

Twenty-Fourth International Conference on Diversity in
Organizations, Communities & Nations

3-5 July
2024



THE FUTURE WE WANT: SOCIO-ENVIRONMENTAL CHALLENGES IN TIMES OF CLIMATE EMERGENCY

Lusiada Research Center on Social Work and Social Intervention
Lusiada University, Lisbon, Portugal



Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations

<https://ondiversity.com/about/history/2024-conference>
<https://ladiversidad.com/acerca-de/historia/congreso-2024>

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Welcome Letters



Dear Conference Participants,

On behalf of Common Ground Research Networks, I welcome you to the Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations.

Founded in 2000, the Diversity in Organizations, Communities & Nations Research Network is brought together by a shared interest in human differences and diversity, and their varied manifestations in organizations, communities, and nations. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries.

This truly international conference brings together a diverse group of scholars, practitioners, and thought leaders from around the world. We are proud to provide a platform for exchanging ideas, and presenting research, addressing some of the pressing issues of our time.

Our conference theme, "The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency," reflects our commitment to exploring new frontiers in research and practice. Over the next few days, In-Person or Online, you will have the opportunity to attend keynotes, panel discussions, and other session types led by our Emerging Scholars. We encourage you to take full advantage of these sessions to gain new insights, expand your professional network, and find inspiration for your own work.

We want to thank our keynote speakers Helena Belchior Rocha, Isabel Almeida, Francisco Ferreira, Jorge Jesús Gómez Sanz, Local Chairs Eduardo José da Silva Tomé Marques, Duarte Gonçalo Rei Vilar, presenters, and volunteers whose dedication and hard work have made this conference possible. We also thank our host partner Lusiada University, for their generous support.

We hope you find this conference to be an intellectually stimulating and rewarding experience. Your active participation is crucial to the success of this event, and we look forward to the lively discussions and valuable connections that will emerge over the next few days.

Warm regards,

Dr. Phillip Kalantzis Cope
Chief Social Scientist
Common Ground Research Networks



Dear Delegates,

Welcome to the Lusida University, Lisbon, Portugal and to the Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations. My colleagues from Common Ground Diversity Research Network and I are honoured to have you join us at this year's conference.

The Twenty-fourth International Conference on Diversity in Organizations, Communities and Nations features research on current themes and tensions concerning Identity and Belonging, Education and Learning Worlds of Differences, Organizational Diversity, and Community Diversity and Governance. We aim to explore diversity in all its manifestations and enhance diversity/inclusive mindfulness through a democratic conversation. This conference constitutes transdisciplinary thinking for all of us who participate in in-person or online.

The Special Focus of this conference is on The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency. Environmental justice will be a sustainable growth goal for societies around the globe as climate change has a detrimental effect on planet Earth and our living. Seeking a balanced approach between personal well-being, social cohesion, and economic growth is a considerable challenge, especially for the most vulnerable populations and nations who suffer and pay the consequences of irrational economic neoliberalism. To this end, our discussions will raise a wide range of strategies and collaborative solutions that allow us to tackle the challenges of climate change effectively and sustain a dialogue with transformative power towards a more humane, resilient, and democratic community. I encourage all conference participants to raise big-picture questions, seek interdisciplinary responses to the effect of diversity in social/climate change and engage in fruitful scientific interexchange of ideas through the Network's journals.

Finally, I am grateful to all of you for sharing your work at this conference. I would like to thank this year's Conference Chairs, Eduardo José da Silva Tomé Marques and Duarte Gonçalo Rei Vilar from Luisada University, for their hospitality and insightful contribution. Additionally, I would like to thank our Plenary Speakers and my Common Ground colleagues, who have helped organize and produce this conference with great dedication and expertise. I wish you all the best for this conference, and I hope it will provide you with every opportunity for dialogue with colleagues from around the globe.

Best wishes,

Dr. Eugenia Arvanitis
Associate Professor in Interculturality and Otherness,
Department of Educational Sciences and Early Childhood Education,
University of Patras, Greece
Research Network Chair and Editor, Diversity in Organizations, Communities & Nations Journal
Collection



Dear participants,

Welcome to the Lusíada University, Lisbon, Portugal and to the "Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations", this year titled: The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency.

We and our colleagues from Common Ground Diversity Research Network, are honoured to have you with us in Portugal at this year's conference.

We hope that this international conference will be more than a space for sharing knowledge. During these days we will have the opportunity to create a learning community, which wants to have a voice in defending the right to a healthy planet for everyone.

The light of Lisbon is our brand of hospitality and this event, in addition to all the brilliant communications that will be presented during the program, includes visits to ecosocial projects that are being developed in the city and which we hope will meet your expectations. The theme of our conference could not be more urgent because on our planet, from north to south, from east to west, millions of people are being affected and suffering by different types of disasters, as a result of global warming.

It's time to call the diversity of voices, organizations, knowledges, experiences and indigenous contributions, to say we are nature and inspired by nature we should find the solutions that our world and our society's needs. No one should be let behind and for that we need a people's economy, not a predatory economy.

We believe that this conference can motivate the academic and professional community and citizens to join efforts to research and create impactful projects that contribute to innovation and ecosocial change.

We are very happy with the work we have been able to carry out so far, which was born as a challenge, but which was possible to implement with a team spirit, solidarity and friendship between colleagues who speak different languages but united by a common cause: science at the service of social and environmental justice.

A special thanks to our colleagues at Common Ground for their support and friendship throughout this trip.

We end by quoting the great Portuguese poet Fernando Pessoa who once wrote... "man" dreams, the work is born." Let's dream together, let's act together... another world is possible.

Best wishes,

Eduardo Marques & Duarte Vilar



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PORTUGUESA

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Diversity in Organizations, Communities & Nations **Research Network**

Founded in 2000, the **Diversity in Organizations, Communities & Nations Research Network** is brought together by a shared interest in human differences and diversity, and their varied manifestations in organizations, communities, and nations. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries. As a Research Network, we are defined by our scope and concerns and motivated to build strategies for action framed by our shared themes and tensions.

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

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

Increasingly today, these categories have become the focus of agendas of recognition-in-difference or programs that redress historic and persisting injustice. They present themselves in our late modernity as insistent demographic realities. These differences have become living and normative realities, buttressed by an expanded conception of human rights. However, as soon as we begin to negotiate differences in good faith, we find ourselves confounded by these very categories. We discover that the gross demographic groupings used in the first instance to acknowledge differences are too simple for our needs. We find that we are instead dealing with an inexhaustible range of intersectional possibilities – where gender and race and class meet, for instance. We face real-world specificities that artificially align people who would formally seem to fit within the ostensible categorical norm.

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

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

Diversity as a Program of Action

'Diversity' is a program of action where 'difference' becomes the basis of social projects aimed at inclusion. This is where 'difference', the insistent reality, becomes 'diversity' the agent of change. Many historical and contemporary responses to 'difference' are hardly worthy of the name 'diversity'—racism, discrimination, and systematic inequity. As a normative agenda and social program, diversity stands in contradistinction to systems of exclusion, separation, or assimilation.

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

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

Globalization and Diversity

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

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

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

Economics of Diversity

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

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

Governing Diversity

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

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

Diverse Subjectivities

Difference sits deep in our consciousness, our epistemologies, our subjectivities, and our means of production of meaning. No longer can we assume there to be a universal personality, either normal or deviant but remediable. What is universal today is a humanity of personalities in the plural (the full range of our differences) and in the multiple (the layered complexity of the differences within us). Every individual is a unique intersection of attributes whose nature and source may be ascribed to groups and socialization. This bit of gender, that bit of race, the other bit of socio-economic group—this is the stuff of our personalities in the plural and the multiple. Together, these manifest themselves as the complexity of our dispositions, our sensibilities, our identities.

Identity and Belonging

Making sense of individuals, communities, and societies

Living Tensions:

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

Education and Learning Worlds of Differences

Teaching and learning difference

Living Tensions:

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

Organizational Diversity

Building, sustaining, and valuing diversity in organizations

Living Tensions:

- Planning for Diversity – Inclusive Employment Policies and Practices
- Beyond Legislative and Regulatory Compliance – Disabilities, Workplace Harassment, Discrimination
- Designing Spaces – Access and Accommodation of Diverse Needs
- Cultural Mediation – Negotiating Assumptions and Practical Outcomes
- Markets and Diversity – Niche markets, Customization, and Service Values
- Leveling the Playing Field – Global Economics, Fair Trade, Outsourcing, and Equal Opportunity

Community Diversity and Governance

The processes of governance and democracy in diverse communities

Living Tensions:

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

Eugenia Arvanitis

University of Patras, Greece



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

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

Since 2015, Eugenia has coordinated the Forum on Intercultural Dialogue and Learning at the University of Patras, Greece, which attracts funding from Greek organizations and the European Commission. She also acts as an Intercultural Expert at the Intercultural Cities Network, a world-wide program run by the Council of Europe. Eugenia was a visiting researcher and scholar at the National Europe Center, Australian National University (2004), and the Fulbright Foundation at the University of Illinois (2017). She is an Associate & Research Partner in several scientific organisations such as PASCAL International Observatory, the International Association for Intercultural Education, the European Society for Research on the Education of Adults (ESREA), and the University of Illinois (Common Ground: Scholar & Learning by Design project teams). In recent years, she has focused on the dissemination of the Learning by Design. She manages the Greek web based platforms 'Nea Mathisi' and 'Scholar,' which support professional and intercultural learning in school-based activities. This has involved collaborative work with a number of other Greek academics, school administrators, and teachers to co-design and evaluate a set of interactive WEB2 tools aimed at developing cutting edge pedagogical practices that enhance learner performance and intercultural capacities of both teachers and students.

The **Diversity in Organizations, Communities & Nations Research Network** is grateful for the foundational contributions, ongoing support, and continued service of our Advisory Board.

- **Maurizio Ambrosini**, University of Milan, Italy
- **Ian Ang**, University of Western Sydney, Sydney, Australia
- **Noro Andriamanalina**, University of Minnesota, USA
- **Eugenia Arvanitis**, University of Patras, Greece
- **Vivienne Bozalek**, University of the Western Cape, South Africa
- **Susan Bridges**, University of Hong Kong, Hong Kong
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- **Andrew Jakubowicz**, University of Technology, Australia
- **Paul James**, University of Western Sydney, Australia
- **Ha Jingxiong**, Central University of Nationalities, Beijing, China
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- **Javier Villoria Prieto**, University of Granada, Spain
- **Ning Wang**, Tsinghua University, China
- **Suzanne Zurn-Birkhimer**, Purdue University, USA



Twenty-Fourth International Conference on Diversity in Organizations, Communities & Nations



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

Past Conferences

- 2000 - University of Technology, Sydney, Australia
- 2001 - Deakin University, Woolstores Campus, Geelong, Australia
- 2003 - East-West Center, University of Hawai'i's Manoa, Honolulu, Hawaii
- 2004 - University of California, Los Angeles, California, USA
- 2005 - The Central Institute of Ethnic Administrators, Beijing, China
- 2006 - New Orleans, USA
- 2007 - VU University Amsterdam, Holland
- 2008 - HEC Montreal, Montreal, Canada
- 2009 - Riga International School of Economics and Business Administration, Riga, Latvia
- 2010 - Queen's University Belfast, Belfast, UK
- 2011 - University of the Western Cape, South Africa
- 2012 - University of British Columbia, Vancouver, Canada
- 2013 - Charles Darwin University, Darwin, Australia
- 2014 - Vienna University of Economics and Business, Vienna, Austria
- 2015 - University of Hong Kong, Hong Kong SAR, China
- 2016 - The University of Granada, Granada, Spain
- 2017 - University of Toronto, Chestnut Conference Centre, Toronto, Canada
- 2018 - University of Texas at Austin, Austin, USA
- 2019 - University of Patras, Patras, Greece
- 2020 - University of Milan, Milan, Italy (Virtual)
- 2021 - University of Curaçao Willemstad, Curaçao (Virtual)
- 2022 - University of Curaçao Willemstad, Curaçao
- 2023 - Toronto Metropolitan University, Toronto, Canada



The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency

We will only be able to achieve peace, well-being, and social justice if we prioritize environmental justice. And the shared challenges of climate change deeply frame the meaning of environmental justice. The challenge for society is to reconsider our everyday habits and economic growth paradigms while imagining new environmentally conscious social and economic models that take advantage of existing scientific and technological development for the shared future we want.

Critically, the current moment obliges us "act now" to defend the foundations of life on our planet. And the most vulnerable populations cannot continue to suffer and pay the consequences of the current economic and social model. Therefore, faced with future challenges, academia and citizens are called upon to reflect, discuss, and present good practices and solutions that allow everyone to live well with everyone, respecting nature and defending human and non-human life.

