SESSION</strong> - Jack Levin, Northeastern University, Boston, USA</td>
<td>'The Sequence of Events Leading to School Massacres: The Role of Gender'</td>
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<td>10:00-10:30</td>
<td><strong>PLENARY SESSION</strong> - Sybille De La Rosa, Free University Berlin, Berlin, Germany</td>
<td>'Appropriation or Approximation: The Emergence of Intermediate Horizons'</td>
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<td>10:35-11:05</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<tr>
<td>Room 1</td>
<td>Provision of Teacher Education for Diversity in South Africa</td>
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<td><strong>Dr. Eleanor Maud Lemmer</strong>, University of South Africa</td>
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<td><strong>Ms. Glynis Moore</strong>, Department of English and Drama, Pretoria, South Africa</td>
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<td><strong>Overview</strong>: Against the background of enabling legislation and the need for and provision of teacher education to manage diversity in South African schools, selected teacher education programmes are evaluated.</td>
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<td><strong>Stream</strong>: Learning, Education, Training</td>
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<td>Room 2</td>
<td>Forming Partnership Between Local Government and the Private Sector: A Case Study of Maluti-a-phofung Municipality</td>
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<td><strong>Khutlang Leripa</strong>, Department of Public Management Economic and Management Sciences, University of the Free State, Bloemfontein, South Africa</td>
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<td><strong>Overview</strong>: Government and the public sector are faced with the urgency and the need to ensure that services are efficiently and effectively delivered to the communities.</td>
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<td><strong>Stream</strong>: Identity and Belonging; the Politics of Diversity; Globalisation</td>
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<td>Room 3</td>
<td>Using or Abusing the Truth and Reconciliation Commission? Efforts to Transform a South African University</td>
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<td><strong>Dr. Vivian de Klerk</strong>, Dean of Students Division, Rhodes University, Grahamstown, South Africa</td>
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<td><strong>Overview</strong>: This paper describes a particular strategic intervention designed to raise awareness about diversity on the campus of a small formerly white South African University campus.</td>
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<td><strong>Stream</strong>: Identity and Belonging; the Politics of Diversity; Globalisation</td>
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<td>Room 4</td>
<td>Adolescents' Experience of Aggression in Youth Centers in South Africa</td>
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<td><strong>Prof. Chris Myburgh</strong>, Educational Psychology, <strong>Prof. Marie Poggenpoel</strong>, Department of Nursing, University of Johannesburg, Johannesburg, South Africa</td>
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<td><strong>Overview</strong>: A qualitative, exploratory, descriptive and contextual investigation was conducted by means of phenomenological interviews with adolescents in youth centers focusing on their lived-experience of aggression.</td>
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<td><strong>Stream</strong>: Disability, Health</td>
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<td>11:05-11:20</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<td>Room 1</td>
<td>A Cultural Journey: Creating an English Village in South Korea</td>
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<td><strong>Dr. Kyla Hammond</strong>, College of Education, <strong>Debby Jennings</strong>, Extended Studies, University of Colorado at Colorado Springs, Colorado Springs, USA</td>
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<td><strong>Overview</strong>: Describes the cultural challenges of a global partnership between the University of Colorado at Colorado Springs, USA, and Yeungjin College of Daegu, South Korea, in creating a Korean English Village.</td>
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<td><strong>Stream</strong>: Learning, Education, Training</td>
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<td>WED.</td>
<td>PARALLEL SESSIONS</td>
<td>11:20-11:50</td>
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<td>Room 2</td>
<td>The Philosophy of Diversity as a Life Attitude</td>
<td><strong>Diana Ureche</strong>, National Council for Combating Discrimination, Bucharest, Romania</td>
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<td>Overview: Discrimination has positive effects, as my research shows. Discrimination and pro-diversity action are opposite and mutually excluding. A philosophy of diversity is, therefore, required in order to strike the perfect balance.</td>
<td>Stream: Identity and Belonging; the Politics of Diversity; Globalisation</td>
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<td>Room 3</td>
<td>Educating for Global Citizenship</td>
<td><strong>Dr. Leo Sandy</strong>, Education and School Psychology, <strong>Dr. Scott Meyer</strong>, Social Work, Plymouth State University, Plymouth, USA</td>
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<td>Overview: This presentation describes some actions and responsibilities of a university registrar in promoting equity and inclusion in the university: advertising programs, recruiting students, preparing a welcoming environment, raising awareness, etc.</td>
<td><strong>Charlene Downing</strong>, Prof. <strong>Marie Poggenpoel</strong>, Prof. <strong>Chris Myburgh</strong>, Education, University of Johannesburg, Johannesburg, South Africa</td>
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<td>Stream: Identity and Belonging; the Politics of Diversity; Globalisation</td>
<td>Stream: Disability, Health</td>
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<td>Overview: Showcasing practical case studies of the successful implementation of the vivavoce for undergraduates with dyslexia. Synthesising theory and practice in pedagogy for diversity.</td>
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<td>Stream: Disability, Health</td>
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<tr>
<td>13:25-15:05</td>
<td>PARALLEL SESSION</td>
<td>14:00-14:30</td>
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<td>Room 1</td>
<td>Marginality Reconstructed: Global Diversities Created by International Migration and Tourism</td>
<td><strong>Prof. Victor Azarya</strong>, Hebrew University of Jerusalem, Jerusalem, Israel</td>
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<td>Overview: The impact of international migration and tourism on migrant workers and on people who put their culture on display for tourists. How is marginality thus reconstructed within globalization.</td>
<td><strong>Mandla Ndiangamandla</strong>, Industrial Psychology, University of the Free State, Phuthaditjhaba, South Africa</td>