At the Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations, we offer nature-based solutions as one of the strategies that allow us to tackle the challenges of climate change effectively. We also believe in the transforming power of transdisciplinary scientific dialogue, collaboration, co-construction of solutions, creative freedom, and hope as a means of strengthening more resilient, solidary, humane, and democratic communities. In this spirit, we invite research that addresses the socio-environmental challenges of the current climate emergency.



UNIVERSITY OF
PATRAS
ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
Department of Educational Sciences
& Early Childhood Education
Laboratory of Sociology & Education

Eduardo José da Silva Tomé Marques

Universidade de las Azores/Centro Lusíada de Investigación en Trabajo Social e Intervención Social, Portugal



- Doctor Europeo en Trabajo Social por la Universidad Complutense de Madrid.
- Ex. Director del Curso de Grado en Trabajo Social y docente de la Facultad de Ciencias Sociales y Humanas de la Universidad de las Azores.
- Investigador Integrado del Centro Lusíada de Investigación en Trabajo Social e Intervención Social (CLISSIS) y afiliado al Centro Interdisciplinario de Ciencias Sociales - Universidad de las Azores, CICS.NOVA.UAc.
- Miembro del Comité Editorial/Científico y revisor de artículos científicos en varias revistas internacionales.
- Desde 2008 ha desarrollado proyectos y trabajo en el ámbito de la intervención psicosocial en catástrofes, servicio social ambiental e intervención comunitaria creativa, desarrollo territorial participativo y creativo.
- Embajador del Pacto Europeo por el Clima en el marco de la iniciativa de la Unión Europea para el Clima (DG CLIMA).

Duarte Gonalo Rei Vilar

Centro Lusíada de Investigaão em Servio Social e Intervenso Social, Universidade Lusíada de Lisboa, Portugal



- Profesor asociado de la Universidade Lusíada;
- Nombrado Director del CLISSIS en febrero de 2013;
- Licenciada en Sociología por el ISCTE en 1981;
- Doctorado en Sociología de la Comunicación y de la Cultura por el ISCTE en 2000;
- Grado de Capacidad Investigadora conferido por la Facultad de Psicología de la Universidad de Salamanca en 1999, con frecuencia de la parte docente del Doctorado de 3er Ciclo en Sexología;
- Participa desde 1983 en proyectos de investigación sobre familia, adolescencia, sexualidad humana y políticas y derechos sexuales y reproductivos;
- A través de su participación en el Master de Trabajo Social y Gerontología Social, también se ha involucrado en la investigación sobre los temas de envejecimiento y las personas mayores.

Helena Belchior Rocha

Assistant Professor, ISCTE- University Institute of Lisbon, Portugal



"Harmony in Diversity: Crafting a Sustainable Tomorrow between Climate Crisis"

Helena Belchior Rocha has a PhD in Social Work, is an Assistant professor at ISCTE- University Institute of Lisbon in the Department of Political Science and Public Policies and deputy director of the Transversal Skills Laboratory. Integrated researcher at CIES, Center for Research and Studies in Sociology, linked to national and international research projects, namely 2 from Marie Curie Actions. Author of papers and communications at national and international congresses, in the areas of social work theory and methodology, environment, sustainability, community Intervention, ethics, human rights, social policies and Well-being, education and soft skills. Member of the Editorial Board of national/international journals.

Jorge Jesús Gómez Sanz

Vicerrector de Tecnología y Sostenibilidad de la Universidad Complutense de Madrid, España



"La metodología Photovoice: Los desafíos a la investigación acción e intervención participativa"

Profesor Titular desde 2008 del departamento de Ingeniería del Software e Inteligencia Artificial de la Facultad de Informática de la UCM. Es Ingeniero en Informática y doctor en Sistemas Informáticos por la UCM

Ha desarrollado su investigación principalmente en el ámbito de la Inteligencia Artificial Distribuida, con más de 150 publicaciones y llegando a tener más de 3800 citas y un índice h de 29 según google scholar. Otras áreas en la que ha desarrollado actividad son el Internet de las Cosas (Internet of Things o IoT), Ambient Assisted Living (AAL), Redes Eléctricas Inteligentes (smart grids) y la innovación docente a través de Redes Sociales. Es miembro del IEEE y pertenece al IEEE IoT Activities Board para la promoción del IoT en diversos ámbitos a nivel internacional.

Ha participado en proyectos europeos y dirigido varios de ámbito nacional donde ha colaborado con instituciones públicas, como el CIEMAT, y grandes empresas, como Telefónica I+D, Ibermática o Boeing Research and Technology Europe. Es también desarrollador de software libre con varios proyectos vivos de impacto en la comunidad investigadora.

Francisco Ferreira

Associate Professor, NOVA School of Science and Technology, Portugal



"A paradigm shift to overcome a planet in crisis."

Francisco Ferreira is an Associate Professor with the Department of Environmental Sciences and Engineering of the NOVA School of Science and Technology and a researcher in CENSE – Center for Environmental and Sustainability Research. He holds a degree in Environmental Engineering from FCT NOVA, a master's degree from Virginia Tech, USA and a PhD from NOVA Lisboa. He has been developing work in the areas of air pollution, climate change, and sustainable development. In the last years, he was one of the coordinators of the technical work for the 2050 Carbon Neutrality Roadmap and the National Climate and Energy Plan 2030 for Portugal, including the current revision of both documents. He is also the President of the national environmental non-governmental organisation ZERO – Association for the Sustainability of the Earth System.

Isabel Almeida

Assistant Professor, Lusiada University, Portugal/ Invited Professor at ISCTE-University Institute of Lisbon



"Harmonizing Diversity: Crafting Sustainable Organizational Models in the Era of ESG and Circular Economy"

Isabel Almeida is an Assistant Professor at Lusiada University (Portugal) and an Invited Professor at ISCTE-University Institute of Lisbon. Professor Isabel Almeida holds a PhD and a 5-year Biology degree from the University of Lisbon (UL/FC, Portugal). She also holds a second PhD in Sustainability from the New University of Lisbon (UNL/FCSH, Portugal). She has several postgraduate degrees, including Circular Economy (Berkeley University, USA) and Environmental Sociology (UNL/FCSH, Portugal). Isabel has been a researcher at the Gulbenkian Institute of Science for 12 years. She has published in Q1 and Q2 Scientific SCOPUS indexed publications, with many papers in conference proceedings with referees. She is a reviewer of AoM and regularly chairs sessions at EurOMA Conferences. She is a reviewer of Springer's Environment, Development and Sustainability Journal and the Rural and Community Development journal. Her research interests include Sustainable Development, Corporate Non-financial Reporting, Corporate and Social Responsibility and Corporate Sustainability.

Each year a small number of **Emerging Scholar Awards** are given to outstanding early-career scholars or graduate students. Here are our 2024 Emerging Scholar Award Winners.

Tara Franklin

Abilene Christian University, USA



Leila Romeo

Abilene Christian University, USA



Brandi Muñoz

Abilene Christian University, USA



Durrotul Masudah

Sunan Kalijaga State Islamic University,
Indonesia



Michael Moon

California State University, East Bay,
USA



Mir Wafa Rasheed

Jamia Millia Islamia, India



Janelle Christine Simmons

Janelle Christine Simmons, Ed.
Sole Proprietorship
U.S.A



Fatihah Touray

New York University Abu Dhabi,
UAE



Tana Palafox

Abilene Christian University, USA



Claudia Ribeiro Pereira Nunes

Universidad Complutense de Madrid, Spain



Inês Vale de Carvalho

Lusiada University, Portugal



Rita Verças

Lusiada University, Portugal



Jesiah Brock

Abilene Christian University, USA



**Presentations, Presenters,
Participants**

2024 Special Focus–The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency

Educators' Intercultural Competence: A Study of "Intercultural Education and Mediation" Master Program Students

Eugenia Arvanitis, Assistant Professor, Department of Educational Sciences and Early Childhood Education, University of Patras, Greece
Spyridoula Giaki, University of Patras

In today's diverse and interconnected world, educators play a pivotal role in fostering inclusive learning environments that celebrate cultural diversity. This research delves into the critical importance of intercultural competence among educators, highlighting their role in promoting equitable and enriching educational experiences for young learners. Intercultural competence stands as a cornerstone of effective education, enabling educators to navigate cultural differences and create inclusive spaces where every child feels valued and respected. Through the lens of intercultural competence, educators embrace diverse perspectives, practices, and values, fostering a sense of belonging among children from various cultural backgrounds. By cultivating empathy, communication skills, and cultural awareness, educators lay the foundation for young learners to thrive in a multicultural society. Moreover, the cultivation of intercultural competence not only benefits individual educators but also contributes to broader societal goals of social cohesion and cultural understanding. By nurturing the intercultural of educators, we empower them to serve as agents of change in promoting diversity, equity, and inclusion within social and education settings.

Roots and Threads: Exploring Black American and African Influenced Fashion and Teaching through Pre-Colonial and Indigenous Knowledge

Jewell Bachelor, DEI Coaching Consultant, Education, Mission Preparatory School, California, United States

This workshop aims to delve into the rich tapestry of Black American and African influenced fashion and teaching, tracing its roots through pre-colonial and indigenous knowledge. Participants will embark on a journey to uncover the cultural connections, historical narratives, and educational practices that have shaped these intertwined domains. Through interactive sessions, discussions, and hands-on activities, attendees will explore the evolution of fashion trends, the significance of traditional teaching methods, and the enduring legacy of indigenous knowledge systems. By embracing diverse perspectives and honoring ancestral wisdom, this workshop seeks to inspire participants to integrate these insights into their personal and professional endeavors.

Developing Strategic Responses for Local Governments to Address Climate Challenges: Capacity Building in Climate Action

Alicia Betancourt, Extension Director, Institute of Food and Agriculture- Monroe County, University of Florida, Florida, United States
Ramona Madhosingh-Hector, Regional Specialized Agent, Urban Sustainability, University of Florida/ IFAS Extension, Florida, United States

Many local governments are ramping up their capacity to address complex issues such as sustainability and resilience, given the global context of climate change stressors in a post-pandemic era. Crafting any meaningful effort consists of needs assessments to determine appropriate strategies to inform the development of suitable programs. A 2021 survey of municipal governments in Florida (N=178) indicated that many governments still have internal education issues surrounding climate concepts, are interested in environmental impact and resilience strategies, need assistance with community engagement and education, and could benefit from climate science data that addresses economic concerns. Municipalities are particularly concerned about economic loss, increased infrastructure costs, and loss of natural resources. Barriers to addressing the climate emergency include lack of capacity (i.e., staff, finances), community proactivity and readiness, political will, and collaboration in a bureaucratic model. University of Florida Extension faculty developed and deployed a comprehensive Climate Smart Floridians educational training program to address some of these concerns. This is complemented by regional and/or individual government efforts to conduct baseline greenhouse gas inventories, collect diverse community input to inform local government action plans, and provide internal staff training to support a climate-aware culture. Within this project, Extension faculty have conducted relevant needs assessments, interviewed key stakeholders, conducted community education events and forums, and identified issues for developing alternative options. The insights gained from this work will be invaluable in other projects and offer a blueprint for replicating similar projects in other communities.

Climate Change and Migration: Implications and Opportunities of a Crisis Framing

Karen Block, Principal Research Fellow: Community Engagement and Social Health Research, Melbourne School of Population and Global Health, University of Melbourne, Australia

Drivers of mass migration occur at the intersection of multiple crises: conflicts, climate change, disasters, poverty, persecution, discrimination, and socio-economic inequality. Migration also frequently triggers a manufactured crisis narrative within receiving countries, particularly when it involves the exodus and arrival of refugees, as with the 2015 European 'refugee crisis'. The construction of migration as crisis is then commonly conflated with political crises: of state security, the economy, national sovereignty, cultural and religious identity, (un)employment, and strain on infrastructure and resources, including healthcare and housing. The result is increased politicisation and securitisation of global mobility policies and discourses. While mass movements of people triggered by climate change and related disasters is expected to comprise predominantly internal migration, its impact will nonetheless be immense. The World Bank, for example, predicts that up to 216 million people could be displaced by 2050 without urgent action, largely justifying the crisis label. This paper explores the implications and opportunities afforded by a conflated crisis framing of migration and climate change. Will mass displacements of people lead to ever-widening global inequalities, conflicts and increasing securitisation of borders? Or can a climate justice movement create opportunities for new cross-border solidarities and social and environmental resilience?

Creating a Sustainable Future for Africans: A Solarpunk Concept

Christabel Ebubechukwu Okoroafor, Student, Bsc, University of Nigeria, Nsukka, Enugu, Nigeria

This study investigates the conceptualization and integration of the formerly known literary genre and art form; now a subgenre of climate activism, Solarpunk, as a way of building a sustainable future for Africans; a future that is laser focused on the preservation and protection of the planet "earth" and creating a "safe space" for Africans to thrive, survive and develop using local resources. Solarpunk is a speculative concept that seeks to reimagine the future of sustainability and mitigate the effects of climate change by building resilience in communities already experiencing the effects of climate change; it envisions an ecotopian future where advanced technology especially renewable resources like solar, wind and geothermal energy exist in total ecological harmony/symbiosis with nature. It has an optimistic view on climate change eliciting various ways it can be practicalized, a sustainable solution that embodies the core concept of African philosophy - being a whole person and being one with your surroundings, particularly focusing on community and its strength, a core concept for the Africa scene. It promotes social action through sustainability education and climate awareness. It integrates perspectives from reviews, personal correspondence and ongoing projects focusing on building eco-villages that foster the Afro-futuristic mindset among Africans, building afro-centric architecture (green buildings)/technology and social action groups that fight climate change and create awareness and promote biodiversity preservation through various green solutions.

The Four Disciplines of Ecologically Sound Social Justice: Practicing the Future We Want

Pamela Gray Daniel, Chief Vision Officer, We Are One Consulting LLC, United States

"I want to live in a fair and just world where everyone is valued equally, and no one has to justify their existence. A world where everyone's social and emotional needs are met, and all feel safe, seen, and celebrated. We must honor our inherent interconnectedness to all that exist on this planet to create a world that works for us all." This is my north star statement, the focus of my life and my work; to practice ecologically sound social justice systems in our world. Einstein once said, "In theory, theory and practice are the same. In practice, they are not." We must practice the future we want with our actions. We must envision it and then practice the values that sustain it before it becomes a reality. Through purposeful practice, we transform from who we are to who we desire to be. The Four Disciplines of Ecologically Sound Social Justice is a practice developed to assist individuals and organizations in the embodiment of ecologically Social Justice values. They provide an essential foundation for the practical integrative application of ecologically sound, social change in all the ways we exist, Intellectually, Emotionally and Physically. The Four Disciplines are: Holistic DEI Values and Integrity Exercising Social And Emotional Intelligence Co-Creating Inclusive Community and A Culture of Belonging Practicing Allyship and Restorative Justice "Action without vision is only passing the time, vision without action is merely daydreaming, but vision with action can change the world." – Nelson Mandela.

Storytelling Time: Morality and Temporality as Impetus to Acting on Grand Challenges

Usha Haley, W. Frank Barton Distinguished Chair in International Business, Kansas Faculty of Distinction & Professor of Management, W. Frank Barton School of Business, Wichita State University, Kansas, United States

Using insights from Martin Heidegger and Mikhail Bakhtin, we develop a theory of how interactive conceptions of time and morality may stimulate actions on societal issues. We demonstrate how individuals', communities' and societal storytelling of time relates to outcomes. We expand literature on the physics and sociology of time with a model that explains how crafted and recrafted pre-narratives and narratives of space-time change in relation to each other to influence societal responses to grand environmental challenges. We concentrate on societal, managerial and corporate developments regarding green technology in the energy sector. Our storytelling model of the tempos and rhythms of time focuses on subjective perceptions of the present, future, and past woven together by moral imperatives and intensity to decide on present actions that impact distant futures, which in turn influence understandings of the past. Our model both extends and reinterprets our actions regarding environmental sustainability with implications of policy and practice.

Corruption, Gender Inequality and Environmental Performance: From Exploitation to Affection

Paul D. Larson, CN Professor of SCM, University of Manitoba, Manitoba, Canada
Jack Kulchitsky, Associate Professor, Marketing, University of Calgary, Alberta, Canada

Corruption, inequality and environmental degradation are rampant around the world today. But are these issues inter-related? If so, how are they inter-related? This paper develops and tests hypotheses based on a review of the literature and theories linking corruption, gender inequality and environmental performance. It contrasts two paradigms of sustainable development – economies of exploitation vs. economies of affection – by positioning them along a continuum. Testing the hypotheses draws on several secondary data sources, including the Environmental Performance Index (EPI) and the Corruption Perceptions Index (CPI). A significant direct effect is found between corruption and the EPI. Corruption is clearly detrimental to the environment. There is also an indirect effect, through gender inequality. Gender inequality is also directly linked to lower environmental performance. GDP/capita and “democracy” enter the analysis as control variables. While the study uses secondary data, all sources are considered credible. The results should inspire businesses, governments and non-governmental organizations (NGOs) to invest in, legislate toward and advocate for greater gender equality, as well as stronger anti-corruption policies and practices. This paper appears to be among the first to empirically link gender inequality to environmental performance. It also demonstrates how social issues can impact the environmental performance of nations and suggests sustainable development may best be built on a foundation of gender equality and freedom from corruption, i.e. on an economy of affection.

The Cultural Wellbeing of Us: Ecologies of Living Well in Changing Times

Karin Louise, Senior Lecturer, School of Education, Western Sydney University, New South Wales, Australia

World events such as COVID and climate change have highlighted the interconnectedness of people and planet for living well in community. Despite our interconnectedness, wellbeing in community practice is positioned largely as a subjective psycho-social health issue that is best addressed through, individualised agentic strengths-based and resilience approaches. At the other end of the spectrum, wellbeing is understood as a set of discreet measurable social determinants or living standards. Neither fully captures the complex interplay between individual and structural influences on lived wellbeing in the community. Community practice researchers need holistic methodologies that can critically evaluate wellbeing for people and planet, whilst not obscuring the lived experience of wellbeing to inform effective policy and practice responses. This paper discusses the development of international evolution of cultural wellbeing into Living Standards frameworks and proposes an alternative Cultural Wellbeing Framework (CWF) that focuses on mapping lived wellbeing in community contexts. The CWF has emerged from community-centred research over ten years and aims to reframe wellbeing as a process of lived ecology that acknowledges the local and global influences on wellbeing using the language that reflects the lived experience of communities.

Students as the Co-creators of the Sustainability Curriculum: Design and Development Process of an Introductory Module on Climate Change, Social Justice and Sustainability

**M. Mahruf C. Shohel, Group Head of Research, Innovation and Scholarship Engagement,
Quality/Learning Excellence/Higher Education, The Bedford College Group, Bedfordshire, United
Kingdom**

This paper presents the outcomes of a curriculum investigation project, awarded a prestigious British Curriculum Forum (BCF) Curriculum Investigation Grant by the British Education Research Association (BERA). The research project focuses on the design and development of an introductory module addressing critical themes of climate change, social justice, and sustainability. The authors share their experience in designing and developing an introductory module (undergraduate Level 4) on climate change, social justice, and sustainability. This project is based on a pioneering approach that empowers students as co-creators of the curriculum, giving them a central role in shaping their learning experiences. Utilising mixed methods, the study employs an innovative curriculum design and development process by granting students a voice and ownership in shaping their learning opportunities. This paper illustrates how this collaborative approach influences students' perceptions, attitudes, and engagement with the module design and development process. It also examines whether involving students as co-creators fosters a deeper understanding of complex concepts, increased motivation, and a stronger commitment to sustainability principles. The implications of this research are significant for educational practitioners and policymakers. By emphasising the transformative potential of involving students as co-creators in their own learning experiences, this paper highlights the importance of pedagogical approaches that foster active engagement with complex global challenges to promote changes in local actions. Furthermore, it sheds light on the potential for curricular innovation to drive behavioural change not only at the individual level but also within broader communities.

Changemakers Addressing Challenges of Human Social Responsibility: An Analysis of Multimodal Discourses of Renewal in Volunteer Programs

Carmen Daniela Maier, Associate Professor, School of Communication and Culture, Aarhus University, Århus, Denmark

The premise of this paper is that the necessary transition from corporate social responsibility (CSR) to human social responsibility (HSR) is happening now across organizational borders and is made visible through a wide range of social practices and discourses. Such social practices and discourses are based on the idea that equality and justice in terms of rights and responsibilities has a powerful role in tackling the present relentless challenges of solidarity decline and environmental destruction. The purpose of this qualitative study is to explain how discourses of renewal are used in web context to recontextualize meaningful changes performed by tech companies' employees engaged in diverse volunteer programs. Taking into consideration the research purpose and the selected data, the theoretical framework includes perspectives upon social change, empowerment, and volunteerism. Multimodal discourse analysis is used in order to show how advocating discourses of renewal are multimodally generated through language and still or moving images. The recurrent discursive strategies are examined to demonstrate how employees are identified as changemakers – both as empowering benefactors and empowered beneficiaries – while engaged in social actions that not only transform organizational behaviour but also contribute towards a more socially responsible world. Furthermore, the recurrent discourse strategies employed for legitimizing these social actions' motivations and beneficial consequences are also identified and clarified. Thus, this paper proposes a systematic approach for exploring the complexity of empowering discourses of renewal that reinforce the values of equality and justice for effectively defending human and non-human life.

Addressing Environmental Issues in Indonesia: The Role of Environmental Information-seeking Behavior

Durrotul Masudah, Lecturer, Faculty of Social Sciences and Humanity, Department of Communication Science, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

Various studies suggest that the media plays a pivotal role in addressing environmental issues, hence affecting public discourses and policies about the environment. However, for this expected role to come into effect would depend on the popularity of the media's environmental news coverages; how many times they are read, how often they are shared, and to what extent people talk about them. Aiming at making environmental news coverages gain more popularity, an Indonesia-based media research body launched a digital environmental campaign called #1Hari1IsuLingkungan (one day one environmental issue). Participants of this campaign were challenged to seek and read one environmental news coverage per day during one month period on 1 - 30 November 2022. They were then asked to create an Instagram story to share their opinion regarding the news coverages. Guided by theories examining information seeking behavior, this study aims to investigate the behavior of the campaign's participants in seeking information related to environmental issues. To this end, this study employed a mixed, two-phased data collection method consisting of a computer-aided analysis to map the pattern of their participations, and continued with in-depth interviews with 10 selected participants to deeper explore on their information-seeking behavior during their participation in the campaign. This study demonstrates that the participants' information-seeking behavior during the campaign helped enhance their knowledge of and attitude towards the environmental issues around them. Practically, this study may prompt environmental activists, campaigners, or general public to think about innovative ways to engage people in actions addressing environmental issues.

Environmental Injustice and Health Disparities: Challenges and Considerations

Anuli Njoku, Professor, Public Health, Southern Connecticut State University, Connecticut, United States

Introduction of harmful pollutants into the environment, whether natural or human made, can damage the quality of air, water, land, and built environment. Inequitable exposure to environmental pollutants (e.g., air pollution, water pollution, soil pollution, noise pollution, radioactive pollution, and pharmaceutical pollution) among communities of color and marginalized populations nationally and globally fuels health disparities and threatens health equity. Social determinants of health are largely responsible for health inequities, or unfair and avoidable differences in health status between countries and between different groups of people within the same country. Addressing underlying determinants of health is necessary to overcome inequities that result in health disparities. Throughout the world, people that suffer the most from environmental pollution often contribute the least to the problem. Environmental conditions play a key role in producing and maintaining health disparities. Environmental pollution in the context of health disparities encourages the examination of how environmental racism and injustice intensifies inequities in exposure to environmental pollutants among communities of color and marginalized populations, increases risk for disease and mortality and threatens health equity. This paper discusses environmental injustice and health disparities with a focus on case study examples from around the world, including from Indigenous peoples and communities in North America and countries within Africa. Policy, public health, health system, and community-engaged approaches are also explored to address the inequitable sharing of environmental risk burdens and effects of environmental degradation and promote health equity.

Navigating the Himalayan Crossroads: Identity, Socio-Environmental Challenges, and Community Governance in the Shadow of Conflict

Wafa Rasheeq Mir, Student, PhD, Jamia Millia Islamia, Delhi, India

This paper delves into the multifaceted issue of conflict in the Himalayas, shedding light on its profound implications for community diversity and governance within the region. Against the backdrop of the ongoing territorial dispute between China and India, this study explores the intricate interplay of identity, and socio-environmental challenges in shaping the conflict's dynamics. In doing so, it presents a comprehensive analysis that spans the realms of socio-cultural identity, ecological resilience, and inclusive governance. The paper's body is divided into three main sections, each offering a unique perspective on the Himalayan conflict. First, it investigates the profound influence of identity on the territorial dispute, emphasizing how these factors influence the perceptions and aspirations of the diverse communities residing in the region. Second, it dissects the intricate relationship between the conflict and pressing socio-environmental challenges, including climate change, biodiversity loss, and natural disasters, and the disparate impact on local communities. Lastly, the paper highlights the pivotal role of community diversity and governance in addressing the conflict and fostering peace, emphasizing the need for inclusive policies and the empowerment of marginalized communities. In conclusion, this paper summarizes the key findings and insights, underlining the significance of addressing issues related to identity, and socio-environmental challenges as essential components of any strategy aimed at promoting lasting peace in the Himalayas.