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<td>Biodiversity and Systems of Ethics</td>
<td><strong>Dr. Indira Y. Junghare</strong>, South Asian Languages, Literatures, &amp; Cultures, University of Minnesota, Minneapolis, USA</td>
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<td>Overview: The study examines the experience of belly dancers to develop a model to facilitate mental health as an integral part of the dancer's wholeness as an individual and performer.</td>
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<td>Stream: Learning, Education, Training</td>
<td>Stream: Immigrant, Refugees</td>
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<td>Stream: Learning, Education, Training</td>
<td>Stream: Identity and Belonging; the Politics of Diversity; Globalisation</td>
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<td>13:25-13:55</td>
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<td>Room 2</td>
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<tr>
<td><strong>The Impact of Union</strong></td>
<td><strong>Have Discrimination and Hate</strong></td>
<td><strong>Delivery and Implementation</strong></td>
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<td>Commitment, Involvement</td>
<td>Crimes Based on Ethnicity</td>
<td>of a Multi-Cultural Pre-School</td>
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<td>and Satisfaction on Transfer</td>
<td>and Religion Increased in the</td>
<td>Curriculum: Nursery Staff</td>
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<tr>
<td>Status and Race at a</td>
<td>United States Since 2000? E</td>
<td>Perceptions</td>
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<td>Midwestern U.S. Automobile</td>
<td>Pluribus Unum?</td>
<td>Alice Sawyer, Health</td>
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<td>Plant</td>
<td>Dr. Mitchell Sherr, Dr. Max</td>
<td>and Social Care Department,</td>
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<td>Prof. Brian Phillips, Prof.</td>
<td>Montesino, Division of</td>
<td>University of London, London,</td>
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<td>George Lundskow, Prof.</td>
<td>Organizational Leadership</td>
<td>UK</td>
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<td>Phyllis Curtiss, Division</td>
<td>and Supervision, Indiana</td>
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<tr>
<td>of Arts and Sciences,</td>
<td>University-Purdue University</td>
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<td>Grand Valley</td>
<td>Fort Wayne, USA</td>
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<td>State University, Allendale, USA</td>
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<td><strong>Overview:</strong> This study addresses the impact that union commitment, involvement, and satisfaction can have on workers who have been transferred. Findings indicate that race is a determinate factor. <strong>Stream: Race and Racism</strong></td>
<td><strong>Overview:</strong> The purpose of this paper is to describe the rise in discrimination and hate crimes against Muslims and Latinos in the U.S.A. from the beginning of the 21st century. <strong>Stream: Race and Racism</strong></td>
<td><strong>Overview:</strong> This paper explores nursery practitioners' perceptions, interpretations, delivery and implementation of a multi-cultural pre-school curriculum in a multi-ethnic Local Authority day nursery in London. <strong>Stream: Identity and Belonging; the Politics of Diversity; Globalisation</strong></td>
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<td>Room 3</td>
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<tr>
<td><strong>Linguistic Diversity</strong></td>
<td><strong>How the Internet Influences our World-View of Ethnic</strong></td>
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<td>and Economic Disparity: An</td>
<td>Representation</td>
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<td>Issue For Multiculturalism</td>
<td><strong>Dr. Beau Basel Beaudoin</strong>, School of Media Arts, Columbia</td>
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<td>in India</td>
<td><strong>College Chicago, USA</strong></td>
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<td><strong>Papia Sengupta</strong>, Department of Political Science, University of Delhi, Delhi, India</td>
<td><strong>Overview:</strong> This interactive workshop presents Internet media samples of diverse cultural representations. Participants will have opportunities to discuss and analyze their cultural worldviews regarding reality vs. mediated images. <strong>Stream: Representations: Media, Communications, Arts, Literature</strong></td>
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<td><strong>Overview:</strong> A new multicultural approach towards maintaining linguistic diversity and economic development is needed that helps avoid friction between minority well offs and majority backward. <strong>Stream: Identity and Belonging; the Politics of Diversity; Globalisation</strong></td>
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<td>Room 4</td>
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<td><strong>Lost in Transition: State</strong></td>
<td><strong>Lesbian, Gay, Bisexual and Transgender</strong></td>
<td><strong>Representative Bureaucracy</strong></td>
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<tr>
<td>Sponsored Oppression or</td>
<td>Equalities Initiatives: The Case of UK Local Government</td>
<td>and Sexual Orientation: Links</td>
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<td>Tokenistic Legal Parity?</td>
<td><strong>Dr. Surya Monro</strong>, University of Sheffield, Sheffield, <strong>Dr. David Pitts</strong>, Department of</td>
<td>between Passive and Active</td>
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<td><strong>Stephen Pugh</strong>, School of</td>
<td><strong>Prof. Diane Richardson</strong>, University of Newcastle, Newcastle upon</td>
<td>Representation of LGBTs</td>
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<td>Community Health Sciences</td>
<td>Tyne, UK</td>
<td><strong>Stream: Gender and Sexuality</strong></td>
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<td>and Social Care, <strong>Stephen</strong></td>
<td><strong>Overview:</strong> This paper reports on findings from a large cross-cultural study of lesbian, gay, bisexual and transgender equalities in UK local government. <strong>Stream: Gender and Sexuality</strong></td>
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<td>Lonsdale**, Social Services,</td>
<td><strong>Initiatives:</strong> The Case of UK Local Government</td>
<td><strong>Stream: Gender and Sexuality</strong></td>
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<td>University of Salford,</td>
<td><strong>Dr. Surya Monro</strong>, University of Sheffield, Sheffield, <strong>Prof.</strong></td>
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<tr>
<td>Manchester, UK</td>
<td><strong>Diane Richardson</strong>, University of Newcastle, Newcastle upon Tyne, UK</td>
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<td><strong>Overview:</strong> this paper seeks to explore the effect of the Gender Recognition Act 2004 has had for transitioned individuals and if it achieves legal parity or legitimates State oppression. <strong>Stream: Gender and Sexuality</strong></td>
<td><strong>Overview:</strong> This paper reports on findings from a large cross-cultural study of lesbian, gay, bisexual and transgender equalities in UK local government. <strong>Stream: Gender and Sexuality</strong></td>
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<td>PARALLEL SESSION</td>
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<td>13:25-13:55</td>
<td><em>Room 5</em>  <strong>PolesApart by r e a: Re-Negotiating the Past through Visual Art</strong></td>
<td>Sybille De La Rosa</td>
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<td><strong>Dr. Christine Judith Nicholls, Flinders University</strong></td>
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<td><strong>Adelaide, South Australia, Australia</strong></td>
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<td><strong>Overview:</strong> This interactive workshop will focus on the oeuvre of Australian</td>
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<td></td>
<td>Aboriginal visual artist r e a, with particular reference to her recent</td>
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<td>photographic/ video/ installation work, PolesApart.</td>
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<td><strong>Stream:</strong> Representations: Media, Communications, Arts, Literature</td>
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<tr>
<td>14:00-14:30</td>
<td>**Why Muslims May Be Savage and Americans Diverse: How Archetypal Schemas</td>
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<td>Construct the 'Other'**</td>
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<td><strong>Dr. Christopher Stuart Hutchinson, Kingston University</strong></td>
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<td><strong>Overview:</strong> An analysis of a corpus of popular discourse suggests that</td>
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<td>plausible account may be given of prejudice in terms of more general</td>
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<td>archetypal schemas.</td>
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<td>14:35-15:05</td>
<td><strong>Room 5</strong>  **How Can Continuing Professional Development Programmes for</td>
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<td>Teachers Envisaged by the National Policy Framework for Teacher Education and</td>
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<td>Development Cater for the Needs of Diverse Students in South Africa?**</td>
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<td><strong>Prof. Gertruida Maria Steyn, University of South Africa, Pretoria, South Africa</strong></td>
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<td><strong>Overview:</strong> The paper examines factors that could influence the effectiveness</td>
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<td>of the proposed Continuing Professional Teacher Development in the National</td>
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<td>Policy Framework for Teacher Education and Development in South Africa.</td>
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<td><strong>Stream:</strong> Learning, Education, Training</td>
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<td>15:05-15:20</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>15:20-17:00</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<td>15:20-15:50</td>
<td><strong>Room 1</strong>  <strong>Forty Years On: Education for a Culturally Diverse Australia?</strong></td>
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<td>**Assoc Prof Marnie O'Neill, Graduate School of Education, University of</td>
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<td>Western Australia, Perth, Australia**</td>
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<td><strong>Overview:</strong> Analysis of the ways in which the framing of policies in</td>
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<td>Australia have had an impact on the recognition of and response to cultural</td>
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<td>diversity. <strong>Stream:</strong> Learning, Education, Training</td>
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<td>15:55-16:25</td>
<td><strong>Room 1</strong>  <strong>Diversity Management and Bottom-Line</strong></td>
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<td>**Prof. Marcos Massoud, Robert A. Day School of Economics and Finance,</td>
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<td>Claremont McKenna College, Claremont, USA**</td>
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<td><strong>Overview:</strong> Diversity in the workplace is a very important variable for an</td>
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<td>organization’s success. Inclusion will result in higher productivity and</td>
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<td>better performance. <strong>Stream:</strong> Learning, Education, Training</td>
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*Ninth International Conference on Diversity in Organisations, Communities and Nations • 38*
| Room 2 | Diversity and Differential Experiences with Digital Texts: Exploring Digital Literacy Practices in Home and School Contexts  
Dr. Robyn Henderson, Faculty of Education, University of Southern Queensland, Toowoomba, Australia  
**Overview:** This paper examines the home and school digital literacy practices of school students from low socioeconomic backgrounds and the pedagogical implications of teachers' understandings of students' expertise.  
**Stream:** Learning, Education, Training | Diversifying Business Coaching in a Higher Education Context to Facilitate Research Output  
Dr. Jeanette Maritz, School of Health Science, University of Johannesburg, Retha G. Visagie, Nursing Department, School of Health Sciences, Johannesburg, South Africa  
**Overview:** A demonstration of how coaching principles can be utilized in an academic research context to facilitate research output.  
**Stream:** Learning, Education, Training |
| --- | --- |
| Room 3 | The Persistence of Educational Practices that Reproduce Colonialism and Inequality  
Dr. Carol Schick, Faculty Education, University of Regina, Regina, Canada  
**Overview:** This paper argues that, in spite of narratives to the contrary, practices of everyday racism are deeply embedded in the social identities that constitute the discourses of a nation.  
**Stream:** Nations, Nationalism, Communities | Diversity in Central Asia: Culture, Transition and Entrepreneurship  
Prof. Leo Dana, Strategy and International Business, University of Canterbury, Christchurch, New Zealand,  
Prof. Frank Lasch, Montpellier Business School, Montpellier, France  
**Overview:** Transition and entrepreneurship differs greatly across the former Soviet republics of Central Asia.  
**Stream:** Nations, Nationalism, Communities | Organizational Diversity and Moral Judgment: Implications For Policy  
Dr. Charles Smith, Otterbein College, Westerville, USA, Dr. Erika Šumilo, University of Riga, Riga, Latvia, Dr. György Andor, University of Technology and Economics, Budapest, Hungary  
**Overview:** The paper tests a number of hypotheses with respect to moral judgment across three countries, Hungary, Latvia, and the United States.  
**Stream:** Nations, Nationalism, Communities |
### Room 4