Employment of Individuals With Special Needs in Tourism Sector: Antalya/Turiye Case

**Emel Sardohan Yıldırım, Assoc. Prof. Dr., Special Educaiton, Akdeniz University, Education Faculty,
Antalya, Turkey, Turkey**

Employment of individuals with special needs is critical for their economic, independent living and quality of life. In this study, the opinions of experts working in the human resources departments of hotels regarding the employment of individuals with special needs in the tourism sector were examined. The research was conducted in Antalya, one of the world's leading cities in the field of tourism. 10 people working in the human resources department of hotels participated in the study. Semi-structured interview technique, one of the qualitative research designs, was used in the research and 8 questions were asked to the participants about the employment of individuals with special needs in hotels. Descriptive analysis was used to analyze the data. The emerging themes are; difficulties and conveniences experienced while applying laws and regulations, adaptations provided in the workplace for individuals with special needs, the training process carried out before and after starting work, crisis intervention plans applied in adverse situations, transition to work, hotel guests' views and suggestions for individuals with special needs. The findings are presented.

Integrating Global Inclusion, Diversity, Belonging, Equity, and Access Strategies: Advancing Innovation Amidst the Climate Emergency

Cailean Shelley, Student, Doctorate in Social and Cultural Analysis, American Studies, New York University, New York, United States

Fatiah Touray, Executive Director, Office of Inclusion and Equity, New York University Abu Dhabi, Abū Zāby [Abu Dhabi], United Arab Emirates

Lisa Coleman, Senior Vice President, Office of Global Inclusion, Diversity, and Strategic Innovation, New York University, New York, United States

In the face of accelerating global changes spurred by climate emergencies, the imperative to foster inclusion, diversity, belonging, equity, and access (GIDBEA) within operational frameworks becomes paramount. This session endeavors to elucidate comprehensive strategies and best practices aimed at the operationalization of diversity, empowering participants to catalyze innovation amidst these dynamic global shifts. Central to this session is the recognition of the indispensable role of diversity within global contexts amid the ever-evolving landscape shaped by climate change. Esteemed leaders in the domain of GIDBEA, Dr. Lisa Coleman, Senior Vice President for Global Inclusion and Strategic Innovation at NYU, and Fatiah Touray, the Executive Director of Inclusion and Equity at NYU Abu Dhabi, will spearhead this discussion. Their profound expertise will furnish attendees with a robust foundational understanding of contextualizing diversity's pivotal role in propelling global partnerships, fostering strategic innovation, and fortifying GIDBEA principles. Partakers will gain profound insights into agile responses to emergent GIDBEA trends in their professional sphere, enabling them to adeptly navigate and integrate evolving principles of inclusivity and equity. This session, therefore, emerges as an indispensable platform poised to equip professionals and leaders with the requisite tools indispensable for the advancement of diversity and belonging within their respective spheres. Attendees will depart armed with actionable insights and a repository of best practices poised to foster the creation of profoundly inclusive and equitable learning and work environments.

The Effects of Bike Sharing: From the Womb to the Tomb

Janelle Christine Simmons, CEO, Sole Proprietorship, New York, United States

When one thinks of Bikes and Bike Sharing, they often just think about saving the environment and/or the health benefits. However, there are these effects and so many other effects and consequences of bike sharing. These consequences both positive and negative will be explored in this workshop. We will also brainstorm on how we may interrupt the bike industry with innovations that cut down on waste.

Education and Learning Worlds of Differences

Facing the Reflections in the Mirror: A BIPOC Graduate Faculty Postcolonial and Indigenous Deconstruction of Graduate Mental Health Care and Teacher Education

Micki Abercrombie Donahue, Associate Professor and Associate Dean, School of Education, Whitworth University, United States

This postcolonial tribal critical race theory ethnography analyzes the implementation of an Indigenous faculty and BIPOC graduate student advisory group that co-led Indigenization and decolonization efforts in a university graduate school. The study documents the integration of Indigenous epistemology to disrupt the legacies of colonization, structural racism, and systemic inequality in three graduate mental health and teacher education programs. Tummala-Narra (2020) documented the racial trauma that results from colonized forms of education. BIPOC faculty and graduate students are frequently trained in programs steeped in systemic structural racism and colonial beliefs. Tummala-Narra (2020) suggests, "The pervasiveness of racism interacts with the normalization of racism, such that traumatic stress remains invisible to the perpetrator and sometimes to the victim/survivor" (Davids, 2009; Fanon, 1952; Hammer, 2019, p. 734). This study explores BIPOC faculty and graduate student resistance to these oppressive structures and systemic racial inequality (Fanon, 1952; Tummala-Narra, 2020). This concurrent mixed-methods ethnographic study provides a rich, detailed, and textured description of the research results (Creswell, 2015). Ocampo & Blackdeer (2022) state, "BIPOC students often do the invisible labor of mentoring and holding space for fellow BIPOC students, educating students, faculty and administration on diversity, equity, and inclusion issues, contending with faculty expectations, and participating in unpaid diversity, equity and inclusion service work" (p. 705). This study documented resistance to, "micro- and macroaggressions from their institutions and peers, lack of administrative and institutional support, and the trauma of observing anti-racism quickly go in vogue and then fall out of favor" (p. 705).

Identification of Technological Innovations to Address Disasters Developed by Social Work: The Experience of Brazil and Australia

Maria Isabel Barros Bellini, Professor, Social Work, Sociology and Political Science, Pontifical Catholic University - School of Public Health, Rio Grande do Sul, Brazil

Niki Edwards, Academic Discipline Lead, Social Work and Human Services, School of Psychology and Wellbeing, University of Southern Queensland, Queensland, Australia

Julie King, Land and Property Management Authority, New South Wales, Australia

Nadianna Rosa Marques, Student, Master, Pontificia Universidade Católica, Rio Grande do Sul, Brazil

This investigation aims to answer the research problem: What technological innovations and strategies for coping with disasters, developed by social work in Brazil and Australia, can be replicated and disseminated in the interprofessional perspective and in collaborative practices, contributing to the prevention and mitigation of the effects of these events in different realities? The objective is: Identify and disseminate technological innovations and strategies for coping with disasters developed by social work in Brazil and Australia, in order to enhance the use by different professional areas at the national and international level, contributing in an interprofessional and collaborative way in the prevention and mitigation of the effects of these events. The methodology covers bibliographical, documentary and field research in a systematic and interdependent way, using the quantitative and qualitative approach. The perspective of totality allows the apprehension of the contradictions and dynamics of the object studied. It is important to highlight that social work is a profession that intervenes in various expressions of the social issue, in the most distinct areas of activity, and in this case, acting in disasters is a demand that presents itself from time to time, requiring immediate action. This research raises debate, reflection, academic production and the elaboration of subsidies from concrete experiences of social workers in two different countries with different social realities. The purpose is to grow interprofessional qualifications for this type of intervention.

Unlocking Capabilities: Transforming Dyslexia Professional Development Through a Social-emotional Learning Lens

Darlene Breaux, Program Director of Ed.D. in Educational Leadership, Educational Leadership, Abilene Christian University, Texas, United States

Students grappling with dyslexia encounter dual challenges, contending with the intricacies of literacy acquisition while simultaneously navigating issues of diminished self-esteem and social-emotional learning difficulties. This qualitative descriptive study delves into the perceptions of elementary general education teachers regarding the dyslexia training they received, specifically focusing on its efficacy in addressing the social and emotional learning (SEL) needs of children with dyslexia. The guiding conceptual framework for this study comprised the five core competencies for SEL formulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Employing a qualitative description research design, the researcher conducted semi-structured interviews with a cohort of 10 elementary general education teachers. These educators were situated in first through fourth-grade classrooms within the southeast region of Texas. The study not only brought attention to the existing gap in the literature concerning teachers' learning needs and the efficacy of dyslexia training but also culminated in the development of a framework to guide training modules. These modules aim to effectively integrate CASEL's five core competencies. Moreover, the research underscored the imperative for further exploration into strategies that empower teachers to foster social and emotional learning skills in students grappling with dyslexia.

Exploring Retention Initiatives for Sustained Student Support for First-generation, Online BIPOC Students Beyond the First Semester: Amplifying the Positive Influence

Angela Brown, Student, Doctorate of Education, Abilene Christian University, United States
Jennifer Butcher, Vice President of Intercultural Engagement and Belonging, Abilene Christian University
Dallas, Texas, United States Sandra Cleveland, Associate Professor, NRSB, Abilene Christian University,
Michigan, United States
Tana Palafox, Student, Doctorate of Education, ACU, Texas, United States
La Keeta Prunty Keeta, Student, Doctoral, Abilene Christian University, TX, United States

This study explores and describes how institutional and community members can aid in the retention of minoritized undergraduate students at an online liberal arts private university through positively identified initiatives. The objectives of this study include investigating the unique cultural background of a specific group of minoritized students and how it influences their academic retention, what institutional, faculty, and family supports best support the retention of these minoritized students, and if the timing of such support plays a role. According to Rovai's retention model, student characteristics, external factors such as finances and family responsibilities, and the institution's internal social and academic support significantly influence student retention. This study contributes to the literature surrounding the role of administration, institutional, and community members in combating minoritized online student attrition in higher education. A mixed methods approach is utilized with quantitative correlational analysis of surveys completed by the subject population and qualitative analysis of in-depth student interviews to identify themes of effective institutional and community support for student retention. Potential research limitations include a small sample size from one institution, time constraints for the research and/ or interview process, and investigator confirmation bias. Practice implications may include the importance of initiating retention practices with BIPOC online, first-generation students during the application process, and continuing throughout enrollment by faculty and other institutional support staff. In addition, recognizing potential cultural familial influences on retention may advocate for institutional flexibility with this minoritized population.

Navigating Cultures and Communication: Enhancing Doctoral Students' Study Abroad Preparation Through In Situ Learning

**Jennifer Butcher, Vice President of Intercultural Engagement and Belonging, Abilene Christian University
Dallas, Texas, United States**

**Berenice Casas, Abilene Christian University
Stacie Shelby, Director of Inbound Marketing, Marketing, Abilene Christian University, Texas, United States**

Sandra Cleveland, Associate Professor, NRSB, Abilene Christian University, Michigan, United States

Students who have studied abroad demonstrate higher levels of intercultural competency (Deardorff, 2009), and those who have engaged in high quality social interactions with their host culture exhibit significant linguistic gains (Magnan & Back, 2007). Study abroad programs have gained significance as an integral educational initiative, fostering global learning and nurturing students' intercultural maturity on a growing scale. The purpose of this research is to investigate and provide comprehensive insights into the strategies, challenges, and support mechanisms necessary for effectively preparing doctoral scholars for successful international study experiences. Through qualitative analysis, this study aims to identify best practices, resources, and interventions to optimize the academic, cultural, and personal development of doctoral students undertaking a study abroad program. Ultimately, the research seeks to inform policy, program design, and institutional practices to enhance the preparation and support provided to doctoral scholars embarking on international study endeavors. The following research questions guided this study: RQ1. What specific learning gains were achieved by research fellows through the development of international project presentations? RQ2. How do research fellows perceive the development of communication and presentation skills through international presentations? RQ3. What challenges and benefits are associated with presenting diversity related research projects internationally? This study provides details on the development and planning of a private Christian university's first study abroad experience for online doctoral students. Results from data analysis will identify trends and challenges associated with learning gains as well as doctoral students' perceptions of the impact of international presentations on research and career development.

Barriers to the Social Integration of Elementary School Children with Disabilities: Canadian Teachers' Report

Lily Dyson, Researcher, Faculty of Education, University of Victoria, British Columbia, Canada

Inclusion of children with disabilities in the regular class has been promoted since 1990's. Inclusion has long been legislated in the US such as in IDEA (The Individuals with Disabilities Education Act). A major goal of inclusion is to cultivate social inclusion. Researchers have advanced the notion of social inclusion to that of social integration. Social integration, however, has not been achieved. Social isolation and exclusion of children with disabilities remain prevalent in contemporary times. At issue is what barriers there are to social integration. This study examines barriers posed to the social integration of children with disabilities, using the Canadian context as an example. Based on the qualitative research method, structured interviews were carried out with 64 elementary school teachers, mostly teaching in inclusive education classes. The recorded interviews were transcribed and coded for major themes. The results found various barriers present in major stockholders such as the child with disabilities, non-disabled peers, and the school environment. The barriers centered on the special needs of students with disabilities, the negative attitudes of their non-disabled peers, and the inadequate school administrative and resource support. The results provide guides for school administration and policy makers for addressing barriers to social integration enabling a systematic approach to promoting social integration. The results also lay a foundation for more research in systematically examining the pathway to and developing programs for achieving social integration globally. Implications for practice and further research are suggested for increasing the social integration of students with disabilities.