**Open Societies?**  
Connections between’s Activism, Globalization and Democracy in Eastern and Central Europe  
*Dr. Katalin Fabian,*  
Department of Government and Law, Lafayette College, Easton, USA  

**Overview:** Women’s issues in the post-communist transitions became one of the most contested and challenging issues in terms of both the practice and theory of democracy and diversity.  
*Stream: Gender and Sexuality*

**Semi-Structured Interviews Indicate Cultural Misunderstandings Amongst Emergency Paramedics and Muslims in Melbourne Australia**  
*Peter Ross Hartley,* Faculty of Health Engineering and Science, Victoria University, Melbourne, Australia  

**Overview:** This study recommends improved interventions for Muslims in the pre-hospital setting, and identifies curricula for incorporation into paramedic training to improve overall health outcomes for both Muslims and emergency paramedics.  
*Stream: Race and Racism*

**Family Group Conferences: A ‘Panacea’ or a ‘Straitjacket’ in Working with Culturally Diverse Families in Multi-Racial Societies**  
*Prof. Ravinder Barn, Alice Sawyerr,* University of London, London.  
*Dr. Chaitali Das,* Queen’s University, Belfast, UK  

**Overview:** This paper will present a theoretical and empirical account of family group conferencing and ethnicity based upon an evaluation study carried out in London.  
*Stream: Race and Racism*

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**19:00**  
**CONFERENCE DINNER AT LIDO RESTAURANT**
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:30-10:00</td>
<td><strong>PLENARY SESSION</strong> - Andrew Jakubowicz, University of Technology Sydney, Sydney, Australia</td>
<td>Andrew Jakubowicz, University of Technology Sydney, Sydney, Australia</td>
<td>'Home Grown: a comparative examination of the UK and Australia’s strategies in relation to domestic threats of communal violence'</td>
<td>Room 1</td>
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<tr>
<td>10:00-10:30</td>
<td><strong>PLENARY SESSION</strong> - Aigars Cepulis-Katinsk, Riga International School of Economics and Business Administration, Riga, Latvia</td>
<td>Aigars Cepulis-Katinsk, Riga International School of Economics and Business Administration, Riga, Latvia</td>
<td>'Incommunicado in Hollywood: The absence of Latvian films in USA markets. Its Causes and Effects'</td>
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<td>10:35-11:05</td>
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<td>Aigars Cepulis-Katinsk, Riga International School of Economics and Business Administration, Riga, Latvia</td>
<td>'Incommunicado in Hollywood: The absence of Latvian films in USA markets. Its Causes and Effects'</td>
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<td>11:05-11:20</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>Coffee Break</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Mohammed Ishaq, University of the West of Scotland, Paisley, Dr. Asifa Maaria Hussain, University of Durham, Durham, UK</td>
<td>A Review of Equality and Diversity in Public Sector Institutions: The Case of the UK Armed Forces</td>
<td>Room 2</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Jacqueline Stevenson, Dr. Marie-Odile Leconte, Carnegie Faculty of Sport and Education, Leeds Metropolitan University, Leeds, UK</td>
<td>'Whose Ethical University is it Anyway?': Widening Participation, Student Diversity and the 'Ethical' Higher Education Institution</td>
<td>Room 1</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Norma Margaret Nel, Elana Swanepoel, University of South Africa, Johannesburg, South Africa</td>
<td>The Influence of ESL Student Teachers' English Language Proficiency on ESL Learners</td>
<td>Room 3</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Glynis Perkin, Engineering Centre for Excellence in Teaching and Learning, Loughborough University, Loughborough, UK</td>
<td>Optimising Opportunities for Dyslexic Students during their Industrial Placement</td>
<td>Room 4</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Daniel Robert Morris, Department of Language, Literature, and Philosophy, Southern Oregon University, Ashland, USA</td>
<td>The Globalization of Culture: Myth or Reality?</td>
<td>Room 5</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Carol Reid, School Of Education, University of Western Sydney, Sydney, Australia</td>
<td>Cosmopolitan Youth in South-Western Sydney: Belonging, Inter-Ethnic Relations and Schooling</td>
<td>Room 5</td>
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<td>11:20-12:25</td>
<td><strong>PARALLEL SESSIONS</strong></td>
<td>Dr. Susanne Wessendorf, Max-Planck-Institute for the Study of Religious and Ethnic Diversity, Göttingen, Germany</td>
<td>Super-Diversity in London: Methodological Challenges of Researching Social Contact and Attitudes on the Local Level</td>
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| 11:20-11:50| **Diversity and Perceptions of Tolerance in Australia’s Major EthniCities**  
*Dr. James Forrest*, Department of Human Geography, Macquarie University, Sydney, Australia  
**Overview**: Levels and the nature of diversity (mix of ethnic groups) and perceptions of tolerance are examined for Sydney, Melbourne and Perth, Australia’s main immigrant-receiving cities.  
**Stream**: Race and Racism | **The Spirit: Gender and Diversity at the University of Stuttgart**  
*Prof. Sabina Jeschke*, University of Stuttgart, *Barbara Burr, M.A.*, *Prof. Peter Göhner*, *Prof. Wolfram Ressel, Dr. Hhil. Habil. Wolfgang Schlicht*, Stuttgart, Germany  
**Overview**: We present the gender master plan of the University of Stuttgart and the first steps for promotion of female students and women especially within the natural sciences and technological fields.  
**Stream**: Learning, Education, Training | **Intersecting Disability and Mad Activism within an Anti-Normalization Framework**  
*Essya M. Nabbali*, Critical Disability Studies, York University, Brampton, Canada  
**Overview**: This presentation will consider the intersectionality of disability and mad activism, specifically with regards to the applicability of the social model of disability to Mad Pride.  
**Stream**: Disability, Health | **Troubling Diversity? Exploring Nurses’ Discursive Construction of Intercultural Encounters in Healthcare Settings**  
*Kirsten Jaeger*, Department of Language and Culture, *Annie Aarup Jensen*, Department of Education, Learning and Philosophy, Aalborg University, Aalborg, Denmark  
**Overview**: Connecting to recent trends in diversity and intercultural communication theory, results from an analysis of nursing discourse on cultural difference and intercultural encounters in the Danish healthcare sector are presented.  
**Stream**: Organisations |
| 11:55-12:25 | **Differing Backgrounds/Differing Perspectives: Wrestling with Diversity and Democracy at an Institution of Higher Education**  
*Dr. Shirley Wade McLoughlin*, Education, Keene State College, Keene, USA  
**Overview**: This paper examines the intersections and reactions to difference between predominantly white students and faculty and students from diverse backgrounds occurring in response to a controversial student art sculpture.  
**Stream**: Race and Racism | **Education Measures for Students and Teachers: An Australian Perspective on Nation-Wide Standardised Assessment of Indigenous People’s Literacy Outcomes**  
*Dr. Beryl Exley*, Language & Literacy, Queens University of Technology, Brisbane, Australia  
**Overview**: This paper offers a sociological interpretation of national standardized assessment as it applies to Australian Indigenous students.  
**Stream**: Learning, Education, Training | **Social and Cultural Differences between American and Croatian Populations in Relation to Overweight and Obesity**  
*Jasminka Ernst*, Florida State University, School of Social Work, Columbia University  
**Overview**: We examine prevalence of overweight/obesity in U.S. and Croatia, point to lifestyle leading to different prevailing factors of obesity in two countries and propose a lifestyle conducive to healthier weight.  
**Stream**: Disability, Health |

**GARDEN SESSION**  
12:25-13:25 **LUNCH**
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<tr>
<td>13:25-14:10</td>
<td>TALKING CIRCLES (Streams listed below)</td>
<td>Room 1: Streams: Identity and Belonging; the Politics of Diversity; Globalisation; Race and Racism</td>
<td>Room 2: Streams: Immigration, Refugees; Nations, Nationalism, Communities; First Nations, Indigenous Peoples</td>
<td>Room 3: Streams: Gender and Sexuality; Disability, Health; Representations: Media, Communications, Arts, Literature</td>
<td>Room 4: Streams: Learning, Education, Training; Organisations</td>
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| 14:15-15:20 | PARALLEL SESSIONS | Room 1: Russians from China: Migrations and Identity  
Mara Moustafine, Faculty of Humanities and Social Sciences, University of Technology Sydney, Sydney, Australia  
Overview: The history of Russians in the northern Chinese city of Harbin; geo-political forces underpinning the waves of their migration into and out of Harbin; issues of identity before and after.  
Stream: Identity and Belonging; the Politics of Diversity; Globalisation | Room 2: International Trade Law and the Debate on Open Borders  
Prof. George C. Nnona, School of Law, Williams University, Bristol, USA  
Overview: This paper discusses the open borders debate in the United States in the context of the international trade in services involving WTO member countries.  
Stream: Immigration, Refugees | Room 3: Diverse Identities and Emotional Labour: Responding to Sexuality, Race and Religion in the Classroom  
Rachana Patni, Dr. Cathy Aymer, Brunel University, London, UK  
Overview: The diversity in the classroom cannot just be viewed from the perspective of the student but also that of the lecturer.  
Stream: Learning, Education, Training | Room 4: Age Barriers in Recruitment Policies: Why the ICT Sector Needs to Move Away from Its Obsession with Younger Employees  
Maria Schwarz-Woelzl, Centre for Social Innovation, Vienna, Austria, Ieva Kunce, Latvian Adult Education Association, Riga, Latvia  
Overview: The major task of any personnel policy in a war for talents is to create a balanced age structure of the workforce.  
Stream: Organisations | Room 4: Does Occupation-diversity Increase Equality?  
Dr. Barbara Crump, Dr. Keri Logan, Department of Management, Massey University, Wellington, New Zealand  
Overview: A comparison of New Zealand Census statistics is made with results of two national surveys of ICT professionals’ participation and income.  
Stream: Organisations |
**THURS. PARALLEL SESSIONS**