Inclusive Pedagogy for Virtual Learning Communities: Exploring the Dimensions of Individual Learning Differences

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The researchers investigate how inclusive pedagogy can effectively address individual learning differences in virtual learning communities. Their commitment to this endeavor is driven by the conviction that fostering inclusion and a sense of belonging is pivotal for nurturing academically successful students and well-rounded individuals in today's digital learning landscape. The researchers believe this pursuit is a fundamental requirement for the comprehensive development of learners. This study identifies practical, evidence-based strategies educators and institutions can readily implement to support equity and inclusion for students using online learning platforms. The researchers use a multifaceted approach, combining research, educational experts' insights, and survey data. This approach enables the researchers to identify areas where the institution needs to focus its efforts and strategies to provide a better understanding of the challenges and risks associated with serving individual learning differences in virtual communities. The researchers use this data to develop strategies that will help higher education institutions address the needs of both students and faculty while improving student learning outcomes. We share these in the workshop. Inclusive education fosters a more empathetic and collaborative society by preparing learners to interact effectively with individuals from diverse backgrounds in virtual learning environments. Recognizing and accommodating diverse learning needs can create a more equitable and inclusive learning environment for students online. This helps ensure that all students can access the resources and support needed to succeed while reducing feelings of isolation and creating a sense of community among students.

Cultivating Excelencia: Empowering Hispanic Student Success in Private Christian Universities

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This study centers on conducting quantitative analysis to advance the success of Hispanic students within 4-year, private Christian universities, accommodating undergraduate and graduate online learners. The higher education landscape is transforming, marked by the rapid expansion of the online Hispanic student demographic within these institutions. The study's core focus is to mitigate disparities in educational outcomes among Hispanic students through quantitative methodologies. The conceptual framework is based on Excelencia in Education, underscoring the importance of evidence-based practices in empowering Latino student achievement. The study will examine the implementation and impact of Title V federal funding programs tailored to enhance Hispanic students' educational experiences and outcomes. A quantitative approach will be employed to analyze institutional data, assessing variables such as retention rates, graduation rates, and academic achievement concerning Hispanic students. The primary focus is on accumulating quantitative evidence to understand the effectiveness of Title V initiatives in driving success within this distinctive higher education context. The implications of this research primarily center on bolstering the quantitative comprehension of how Title V funding can strategically contribute to cultivating excellence in Hispanic student success within private Christian universities. The research findings will furnish quantitative insights that can serve as a compass for these institutions, aiding in developing and refining Title V programs that cater to the distinctive quantitative needs and aspirations of their online Hispanic learners. This research represents a significant stride towards advancing equity and academic excellence in higher education by empowering Hispanic student success in private Christian universities through data-driven analysis.

Understanding Racism and the Effects on Black Mental Health within Social Work Education

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There is a multifaceted relationship between racist systems and adverse mental health outcomes for Black people within the United States. For example, a substantial body of research has linked racism to adverse mental health outcomes. Moreover, structural racism has been identified within the field of mental healthcare itself. Therefore, it is not surprising that Blacks report a disinclination to engage with systems such as mental healthcare, out of fear of discriminatory practices and losing things that are important to them, such as their children, home, or employment. Efficacious and ethical social work practice with Black clients requires that social workers be skilled in recognizing covert racism and its effects on mental health. It is imperative to develop these skills within social work education. However, with its obstinate hold, racism can be assumed to be present in social work education. We must reckon with racism in social work education and in our programs by taking action at the institution, program, curricular, and course levels. With careful examination, it may be found by identifying what appears in, or is absent from, our curricula, courses, and topics covered within our courses, in addition to what our behaviors as instructors' model. For example, we must reflect on whether Black mental health is addressed as having distinct considerations as compared with other populations.

Advocating for People with Disabilities: A Socio-environmental Challenge

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As we peruse *Education and Learning in Worlds of Difference*, it is important to discuss accessibility as a socio-environmental challenge. Disability is the one area that any of us could find ourselves in at any point in life, whether from an accident that causes a broken bone, a food allergy or mobility challenge due to growing older. How we view and interact with people with both visible and invisible disabilities has been framed by the social environment. In this session, we explore family influences, workplace influences, social class influences and national and international laws on the rights of persons with disabilities in order to be better advocates for inclusion.

One Thing to Make a Small Difference

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Positive classroom experiences form a pivotal aspect of students' access to equitable learning and leading to retention and success. Faculty do acknowledge the importance of innovative strategies; however, due to their teaching loads often lack the time to implement such strategies. Often, simple things that make a major difference are not thought of as leading to success. We encouraged faculty to implement One Small Thing to Make a Difference in their classrooms. After faculty attended a three-day summer institute on "Equity Drivers to Make a Difference", they were asked to select one 'small' thing they would incorporate in their classes during fall and assess its impact. This ranged from establishing connections with students, using resources at the institution, and other simple strategies. Faculty had to submit what their one thing would be. They implemented it during fall and at the end of fall submitted a short report on the impact it had on their students. We share data and invite conversation on faculty response, one thing that was implemented, faculty reflections, qualitative and quantitative data on students' responses.

A Divided Village – a Complete Professional Identity?: Professional Perspectives in Light of the Geo-political Configuration in the Identity of Teachers in the Village of Ghajar

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Eitan Simon, Head of School, Education and Teaching, Tel-Hai Academic College

This quantitative research presents a preliminary exploratory study examining perspectives of professional identity as reflected in self-reports of the teachers of Ghajar, a village on Israel's northern border, given its unique geographical and geopolitical configuration. The current study is the first of its kind, clarifying how the teachers perceive their professional identity in the unique space in which they live and work. The findings show that the teachers' perceptions of professional identity are holistic in all examined dimensions. Their perceptions are motivated by a strong sense of mission that influences their love of the profession and their sense of satisfaction. Ghajar, as a unique enclave, has created a geopolitical configuration that contributes to the construction of the professional identity of teachers in the village.

The European STEP Project: Integrating EDI into STEM Disciplines

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Over the past decades, the EU, its Member States and national funding organizations have taken steps to assist higher education and research institutions to include equality, diversity and inclusion (EDI) principles in their research and in all their teaching and operational activities. However, despite the undoubted relevance of EDI principles, in many segments of EU societies and even in the most prestigious top universities in the world, their concrete application often lags behind. Especially in relation to academia reports and position papers that identify good practices and approaches, relevant to support institutional growth and capacity building towards a more inclusive academia. Inclusion is known to be a strategic issue for the higher education sector, as it impacts institutional culture, research and learning and teaching. Therefore, HEIs must learn to be more open and inclusive and find new ways to enable people from traditionally underrepresented backgrounds to participate and progress in their employment or training careers without discrimination. Moreover, diversity is a proven condition for excellence, and fairness in competition attracts talent at all levels: on the contrary, non-diverse research environments are less creative and produce fewer and worse results. The STEP project addresses the development of the research profile in the fields of Science, Technology, Engineering and Mathematics (STEM) through cross-fertilization with the Social Sciences and Humanities, in particular by introducing into the STEM fields the principles of Equality, Diversity and Inclusion (EDI), which have considerable potential to solve global challenges of well-being and quality of life.

The Dilemma and Adaptation of I-Kuan-Tao Internationalization: A Case Study of Curriculum Implementation in Thailand Community

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I-Kuan-Tao is one of the most representative contemporary Chinese religions, emerging as a folk religion in China and originating in Taiwan, blending the doctrines of Confucianism, Buddhism, Taoism, Christianity, and Islam. This study explores the effectiveness, challenges, and coping strategies of multicultural religious education curriculum design and teaching practices using the example of the Fa Yi Chong De Tao Class in Thailand, a five-year Tao Class within I-Kuan-Tao. It investigates the relationship between promoting religious education tailored to different cultural contexts and the Fa Yi Chong De Tao Class in response to the latest trends in religious globalization. Fa Yi Chong De Tao Class is the most systematic among all the branches of I-Kuan-Tao, making it an optimal reference and also for others religion. This research adopts an action research methodology to design the curriculum for Tao Class, focusing primarily on the second-generation population in the Thai branch. The curriculum involves participation in four sessions covering different thematic elements. Throughout the action process, data are collected through observations, interviews, document analysis, and thematic analysis, supplemented by focus group interviews on curriculum design and individual interviews with practitioners involved in curriculum design and teaching practices, as well as recordings and photos of class activities and reflections on the four sessions. Finally, based on the research findings, recommendations are provided for future curriculum design, teaching practices, and research directions for the Fa Yi Chong De Tao Class in response to the profound changes in the new generation.

Innovation in DEI Education: Entrepreneurial and Growth Mindsets

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Our analysis reveals how a flagship community-based-learning program fortifies diversity, equity, and inclusion by showcasing underrepresented students' as change makers. The program provides action research projects with social enterprises in underserved communities, creating opportunities for students with multicultural competencies to exercise more leadership than students from a mono-cultural background. First-generation, immigrant, and low-SES alumni report how centering a strengths-based approach curates a transformational experience in which their assets as multiple language speakers and multicultural competencies are key to programmatic success. The research draws on survey and interview data from the first decade of the program's alumni that placed students to work with social entrepreneurs creating economic opportunities that advance the common good. Alumni describe this combination as "transformational," impacting their college experiences, subsequent personal and professional growth, and quality of life thanks to in-depth reflective exercises in vocational discernment informed DEI pedagogies. They also report that the program deepens self-knowledge and the integration of their social justice beliefs into their personal and professional lives through vocational discernment as a lifelong ethical practice for DEI. By valorizing the leadership of students from traditionally underrepresented groups, this program supports alumni's formation of an entrepreneurial mindset as they embark on lives of service in various careers.

Factors That Matter: Ensuring Success and Retention for Diverse Online Scholars

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As online education becomes increasingly prevalent, understanding critical factors influencing the retention and success of diverse online students in higher education is paramount. This research delves into this pressing issue through a comprehensive examination of various factors that impact the journey of students from diverse backgrounds in higher education online learning environments. This study aims to understand diverse online students' multifaceted challenges and opportunities in a mixed-method, qualitative and quantitative approach. Quantitative analysis involves examining retention data and identifying student persistence and progress trends. Qualitative methods, such as interviews and surveys, explore the lived experiences of diverse online students, shedding light on their unique needs, perceptions, and strategies for success. Critical factors explored in this research include socio-economic status, cultural background, access to college readiness support, engagement strategies, and faculty roles in facilitating student success. This study analyzes these factors and determine their influence on retention rates and academic achievement in online higher education settings. The findings of this research may yield actionable insights for all educational stakeholders. By gaining a deeper understanding of the challenges faced by diverse online students and the support structures that can enhance their educational experiences, institutions can develop targeted interventions to improve retention rates and foster academic success among a broad spectrum of students. Ultimately, this research contributes to the ongoing discourse surrounding online education, promoting inclusivity and equity in higher education by addressing the specific needs of diverse online learners.

"Words Simple as Grass" - Whitman and the Internalization of Nature: Reading and Teaching Walt Whitman in a Time of Crisis

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Walt Whitman strives to create a literary legacy that establishes itself as arising from the past, America's national history closely twined with its natural history. From this situation, he seeks to project his work and America's character, as he defines it, into a future nation. As we read and reach Whitman during a time of climate crisis, the analyses and conversations change, with students placing greater emphasis on Whitman's insistence on a healthy present – and a healthy society – that grows by internalizing the lessons of Nature. Following the influence of Ralph Waldo Emerson and Transcendentalism, Whitman argues for a harmonious coexistence of self, nature, and society as the essence of his artistic expression. These messages resonate as a response to current crises, with additional urgency informed by Whitman's employment of paratactic temporality throughout his work in *Leaves of Grass*, as he, for example, seeks to “raise the past on the present, / (As some perennial tree out of its roots, the present on the past)”. Whitman here becomes that “perennial tree,” growing out of the soil of America's plural democracy, much as the voice of the poet grows out of the voices of the many. By emphasizing the dependence of individual identity on community identity – and of both as dependent on Nature – Whitman delivers a timely message of connection and the value of art as a response to crisis.

Addressing Political Diversity in Social Work Classes: A Proposal for Inclusive Education

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Like other academic institutions, social work education has faced challenges when addressing political diversity within its classrooms. While diversity is fundamental to the social work profession, instructors are often not equipped to address the increased political tension and divisiveness witnessed in their classrooms. It is imperative to acknowledge and embrace the diverse political perspectives present among students and faculty. Academic programs can then engage in collaboration that embraces this diversity to enhance critical thinking skills and cultivate a deeper understanding of complex social issues. This study explores various approaches to incorporate political diversity into the curriculum, including the exploration of diverse theoretical frameworks. Minimal research has been developed to address such diversity, particularly in social work when diverse political viewpoints are conveyed, and the “how to’s” of facilitating contentious topics. The methodology includes a case study both professors experienced, and the personal lessons learned. Furthermore, highlighted are the essentials to creating safe and supportive spaces for students to express their opinions without fear of reprisal. Additionally, strategies are outlined to address political diversity to foster an inclusive learning environment. Through these strategies, educators can empower students to critically examine their own biases and assumptions, develop empathy for diverse perspectives, and enhance cultural competence. This will subsequently prepare students to navigate the complexities of working in diverse communities and political perspectives they will encounter in the global environment. This study contributes to the ongoing dialogue within the academic community regarding the importance of addressing such diversity in educational settings.

Navigating Worlds of Difference: The Role of Educators in Fostering Inclusive Learning Communities

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In today's globalized and interconnected world, diversity stands as a cornerstone of education, shaping the experiences of both educators and learners alike. This research explores the multifaceted dimensions of diversity within educational settings, examining its profound impact on teaching and learning processes across diverse cultural, social, and linguistic contexts. Through a comprehensive review of literature and empirical studies, this research elucidates the complex interplay between diversity and educational outcomes, highlighting the significance of inclusive pedagogical approaches in fostering equitable learning environments. Furthermore, it delves into the challenges and opportunities presented by diversity, including issues of cultural competence, linguistic diversity, and socio-economic disparities, and explores strategies for promoting intercultural understanding, empathy, and mutual respect among students and educators. By shedding light on the intricate dynamics of diversity in education, this research contributes to a deeper understanding of the role of educators in fostering inclusive learning communities that celebrate difference and empower learners to thrive in an increasingly diverse and interconnected world.

Kangaroo Classroom for Developing Talented Learners' Abilities in the Science Subjects

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Some children have potential beyond what is normally expected at school for their grade level – they learn faster and more independently than most students their age, but at the same time if the approach to teaching such pupils is not tailored to their individual strengths and interests, they may exhibit behavior problems or poor performance in school. One methodology tailored to the unique needs of these students, referred to as talented learners, is a dynamic approach called the kangaroo classroom. Taking in to account the importance and difficulty of STEM subjects, the aim of this study was to find out how to practically use the kangaroo classroom approach to develop the learning process of children who are talented in sciences. At a Latvian state school, special classes with a personalized and inclusive learning environment were created for pupils aged 7 to 14 years, and their behavior and developmental progress were monitored. Optimum division of pupils into separate special classes was found while simultaneously clarifying the peculiarities of the pupils' application. The factors that contribute to the psychological support of learners in these classes were clarified. During the seven months of specially organized classes, changes in the students' attitude toward learning, as well as the cognitive results and the realization of the talents of the participating pupils were observed.

Serviço Social Education as the First Objective of the Internationalization of Social Work

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With more than 234 thousand professionals in March 2024 throughout the national territory, Brazil is the second country in the world with the highest number of social workers, which represents a great challenge to expand and strengthen the ties of research and professional practice in the internal and external relations of the country. The internationalization of education is recognized as enhancing this update and appropriation of aspects that are inherent in global societal transformations. Engagement, the space for dialogue, the formation of collaborative networks and socialization in the search for solutions to global problems, through dialogue with professionals from different countries, is one of the possibilities for understanding the challenges of the present and designing the alignment of responses that meet the objectives proposed by the profession in its collectives and organizations, national and international. In this direction, this research aims to: a) identify the contributions and criticisms of national and international authors in the debate on the internationalization of education and b) characterize the collaborative networks of knowledge that are part of the history of Social Work as a profession. Based on this, we seek to thematize the presence of an internationalization process, which is critical, responsible and averse to the commodification of knowledge, in the transversality of the historical events of the profession, of which education has played a great role over the years and continuously until today, in the contemporaneity.

Environment and Sustainability in Language Courses: Sustainability Across the Curriculum Grant

Suzanne Wali, Master Lecturer, Department of Middle East Studies, University of Southern California, California, United States

The University of Southern California (USC) has integrated sustainability into its educational framework to foster global citizens who will fight climate change. In alignment with the university's mission, I've designed this course with a specific emphasis on subjects like climate change, energy, and the water crisis. These topics align with the interests and self-driven learning pursuits of the current generation of students. The new course has received USC's Sustainability Across the Curriculum Grant and is taught as an Advanced Arabic course. The course aims to complement and enrich student's existing studies by providing the chance to investigate sources from a diverse region and in a different language, thereby broadening and intensifying their comprehension of the subject matter. Although the readings focus on the Middle East, the readings are utilized as a starting point to give students the opportunity to discuss, analyze, and debate their ideas about climate change ramifications in different regions in the world. The idea of this course can be assimilated in advanced foreign language courses.

Centering Students of the Global Majority in United States Community College Critical Internationalization Programming

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In 2020, students categorized as Black, Hispanic, Asian, and two or more races comprised over 50% of community college enrollment nationwide (Dembicki, 2022). However, current internationalization models in community colleges are rarely intentionally designed for and with students of the global majority. This study addresses a gap in the research by exploring the priorities of students of the global majority regarding content and engagement in community college global education programming. I interviewed six students representing a variety of racial/ethnic backgrounds, ages, and genders. Using van Manen's lifeworld existentials (1990), I analyzed and interpreted the data in the interview transcripts. The students' priorities regarding content and engagement in global education programs at their college can be summarized as interacting with diverse peers, nuanced and accurate representations of culture and history, curious and caring relationships with instructors and other adults on campus, and opportunities to engage with global realities beyond the classroom. These categories align with deBie et al.'s (2021) pedagogical partnership approach, specifically the concepts of epistemic, affective, and ontological justice, a framework critical internationalization practitioners can use to enact emancipatory practices.

In the Academic Margins: Social Ostracism as an Intersection of Psychological and Sociological Causes

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The majority of studies dealing with the feeling of ostracism focus on ostracism among employees in the organizational workspace and mainly take a psychological perspective. We assume sociological aspects also play a role in ostracism or its elimination. Our study examined ostracism in academic settings within neoliberal regimes, looking specifically at students in an Israel institution of higher education. First, we tested the relations between a personality trait (conscientiousness), group cohesion, and students' feelings of ostracism, recreating the results predicted in the literature. Then, we challenged these results by comparing findings for Jewish and Arab students, in the context of the continuous, intractable conflict between majority (Jews) and minority (Arabs) groups. The sample included 352 students (81% Jews; 19% Arabs). Findings showed that psychological theories provided only a partial explanation of students' feelings of ostracism; critical sociological analysis of the members of the two groups is also required.

Identity and Belonging

Being the Light in the Tunnel: An Expression of the Multicultural Self

Sidonia Alenuma, Professor, Sociology and Anthropology, Saint Olaf College, Minnesota, United States

When all fails, you can always count on the multicultural self. How can you not see the light in the tunnel if you are the light itself? It is indeed multicultural to be the light in the tunnel. The growing diversity in our world affirms the need for perceiving the world as a global village, it is becoming increasingly important to address the isms (both negative and positive ones) governing our interactions with each. The negative isms, sexism, racism, ableism, classism, etc. can be mitigated with the adherence and practice of the positive isms such as multiculturalism, anti-racism, and feminism. With emphasis on positive isms, such as multiculturalism, and antiracism, I argue that in order to mitigate negative isms such as racism, sexism, ableism, classism, etc., we need not just address issues at the theoretical level; we need to practice/live isms in our real-life interactions with individuals, thus have our theoretical works, research, publications be informed by our lives in pursuit of praxis at its best. To be truly multicultural is to be our true selves, to be human first. To affirm one's humanity one has to be their authentic truly multicultural self! To truly affirm diversity, we must perceive all voices as legitimate roads to an inclusive world. We can only do this from a standpoint of multiculturalism by advocating true and meaningful education, creating awareness of inequity, social injustices in our communities, organizations, nations and our increasingly shrinking world that can be describe as a global village.

Authentic Leadership's Impact on Black Student-Athletes' Identity and Persistence: Navigating Challenges and Forging Success on and off the Field

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This research study explores the critical intersection of authentic leadership within sports administration and its profound impact on Black student-athletes' identity development and resilience. The study adopts a mixed-methods research design, drawing insights from both sports leaders and student-athletes to investigate this dynamic relationship comprehensively. The importance of authentic leadership in sports administration cannot be overstated. It emphasizes leaders' genuine and transparent engagement with their teams, fostering trust and shared values. In the context of Black student-athletes, this research seeks to uncover how authentic leadership practices can significantly impact their experiences both on and off the field. The qualitative component of this study involves in-depth interviews with five (5) sports leaders, such as coaches, athletic directors, and administrators, to understand their perceptions and practices of authentic leadership. This qualitative data will provide rich insights into how authentic leadership manifests within sports administration. Quantitative surveys and data collection from 100 Black student-athletes will be employed to examine the impact of authentic leadership on their identity development and resilience. By analyzing these factors, the research aims to shed light on how authentic leadership contributes to Black student-athletes' personal and athletic growth. This study's findings hold significant implications for sports organizations, educators, and policymakers. Understanding the role of authentic leadership in the context of Black student-athletes can inform strategies to enhance their overall well-being, identity formation, and resilience, ultimately fostering a more inclusive and supportive sports environment.

A Critical Evaluation on the Othering Experiences of Immigrant Women Living in Kirehir in the Context of Intersectional Theory

Gulcin Cebeciolu, Research Assistant, Sociology, Kirehir Ahi Evran University, Turkey

As it is known, both its geopolitical location and its traditional and cultural infrastructure make Türkiye one of the preferred points where people from different countries may want to immigrate. In this context, every year thousands of people suffer from war, economic, political crisis, etc. in their country come to Türkiye. These migration movements constitute the focus of interest in many scientific fields. Especially in the field of social sciences, many issues such as the dynamics that cause migration and the adaptation processes of immigrants to the countries they migrate to are discussed. However, these studies are conducted either completely blind to gender or as if the phenomenon of migration is a phenomenon that only concerns men. However, it is important to address the migration experiences of women, who are invisible in society and relegated to the background. Based on this idea, the subject of this study is the marginalization experiences of foreign women living in Kirehir. At this point, women's experiences of discrimination and marginalization in Turkey, both in their own countries and during the migration process, are questioned. The study is based mainly on cross-sectional theory, which provides an important perspective to feminist theory that allows understanding the situation of women from their own perspectives. More precisely, the marginalization experiences of foreign women at the intersection of gender, ethnicity and social classes is discussed from a critical perspective.

JustBE - a Holistic Framework for Intersectional Justice, Belonging and Equity

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Uma Parameswaran Dorn, Managing Partner, Innovative Systemic Partnerships, Utah, United States

Fluent application of psychological theory and cultural identity development to diversity, equity and inclusion (DEI) work utilizes a holistic approach to foster a sense of belonging within organizations. Our goal is to open narratives to identify cultural ruptures while simultaneously developing skills to offer routes to undo collective harm within communities and organizations. We find this justice, belonging and equity (JustBE) framework successful in dismantling root causes of systemic dysfunctions which are often intractable and embedded in networks. Justice has long escaped many of the communities we inhabit and our focus on intersectional justice encompasses the complexities of identities and the impact of historical context and power. In this workshop, we will present the JustBE framework that uses a tailored approach to help evolve organizational culture to meet DEI needs for sustainable change. Our framework uses cognitive, affective, relational, and somatic dimensions viewing them through an intersectional justice lens to deepen conversations by exploring identities and fostering a culture of belonging. We will provide specific strategies to help organizations engage in difficult, but dynamic conversations that foster psychological safety to increase belonging. Furthermore, we will offer ways to challenge power imbalances and systemic inequities by embedding DEI principles across all levels of the organization. We will discuss the opportunities and challenges of using the JustBE framework from our own lived experiences of working with organizations as internal DEI leaders, clinical psychologists, and external DEI consultants.

Ageism: Unlocking Our Bias

Shari Collins, Owner and Lead Consultant, DEI, HR, L/D, Shari Collins Consulting, United States

Only 8% of organizations worldwide include Ageism as part of their DEI strategic plans. This session analyzes the data and financial costs of ageism in an engaging format. Also part of the session we include exercises on “coded language” and bias that are embedded in language and in our actions. Finally, we aim to leave the workshop by changing negative misconceptions about aging with immediate actionable items to take back to your workforce.

Untold Narratives: Creating Space to Think before Responding around Difficult Conversations through Drawing and Soliloquy

Jean Farmer, Programme Manager: Transformation, Monitoring and Evaluation, Transformation and Social Impact, Stellenbosch University, Western Cape, South Africa

This workshop is based on the qualitative methods of my completed PhD – Narratives of Black Women Academics in South African Higher Education – to investigate the experiences of a marginalized group of participants. This way of data collection can be used for broaching sensitive topics or for opening up spaces for discomforting conversations amongst members of a work group. A further consideration in developing this method is that while English is often used as the lingua franca in higher education, it may not be the first languages of the participants. This method affords participants a sense of comfort and time to process with their initial thoughts around the topic in their first language before they are expected to talk in the interview. Participants are asked to first reflect and then draw their context, about their experience or a situation. In this way participants are able to "put down" their thoughts without the hindrance that usually comes with having to immediately be responding to interview questions when English is not their first language. A further advantage is that participants have time to reconsider what they would like to share as only the person doing the drawing knows the exact interpretation of the drawing.