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<th>Time</th>
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<tr>
<td>14:15</td>
<td>Identity and Belonging in a Multicultural Classroom</td>
<td>The Nation State and National Minorities in the Perspective of Democratic Theory: Comparing Israel and Latvia</td>
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<td>14:45</td>
<td>Evgenia Partasi, Graduate School of Education, University of Bristol, Bristol, UK</td>
<td>Prof. Eliezer Don-Yehiya, Bar-Ilan University, Givot Shmuel, Israel</td>
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<td>15:10</td>
<td>Overview: A narrative inquiry exploring the way multiculturalism is affecting students’ self-concept and identity in an urban primary classroom in Cyprus. Stream: Identity and Belonging; the Politics of Diversity; Globalisation</td>
<td>Overview: Differing approaches to the relations between nation states and national minorities in democratic countries will be discussed focusing on the case of Israel. Stream: Nations, Nationalism, Communities</td>
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<td>15:35</td>
<td>Disability or Difference? The Advantages of Using a Social Constructionist Approach to Cater for Diversity in Regular Classrooms</td>
<td>Comparison between the Income and Expenditure Patterns of Selected Rural Communities in the Nwanedi River Basin with Soweto Suburbs</td>
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<td>16:00</td>
<td>Dr. Barbara Garrick, Dr. Jayne Keogh, Griffith University, Southport, Australia</td>
<td>Prof. Ronald Mears, Mdu Biyase, Department of Economics and Econometrics, University of Johannesburg, Johannesburg, South Africa</td>
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<tr>
<td>16:25</td>
<td>Overview: This paper describes a teacher education course that utilised a social constructionist approach to catering for diversity in regular classrooms. Stream: Learning, Education, Training</td>
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<td>16:50</td>
<td>Research Productivity Trends of Women Faculty in U.S. Institutions: Evidence from NSOPF (93, 99, &amp; 04)</td>
<td>A Form of Sanction</td>
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<tr>
<td>17:15</td>
<td>Dr. Parveen Ali, College of Education, Indiana University of Pennsylvania, Indiana, USA</td>
<td>Peter Trebilco, School of Public Health and Community Medicine, University of New South Wales, Waterloo, Australia</td>
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<td>Overview: This study investigated the potential change in research productivity among female postsecondary faculty members in U.S. colleges and universities and compare this trend with their male counterparts. Stream: Gender and Sexuality</td>
<td>Overview: Autarchies are intolerant of dissent. By protecting dissenters, international interests, including ecological, cultural and social considerations, are best served by controlling autocrats. A solution is proposed. Stream: Nations, Nationalism, Communities</td>
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<td>Responding to Racism: Its Represenation, Causes, Effects and Remedies</td>
<td>The Relationship between Schools’ Feeding Programmes and Learning Achievement: A Study of Secondary Boarding Schools in Nigeria</td>
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<td>Dr. Elijah Mkhatshwa, Blessing Thuthuka Mbatha, Petros Dlamini, University of Zululand, Empangeni, South Africa</td>
<td>Prof. Rosaline Emeh Uyanga, Department of Science Education, Federal University of Technology, Yola, Nigeria</td>
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<td>Overview: We adopt the position that racism, as a social construct informed by prejudice of the Self against the ‘Other’can be interrogated and challenged so that races can engage with multiculturalism Stream: Race and Racism</td>
<td>Overview: Study examined the relationship between schools’ feeding programmes and learners’ academic achievement in three Northeastern states in Nigeria. Stratified random sampling was used to obtain the study sample. Stream: Learning, Education</td>
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<td>Overview: Autarchies are intolerant of dissent. By protecting dissenters, international interests, including ecological, cultural and social considerations, are best served by controlling autocrats. A solution is proposed. Stream: Nations, Nationalism, Communities</td>
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<tr>
<td>15:35</td>
<td>Narratives of Diversity and Difference: Establishing a Community of Practice for Linguistically and Culturally Diverse Pre-Service Teachers</td>
<td>Dr. Radha Iyer, School of Cultural and Language Studies in Education, Mr. Martin Howard Reese, Student Support, Queensland University of Technology, Brisbane, Australia</td>
</tr>
<tr>
<td>16:10</td>
<td>Duelling Imperatives? The Problem of Managing Equity Outcomes in a Rationalised University System</td>
<td>Dr. Allen Bartley, Faculty of Education, Melinda Webber, School of Teaching, University of Auckland, Auckland, New Zealand</td>
</tr>
<tr>
<td>16:45</td>
<td>Peer Assisted Study Sessions to Facilitate Transition for International Students</td>
<td>Dr. Lisa Schmidt, Medical Biotechnology, Julia Miller, Student Learning Centre, Flinders University, Adelaide, Australia</td>
</tr>
<tr>
<td>15:35</td>
<td>Expertise Recognition Processes and Socio-Emotional Experiences in Multi-Cultural Work Teams</td>
<td>Kay Yoon, College of Communication, DePaul University, Chicago, USA</td>
</tr>
<tr>
<td>16:10</td>
<td>Applying an Organizational Assessment Protocol to Measure Cultural Competence in Health Care: Engaging Health Care Settings in Improving Care for Diverse Populations</td>
<td>Dr. Dennis Andrulis, Department of Health Management and Policy, Drexel University, Philadelphia, USA</td>
</tr>
<tr>
<td>16:45</td>
<td>Reframing Organizational Views of Diversity: Perceptions and Approaches</td>
<td>Prof. Gabriel Horenczyk, Prof. Moshe Tatar, School of Education, Hebrew University of Jerusalem, Jerusalem, Israel</td>
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<td>15:35</td>
<td>Have We Turned Our Backs on Brown v. Board of Education? The Causes of Resegregation in U.S. Public Schools</td>
<td>Anthony Stevenson, Radnor Middle School, Wayne, USA</td>
</tr>
<tr>
<td>16:10</td>
<td>Developing Intercultural Competence in the Diverse Classroom</td>
<td>Dr. Irina Ustinova, Grant Director, English Department, Southeast Missouri State University, Cape Girardeau, USA</td>
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18:00-22:00 JURMALA TOUR
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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>9:30-10:00</td>
<td>PLENARY SESSION - Jock Collins, University Technology Sydney, Sydney, Australia</td>
<td><em>The Global Financial Crisis: Impacts on Immigrants and Diversity in Western Nations</em></td>
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<td>10:00-10:30</td>
<td>PLENARY SESSION - Andrejs Chirjevskis, Riga International School of Economics and Business Administration, Riga, Latvia</td>
<td><em>Managing the Culture of Diversity: National and Cultural Identities as the basis for Sustained Competitive Advantages in the Globalised Markets</em></td>