Promoting Cross-cultural Psychology Research in the Caribbean: Best Practices in Intersectionality

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Given the Caribbean's post-colonial history with daunting, carceral challenges of the following: structural racism, patriarchy, and colorism as epiphenomenal outcomes, it is imperative that cross-cultural investigators using 21st century research paradigms honed and crafted from strengths-based approaches, interrogate issues of national and cultural identity. Additionally, push-pull factors in migration, acculturative influences, psychological resilience and coping strategies within non-pathologizing frameworks of inclusivity and intersectionality are fodder for empirical research. These holistic perspectives borrow from multiple standpoints in Black Psychology as scholar-activists rejected and deconstructed Eurocentric models in explaining Black psyche and behaviors. The discursive frame around subaltern voices, is that, it deracinates pan-universal theories, splinters and challenges hegemonic assumptions. Moving from the mechanistic, binary constructions placing a premium on only quantitative models with concomitant devaluations of qualitative approaches, this author argues that the kind of cross-cultural research that offers the most qualitatively-rich analysis is ethnography. This approach embraces concepts of lived epistemological realities of participants. As a vibrant cross-cultural tool, it triangulates participant observations, interviews, and case studies. The ethnographic report illuminates the following: the uniqueness of indigenous psychologies; addresses issues of language; and grounds the work within multidisciplinary perspectives offering more cogent analyses of cultural phenomena. Further, even research ensconced in academic knowledge-production should hue to the penultimate, translational goals of nation building, community flourishing, and human capital development.

Balancing Wellness and Leadership: Exploring Black Women Administrators' Subjective Well-being, Resilience, and Radical Self-Care in Higher Education

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Leaders in higher education experience high and unrealistic demands for their skills, time, and energy, causing stress, competing priorities, burnout, compromised health, and attrition. However, unlike other racial and gender groups, Black women higher education administrators experience these challenges more intensely. As a result of chronic stress associated with being undervalued and overworked, discriminatory and unwelcoming workplaces, and intersectional biases, Black women leaders are leaving higher education workplaces. Despite the link between gendered racism and unwellness, little is known about the problem from a positive leadership perspective. The problem this study addressed was the lack of knowledge of the wellness strategies Black women administrators in higher education use to persist in leadership. Guided by Black feminist thought, this study explored Black women administrators' lived experiences with well-being associated with the intersection of race and gender and the radical self-care and resilience strategies they use to regain or maintain well-being while leading in higher education. The research questions included how do HEI Black women administrators describe their lived experience with subjective well-being and stress associated, resilience, and radical self-care in association with the intersection of race and gender. Using the interpretive phenomenology framework, this qualitative research included semi-structured interviews of 11 Black women in leadership positions at community colleges and universities while offering them the chance to create knowledge through their stories. The results provide higher education institutions knowledge and awareness to mitigate issues contributing to the attrition of Black women leaders.

Cultural Tourism and the World Acadian Congress

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This paper examines the role of cultural tourism as an organization in the creation/maintenance of identity membership for cultural minorities, namely the Acadians. Building on previous work that examined the regional/local meaning and ideological perceptions of Acadian membership, I present the existence of a vacuum in the understanding of diasporic Acadian identity. I come to this understanding through an examination of the power of cultural tourism as a tool in ideology/knowledge making, as well as through a qualitative analysis of Acadia's most celebrated organization, the World Acadian Congress (CMA), a civil society platform established through cultural tourism over twenty-five years ago as a means of building bridges between Acadians from around the world. The CMA provides an arena for Acadians to express their cultural vitality through a sense of mutual collectiveness. However, like all cultural festivities, the CMA not only provides an arena for collective membership building, but it also unveils the social and political concerns of many Acadians and promotes the French-first linguistic ideology of the Société nationale de l'Acadie (SNA), a non-profit organization that also acts as the CMA's overseeing structure. This CMA-SNA relationship creates an ideological umbrella and a hierarchical power within the diaspora. The result is that various communities of the Acadian diaspora receive little consideration in Acadian relations and politics. This is particularly true for American Acadians living in more rural, borderlands regions where French has no official status, such as in northern Maine.

The Erosion of Identity: The Impacts of Racial Microaggressions on African American Public School Administrators

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This study delves into the intricate and often overlooked realm of racial microaggressions and their profound impacts on African American public school administrators. As stewards of education, these individuals hold significant roles in shaping their institutions' academic and socio-cultural landscape. However, their experiences are frequently marred by subtle yet pervasive forms of discrimination that erode their sense of identity and hinder their professional efficacy. Drawing from extensive research and real-life anecdotes, this research unpacks the nuanced manifestations of racial microaggressions within educational settings. It explores how seemingly innocuous comments, behaviors, and institutional structures perpetuate racial biases and contribute to the marginalization of African American administrators. By shedding light on these covert forms of discrimination, we aim to foster a deeper understanding of the complex interplay between race, power, and identity in the educational sphere. Furthermore, this study delves into the profound psychological and emotional toll of navigating racial microaggressions on a daily basis. From feelings of isolation and imposter syndrome to heightened stress and burnout, the cumulative effects of these experiences can have far-reaching consequences on the well-being and retention of African American administrators. Ultimately, this paper seeks to ignite critical conversations and prompt actionable steps toward creating more inclusive and equitable educational environments. By acknowledging and addressing the insidious nature of racial microaggressions, we can strive towards fostering a culture of respect, belonging, and empowerment for all members of the educational community.

Impacts of Migration and Identity Shaping through Song Narratives

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The Mexican corrido (ballad) has had a long connection to the lived experiences of working poor Mexicans on both sides of the “so-called” Mexican-US borderlands. The corrido has its roots as a representation of cultural resistance to oppression. This music attests to historical resistance in Mexico by the poor rural proletariat against centralist oppressive forces that would terrorize the country side (Herrera-Slobek, 1979). Paredes (1963) supports this by stating that corridos that emerged along the Rio Bravo Valley in Tejas, and spoke of resistance by Mejicanas/os against the atrocities committed against them by the Texas Rangers. The contemporary narco-corrido has been a subject of controversy in regards to the content of this music. Corridos can be in relation to a tragedy or an event that is preserved through the telling of an oral history through music. This particular kind of music is usually listened to by the working poor of Mexico, and serves as a testimonio to their lived experiences. This paper explores the benefits of using oral storytelling in ethnic studies classes as a methodology for self-reflection for student empowerment in providing a sense of belonging where language, culture and identity are accepted by looking at the following questions 1. Do corridos connect to the realities and experiences of students in the borderlands? 2. Do corridos assist in the preservation of language and culture?

Empowering Voices: Exploring the Career Journeys of Women of Color HR Professionals Amidst Societal Disruption

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This research study delves into the career journey of women of color (WOC) amidst disruptive societal changes. Focusing on certified and noncertified human resource (HR) WOC professionals in large corporate entities in Houston, Texas, this narrative inquiry aims to uncover common themes. HR professionals play a distinctive role, in applying organizational policies that can significantly impact employees' career progression while managing their own career paths. They also wield varying degrees of influence when collaborating with business leaders on employment decisions for others. Consequently, this research collects data on the life and work experiences of HR professionals who belong to historically underrepresented groups to gain insights into their unique perspectives. Through qualitative data analysis, this study seeks to unravel the root causes of socioeconomic and career advancement challenges faced by WOC in corporate America within the HR field. The outcomes of this research have the potential to inform human resource practitioners, organizational development professionals, advocacy groups, and others. These stakeholders can use evidence-based findings to engage corporate leaders in the United States, fostering greater career advancement and leadership opportunities for WOC in the workplace. Narrative inquiry is the chosen research design and method for this study due to its ability to illuminate the experiences of WOC in the HR field. This approach sheds light on the systemic race and gender inequities within the U.S. corporate landscape, providing valuable insights for addressing these issues and promoting inclusivity and equity in organizational leadership.

Navigating Glass Ceilings and Sticky Floors in Higher Education: A Black Feminist Case Study of the Challenges Experienced by Black Women at Stellenbosch University

Shante Neff, Transformation Programme Coordinator, Stellenbosch University, Western Cape, South Africa

This doctoral study interrogates gendered and racial inequality in the higher education profession by exploring the lived experiences of Black women academics at a historically White Afrikaans-medium university in South Africa. In line with the national transformation agenda to address the shortage of the number of Black women academics in South Africa, as well as the need to create a truly equitable work environment, this study adopts a Black Feminist theoretical framework. By drawing on the work of known Black Feminist writers, emphasis is placed on rejecting universal Eurocentric norms of behaviour and rather understanding the challenges and needs of Black women from the perspective of Black women themselves. Therefore, this study adopts an in-depth qualitative case study methodological approach to establish the challenges and motivations that characterise Black women's career development to full professorship at Stellenbosch University. In terms of research implications, this study highlights the possibility of inclusion of Black women to grow the institutional diversity and academic profile of Stellenbosch University. Not only does this offer to address prevailing intersectional disparities within the structures of the university itself, but it also opens up scope for further areas and methods of study.

Identity, Diversity, and Rhizomatic Complexity

Bert Olivier, Research Professor, Philosophy and Classics, University of the Free State, South Africa

This paper addresses the vexing question of identity in relation to diversity and 'rhizomatic complexity' – a phrase that signals its Deleuzo-Guattarian orientation. It is argued that, far from being something that can be comprehended in unitary substantialist fashion (that is, as something unified and forever resistant to change), 'identity' can instead be articulated as a function of the constantly shifting relations and interrelations between and among the 'processes' comprising the 'subject'. According to this rhizomatic conception, the subject – if indeed it can be called that – comprises an assemblage-in-becoming, whose contours change as it enters into open-ended processual relations of desiring-production. This simply means that Deleuze and Guattari, complexifying Lacan's already complex subject (stretched between the real, the imaginary and the symbolic) even further, have theorised a non-substantialist version of it, which accommodates change as well as intermittent, albeit fleeting, stability. This allows for a subject that may be described as identity-in-flux, which means that identity is not cast in stone, but instead that the rhizomatic, open-ended structure of the assemblage subject accommodates reconfigurations of identity, with the caveat that such reconfigurations cannot instantiate a leap over the abyss of nothingness to a point that is rhizomatically untethered to the hitherto temporally evolved assemblage-subject. This conceptualisation of the subject has far-reaching implications for, among other things, cultural reorientation on the part of rhizomatic interrelationality of individual subjects.

A Cluster Analysis of Organizational Culture: Reinvestigating the Relationship between Organizational Engagement and Organizational Narcissism

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Organizational narcissism occurs when their members have unrealistic beliefs about their organizations' attributes such as it is extraordinary, omnipotent and omniscient among others. Since this belief may be harmful for organizational efficiency, investigating the antecedents of that feeling of grandiose would be very explanatory for future research. Our previous study which has been conducted to investigate the moderating effect of organizational collectivism and individualism on the relationship between employee engagement and organizational narcissism, revealed only the presence of moderating effect of individualism on the proposed relationship. Moreover, the result of our first study showing both collectivism and individualism have positive relationships with organizational narcissism has been surprising, because it has been considered that collectivism and individualism were two opposite poles of the culture in an organization. However, it has been very enlightening to discover that an organization may have collectivist and individualist at the same time, but with a different intensity. Therefore, this following brand-new study aims to reinvestigate the effect of organizational culture on the relationship between organizational engagement and organizational narcissism, but this time, a cluster analysis will be conducted to indicate the effect of engagement on organizational narcissism in four different combinations in which collectivism and individualism are high or low in each pattern. It has been planned to collect data from 400 white workers from Istanbul, Turkey; and we expect to show different moderating effects of each pattern of collectivist and individualist cultural attributes on the relationship between organizational engagement and organizational narcissism.

Decolonizing “Cheap Labour and Good Business”: An Analysis of the Experiences of Racialized International Students and Settler Colonial Violence

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This paper draws on interviews with 45 racialized international students and 10 university employees who provide services to international students at a comprehensive university in Ontario, Canada, and examines the student's experiences with discrimination and violence. While international students are often stereotyped as inordinately wealthy members of the global elite, many racialized international students in Canada are precarious and exploited students and workers. A growing body of scholarship on international student victimization reveals that racialized international students in the West are disproportionately vulnerable to discrimination and violence on and off university and college campuses, and in public and private spaces. This harm may be committed by landlords, employers, strangers, fellow international students, non-international student classmates, professors, and administrators and by members of their ethnic communities. Factors for this include visa and immigration requirements, unregulated homestay programs, unregulated tuition fees, and the intersections of racism, sexism, xenophobia and Islamophobia. Our research documents some of these harms and argues that this discrimination and violence is connected to the violence of settler colonialism. Drawing on critical race and decolonial perspectives on internationalization we focus on how coloniality produces the patterned migration of disenfranchised people from the Global South who are pushed to migrate to settler colonial countries that historically and in the contemporary context require a large pool of exploitable labour. We highlight how the settler colonial state -- through the governing of higher education -- advances and normalizes discrimination and the impact of these systems on racialized international students.