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<td>10:35-11:05</td>
<td>PARALLEL SESSIONS</td>
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<td>Room 1</td>
<td>Group Diversity and Creativity: The Effect of Dissimilarity on Creative Cognition</td>
<td><em>Jeffrey Wylie</em>, School of Business, Queens University, Kingston, Canada</td>
<td>Room 1</td>
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<td>Overview: The theoretical model presented in this paper describes the mechanisms through which diversity in groups affects individual level creative cognition.</td>
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<td>Room 2</td>
<td>Journeying towards Leadership: Personal Accounts of Experiences of Corrective Action by Managers in NHS Organisations</td>
<td><em>Fahmida Ashraf, Prof. Uduak Archibong</em>, Centre for Inclusion and Diversity School of Health Studies, University of Bradford, Bradford, UK</td>
<td>Room 2</td>
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<td>Overview: This paper will present findings from a comparative study on the experiences of corrective action by Black and Minority Ethnic staff in senior/middle management positions and their line managers.</td>
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<td>Room 3</td>
<td>Disability Awareness As a New Challenge for Employees: Towards Building a Society Based on Disability Knowledge</td>
<td><em>Ma Dagmara Nowak-Adamczyk</em>, Disability Support Service, Jagiellonian University, Krakow, Poland</td>
<td>Room 3</td>
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<td>Overview: The article is focused on an idea of the DARE project implemented as part of the Life Long Learning - Transfer of Innovation initiative of the Leonardo da Vinci programme.</td>
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<td>Room 4</td>
<td>Creating a Space for Identity: Immigration and the Performance of Ethnicity in Latvia</td>
<td><em>Lauren Rhodes</em>, Department of Anthropology, University of Washington, Seattle, USA</td>
<td>Room 4</td>
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<td>Overview: This paper aims to explore what spaces are created for &quot;visible&quot; immigrants and ethnic minorities in Latvia via Latvian performances of ethnicity, public policy and societal views.</td>
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<td>11:05-11:20</td>
<td>COFFEE BREAK</td>
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<td>Room 1</td>
<td>The Ethnicity Factor in the Vote Against Bilingual Education in California</td>
<td><em>Prof. Ronald Sylvia</em>, Department of Political Science, San Jose State University, San Jose, USA</td>
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<td>Overview: The paper hypothesizes that a direct relationship exists between levels of Hispanic population and opposition to bilingual education.</td>
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<td>Room 2</td>
<td>Making Green Organizations Multicultural: Debunking the Myths about People of Color and the Environment</td>
<td><em>Prof. James Francisco Bonilla</em>, School of Business, Hamline University, Saint Paul, USA</td>
<td>Room 2</td>
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<td>Overview: This session examines the absence of significant numbers of people of color from the ranks of outdoor and environmental organizations in the United States and concludes with strategies for diversifying.</td>
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<tr>
<td>11:20-11:50</td>
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<td></td>
<td>Beyond Corporate Diversity: Antiracist Education As a Tool for Social Justice Dipl. Psych. Katrin Reimer, Department for Psychology and Education, Freie Universität Berlin, Berlin, Germany Overview: Diversity Education is being widely used as a means against racism in Germany but can be effective only if it incorporates the dimension of social justice. Stream: Learning, Education, Training</td>
</tr>
<tr>
<td></td>
<td>Dyslexia among Undergraduates in Malaysian Universities: A Mixed-Method Study of Prevalence, Academic Performance, Academic Difficulties and Coping Strategies Dr. Puay Hoon Ong, University Malaysia Sarawak, Sarawak, Dr. Puay Tee Ong, Universiti Multimedia Malaysia, Melaka, Assoc. Prof. Dr. Puay Liu Ong, National University of Malaysia, Bangi, Mohd Majid Konting, Universiti Putra Malaysia, Selangor, Dr. Shahren Ahmad Zaidi Adruce, University Malaysia Sarawak, Sarawak, Assoc. Prof. Vincent Pang, Universiti Malaysia Sabah, Sabah, Ina Mei Ching Law, University Malaysia Sarawak, Sarawak, Malaysia Overview: This paper discusses the prevalence of learning difficulties among undergraduates in Malaysian universities, and students’ social-emotional and coping strategies towards their difficulties. Stream: Learning, Education, Training</td>
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<td>11:55-12:25</td>
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<td>Cultivating Justice: Systemic Changes for Workplace Diversity and Equity in Post-Apartheid South African Botanic Gardens Dr. Richard Benfield, Department Of Geography, Central Connecticut State University, New Britain, USA Overview: With the end of Apartheid, South African Botanic Gardens were required to provide diversity in employment and training. This paper charts the systematic changes that were made. Stream: Nations, Nationalism, Communities</td>
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<td>Jock Collins</td>
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<td>12:25-13:25</td>
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Iveta Ludviga, Riga International School of Economics and Business Administration, Riga, Latvia  
Overview: Cultural diversity in the global marketplace can serve as source for competitive advantage; thus, a tool for business people, which helps to understand and apply cultural differences, should be designed.  
Stream: Organisations |
| 14:00-14:30| Room 2: Positive Action Measures in the European Union, Canada, United States & South Africa (PAMECUS)  
Prof. Uduak Archibong, Centre for Inclusion and Diversity School of Health Studies, University of Bradford, Prof. Carol Baxter, Equality and Diversity, NHS Employers, Fahmida Ashraf, Aliya Darr, Centre for Inclusion and Diversity, University of Bradford, Katrin Wladasch, Ludwig Boltzmann Institute of Human Rights (BIM), Bradford, UK  
Overview: An overview of findings from PAMECUS led by the Bradford University Centre for Inclusion and Diversity for the European Commission to examine the role of positive action in promoting non-discrimination.  
Stream: Organisations |
| 14:35-15:05| Room 3: Cultural Diversity and Children: Cross-Cultural Understanding through Children’s Literature  
Prof. Thomas van der Walt, Department of Information Science, University of South Africa, Pretoria, South Africa  
Overview: The paper will deal with the way in which children’s literature can play a role in cross-cultural understanding, the recognition of similarities and the appreciation of differences by children.  
Stream: Learning, Education, Training |
| 15:10-15:40| Garden Session  
Andrejs Chirjevskis |
| 16:30      | Conference Closing - Garett Gietzen, Common Ground Publishing, David Silverman, Kansas Wesleyan University |
|           | Grand Riga Tour |

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LIST OF PARTICIPANTS

Parveen Ali Indiana University of Pennsylvania USA
Vinita Ambwani Carleton University Canada
Dennis Andrulis Drexel University USA
Richard Andrulis Villanova University USA
Uduak Archibong University of Bradford UK
Fahmida Ashraf University of Bradford UK
Cathy Aymer Brunel University UK
Victor Azarya The Hebrew University of Jerusalem Israel
Ravinder Barn Royal Holloway, University of London UK
Allen Bartley University of Auckland New Zealand
Carol Baxter NHS Employers UK
Beau Basel Beaudoin Columbia College Chicago USA
Richard Benfield Central Connecticut State University USA
Srilata Bhattacharyya Adelphi University USA
James Francisco Bonilla Hamline University US Virgin Islands
Barbara Burr, M.A. Universität Stuttgart Germany
Suzanne Carrington Queensland University of Technology Australia
Aigars Ceplītīs-Katinsk RISEBA Latvia
Andrejs Chirjevskis RISEBA Latvia
Jock Collins University of Technology Sydney Australia
Barbara Crump Massey University New Zealand
Petros Diamini University of Zululand South Africa
Leo Dana University of Canterbury New Zealand
Constantine P Danopoulos San Jose State University USA
Aliya Darr University of Bradford UK
Chaitali Das Queen's University, Belfast UK
Vivian de Klerk Rhodes University South Africa
Kenneth DiMaggio Capital Community College USA
Eliezer Don-Yehiya Bar-Ilan University Israel
Henry Enowe Edonwonyi Regional Planning Society Nigeria
Denise Egéa-Kuehne Louisiana State University USA
Jasminka Ernst Florida State University USA
Beryl Exley Queensland University of Technology Australia
Katalin Fabian Lafayette College USA
Salvador J. Figueras Hudson County Community College USA
James Forrest Macquarie University Australia
Barbara Garrick Griffith University Australia
Andrew M Guilfoyle Edith Cowan University Australia
Anil Gupta University of Jammu India
Kyla Hammond University of Colorado at Colorado Springs USA
Kirstin Hansen University of Regensburg Germany
Peter Ross Hartley Victoria University Australia
Paul Hempel City University of Hong Kong Hong Kong
Robyn Henderson University of Southern Queensland Australia
Gabriel Horenczyk The Hebrew University of Jerusalem Israel
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<tr>
<th>Name</th>
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<td>Victoria Howes</td>
<td>University of Durham</td>
<td>UK</td>
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<td>Asifa Maaria Hussain</td>
<td>University of the West of Scotland</td>
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<td>Mohammed Ishaq</td>
<td>School of Cultural &amp; Language Studies in Education</td>
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<td>Radha Iyer</td>
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<td>Andrew Jakubowicz</td>
<td>University of Colorado at Colorado Springs</td>
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<td>Debbby Jennings</td>
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<td>Annie Aarup Jensen</td>
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<td>Indira Y. Junghare</td>
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<td>Dmitry Khodyakov</td>
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<td>Mark Lawrence</td>
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<td>Adeolu Tony Mabadeje</td>
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<td>Abigail Marks</td>
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<td>Diana Ureche</td>
<td>National Council for Combating Discrimination</td>
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<td>Max-Planck-Institute for the Study of Religious &amp; Ethnic Diversity</td>
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<td>Pooran Wynarczyk</td>
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<tr>
<td>Kay Yoon</td>
<td>DePaul University</td>
<td>USA</td>
</tr>
<tr>
<td>Linda Zalite</td>
<td>Montclair State University</td>
<td>USA</td>
</tr>
</tbody>
</table>
2009 DIVERSITY CONFERENCE EVALUATION FORM

We appreciate you taking the time to complete this evaluation form. Your feedback will assist us in planning future conferences. Circle numbers when rating the Conference. Please also include comments with specific feedback relating to each of the questions.

1. HOW DID YOU FIND OUT ABOUT THE DIVERSITY CONFERENCE?
[ ] Web search
[ ] Email
[ ] Printed brochure or poster
[ ] A colleague
[ ] Other. How? 

2. CONFERENCE THEMES, SCOPE AND CONCERNS
How relevant do you consider the focus of the Conference to be?

Rate on a scale of 1 to 5, where 1 is least relevant and 5 is most relevant.

Comments:

3. PROGRAM CONTENT
How would you rate the general standard of the various kinds of presentation sessions during the Conference?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.

Comments:

4. THE ONLINE EXPERIENCE
How did you experience the Conference website, the call for papers, the online registration forms and the paper submission processes?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.

Comments:

5. COMMUNICATIONS
How have you experienced our communications before and during the Conference?

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.
6. THE LOCATION AND VENUE

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.

Comments:

7. WHAT WERE THE HIGH POINTS OF THE CONFERENCE?

8. PLEASE SUGGEST ANY CHANGES OR IMPROVEMENTS YOU WOULD LIKE US TO MAKE AT FUTURE CONFERENCES.

9. OVERALL ASSESSMENT

Rate on a scale of 1 to 5, where 1 is lowest and 5 is highest.

Comments:

10. ANY OTHER COMMENTS OR SUGGESTIONS

OPTIONAL:
Name:
Address:
Email:

Thank you for completing this evaluation form as it will help us with our Conference planning in the future.

PLEASE TEAR OUT THIS PAGE AND LEAVE IT AT THE CONFERENCE REGISTRATION DESK, OR MAIL, FAX OR SCAN/EMAIL TO:
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