Multimodal Authenticity as Identity:: A Close Reading of Bad Bunny's "El Apagon"

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Scholars often view authenticity as a set of stable characteristics that communicators translate to audiences. However, in an increasingly mediated and technologically fragmented world, communicators often face challenges when cultivating identification with audiences. Inaccurate media representation, stereotypes, and information overload can prevent audiences from identifying with communicators who seek to create authentic connections. Thus, a central question guides this project: How does a communicator create and communicate authenticity in a hypermediated world? This paper seeks to answer this question by focusing on how Puerto Rican entertainer Roberto Ocasio, known professionally as Bad Bunny, navigates this difficult communication situation. Ocasio's ability to find massive success in the entertainment/media industry demonstrates a nuanced understanding of authenticity and provides a template for communicating with diverse audiences across a variety of media. We argue Bad Bunny represents a hyperfluid authenticity which allows a communicator to continuously adapt their persona, image, and identity while still remaining true to their "self." Utilizing the method of Multimodal Critical Discourse Analysis, we demonstrate how Bad Bunny cultivates a hyperfluid authenticity by examining his mediated representation in music, fashion, and performance. Bad Bunny's various modes of discourse offer an opportunity for scholars to investigate how hyperfluid authenticity functions and the various communicative elements it requires. This project seeks to provide an explanation of not only how Bad Bunny negotiates the various challenges communicators face, but also how hyperfluid authenticity might offer a new understanding of what authenticity means to audiences today.

Social Distance, Sense of Belonging and Cultural Intelligence among Undergraduate Students from Diverse Groups

Ronit Reuven Even Zahav, Senior Lecturer, Social Work, Ruppin Academic Center, HaMerkaz, Israel

The Israeli society is diverse, consisting of various minority groups like Arabs, Russians, and Ethiopians, each differing in nationality, religion, language, and culture. These differences lead to gaps and tensions among both minority and majority populations, especially in times of socio-political turmoil. Intergroup conflict in Israel is marked by perceived social distance and limited daily interactions among these groups. Therefore, there is a need to explore the factors contributing to the improvement of intergroup relations and inclusivity in Israeli educational organizations and communities. Based on the culturally informed perspectives a quantitative study focused on cultural intelligence (CQ), willingness to develop cross-group relations (i.e. social distance conceptualized in the literature), and sense of belonging among students from diverse backgrounds. Self-report questionnaires were distributed to 168 undergraduate students. The majority and minority groups were defined by their choice of identity. The findings reveal that higher levels of CQ were linked to increased willingness for social contact with other groups and a stronger sense of belonging. Minority groups exhibited significantly lower levels of belonging compared to the majority. Arab students experienced the highest social distance perception compared to other groups. Implications: The study underscores CQ, social distance, and academic belonging as significant factors in understanding intergroup conflicts among diverse populations in socio-political context. The paper discusses the implications of these factors on intergroup relations in academic communities, highlighting the need for fostering CQ among students and staff and inclusivity of minorities from different backgrounds in educational environments.

Systems, Circular-causality and Agency: The Potential of Classroom Interactions in the Quest for Social Cohesion

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Jacqueline Luck, Deputy Dean, Humanities Faculty, Nelson Mandela University, Eastern Cape, South Africa

A society characterised by diversity is often also characterised by patterns of discrimination and division. The manner in which we perceive others as different and our potential for relationship with them is largely determined by the ideological context in which we exist. Dominant discourses impose a particular understanding of the world upon individuals and their attitudes and actions, in turn, reflect and perpetuate the tenets of such a system. In this sense, a circular-causality exists between the local level and the global level in a social system. However, as in other complex systems, a society is dynamic and susceptible to change and the agency of the individual subject within such a system should not be overlooked. Change can be prompted by influences which come from external sources or by changes in the way that components of that system interact. This paper suggests that strategic interventions could prompt change on both a 'local' and a 'global' level because of the circular-causality of such a system. We note the shortcomings of the strategy of 'tolerance' in facilitating the kind of positive change required in the quest for social cohesion and suggest, as an alternative, the creation of spaces which allow for a meaningful encounter with the 'other'. In doing so, we draw on a South African university classroom intervention that has proven to be effective at laying bare for students how circular causality works and how agency can be assumed in setting new patterns of thought and behaviour.

Mental Health in Ethnic Minority Groups: The Impact of Not Belonging

Olusola Togun Butler, Founder, CEO & Licensed Psychotherapist, Mental Health, Butterfly Counseling Services, New York, United States

According to Abraham Maslow's (1943) hierarchy of needs, to self-actualize, the individual must feel like they belong and they are safe in their environment. This means that the society in which they reside informs them that they are welcome and secure. This message communicates to the individual that they can self-actualize and become the person they want to be because their need for safety and belonging is being met. For members of ethnic minority groups, the message they receive from society is vastly different. They are constantly reminded that they do not belong based on their race, ethnicity, skin color, and national origin. This societal rejection creates a hostile environment in the form of racism, discrimination, oppression, and, microaggression which harms the mental health of ethnic minority group members. The interaction with a hostile environment has a negative impact on their mental health resulting in the development of mental health disorders such as stress, anxiety, depression, and trauma. To highlight the impact that a hostile environment has on the mental health of ethnic minority group members as they are more likely to experience racism/discrimination, live in poverty, lack access to quality healthcare, education, housing, and culturally competent mental health services. The clinician reviewed the completed written initial intake assessment of individuals who identified as being members of ethnic minority groups and who were seeking mental health services. The assessment inquired about the presenting problem, racial, ethnic and cultural identity, experiences with racism, and past experiences with mental health agencies.

Cultural Identity Changes in Ukraine

Irina Ustinova, Professor, English, Southeast Missouri State University, Missouri, United States
Viktoriia Kisil

This research investigates the shifts in the cultural identity of Ukrainians. The patterns of people's behavior are aligned with four dimensions of cultural variability, presented by William Gudykunst and Hofstede, such as individualism-collectivism, uncertainty avoidance, power distance, and masculinity-femininity. In Western individualistic cultures, an independent self-construal predominates. In collectivistic cultures, group goals take precedence over individual goals. Traditionally, Ukraine has been influenced by collectivistic cultural values due to its historical ties with Russia but even then, there were differences between cultural identity of those two nations. In Ukraine, with its warmer climate and fertile soil, individual farms, not collective farms, were more typical, and individualistic features in Ukrainian identity are becoming even more prominent nowadays. Cultures differ in power distance or the degree to which prestige and wealth are distributed in a society. In the 21st century, Ukraine is transitioning from an authoritarian to a more democratic society. The masculinity in cultures is correlated with the segregation of women in education and absence of equal job opportunities and nowadays Ukrainian culture has a blend of gender orientation traits. These shifts indicate a dynamic evolution in the cultural identity of Ukrainians, influenced by historical and socio-economic changes.

Decentralization and Belonging: How a Decentralized Company Structure Can Support Ethical Decision-making and Feelings of Belonging at Work

Emily Witko, Head of Culture and Employee Engagement, Hugging Face, United States

This workshop will include 2-3 group activities that emphasize the power that decentralization has for DEIB in organizations of all sizes. We will briefly discuss examples of decentralization, then move into change management techniques to help your company become more decentralized. And finally, we will work together to understand why diversity and belonging efforts can be more successful in this environment. Additionally, my company is a leader in open-source ethical AI, so we will discuss appropriate and ethical tools we can use to develop decentralized DEIB plans to track our important work.

Community Diversity and Governance

Advocating for Community Gardens in Marginalized Communities

Arla Bernstein, Associate Professor, Liberal Studies, Mercer University, Georgia, United States

This case study is based on the Advocating Ecocultural Values of Urban Community Gardens in the Martin Luther King, Jr. Historic District project. It is an experiential-learning project undertaken by an undergraduate, senior capstone class with research support from Dr. Bernstein, Dr. Stapleton, and the Community Partner--The Historic District Development Corporation, a non-profit organization specifically dedicated to equitable urban revitalization in Atlanta. Community gardens can provide both a food source for communities vulnerable to food injustices and spaces for social transformation. They differ from most large-scale farms in that they are focused on generating community, both social and more-than-human, and on applying permaculture approaches in local, small-scale, diverse, and urban contexts. The case study includes both ecocultural values and attributes of community gardens. Ecocultural values include sustainability, education, and cross-cultural engagement. Ecocultural attributes include both ecological systems and cultural assessment. Results of this project can be expanded to future projects with a "just sustainability" focus.

Diverse Partnerships and Collaborations in Rural Minnesota: A Model for a Continuum of Collaboration

Renee Cardarelle, Visiting Professor, Political Science and Public Administration, University of North Dakota, North Dakota, United States

Based on seven years of community-building activity in rural Minnesota, this workshop explores the impact of positional power on collaborations between diverse groups in communities where there is a significant power disparity. The workshop explores common barriers to effective collaborations in this type of community and provides insights into how these collaborations grow. To this end, the workshop introduces a Continuum of Collaboration. True collaborations should be about shared goals and objectives, but often times in communities with high levels of power disparity collaborations are about the goals of the lead partner. Identifying how this is a part of White supremacy culture and ways to interrupt these processes and to create more equitable partnerships is a key component of the session.

Promoting Diversity in the Italian Working Environment: The Role of Stakeholders and Legal Tools

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Rossella Ghigi

Paola Villano, Full Professor, Dept of Education Studies, University of Bologna, Bologna, Italy

Stefano Passini, Associate Professor, Department of Education Studies, University of Bologna, Bologna, Italy

Why do certain workplace inclusion efforts fail or not yield the desired outcomes? To address this question, we conducted a nationwide survey and organized focus groups with stakeholders, including union representatives, lawyers, anti-discrimination advocates, minority protection associations, entrepreneurs, as well as leaders from the third sector and non-profit organizations, operating both locally and nationally. Focusing on the focus group outcomes here, we explore how diversity management practices are experienced in work settings and the resistances that sometimes hinder diversity initiatives and inclusion policies within an organization. Specifically, our objective was to comprehend the approach taken to address structural inequalities and the effectiveness of existing legal tools and protections in Italy. In contrast to a gradual melting pot, it becomes evident that Italian work environments and cultures lag behind other European nations in safeguarding minority rights through legal means. Our findings highlight that both legal and cultural barriers obstruct the establishment of an inclusive work environment where employees can safely express their needs and receive support in cases of discrimination. The focus groups highlighted various forms of resistance to diversity management, stemming from organizational roles and actions, as well as from the perspective of individuals belonging to privileged or marginalized groups. These initial results were further considered via a national survey on diversity management and workers discrimination experiences.

Harness Diversity, Ignite Engagement: Bridging Worlds - Leveraging Cultural Identity for Effective Community Engagement

Louise El Yaafouri, CEO, Lead Consultant, Central Admin, Innovation, Diversified Consulting, Colorado, United States

Facing the climate emergency's socio-environmental challenges requires inclusive, adaptive community outreach. This session emphasizes cultural identity's crucial role in strengthening community engagement and governance. This workshop leverages our extensive experience from national to local collaborations, focusing on public health initiatives for refugees and immigrants, including pivotal COVID-19 communications. Our unique approach utilizes multilingual cultural navigators from the communities we serve, ensuring our outreach is culturally relevant and environmentally aware, which has significantly enhanced physical and mental well-being outcomes. Attendees will explore over a decade of insights into welcoming, integrating, and empowering culturally and linguistically dynamic newcomers, obtaining a comprehensive blueprint and tools for application within their own communities of action. This session aims to empower attendees to forge more inclusive, understanding communities adept at navigating today's complexities, with a firm emphasis on health and well-being. Join us to understand how deepening cultural identity awareness can revolutionize community outreach, laying the foundation for a diverse, inclusive future we envision.

Beyond the Oriental Despot and the Fanatic: The Failure of Democratization Projects during Modern State-Building in Morocco (1955-1960)

Osire Glacier, Professor, History, Athabasca University, Alberta, Canada

Taking Morocco as a case study, my current research strives to deconstruct erroneous beliefs that divide the West and the MENA (Middle East and North Africa) countries into opposing camps. As Edward Said, founder of postcolonial studies, highlights, while the West tends to be viewed as the cradle of democracy, the Orient is perceived as despotic and fanatical. Advocating for the eradication of reductive stereotypes and for the pursuit of an inclusive democracy globally, my work demonstrates that authoritarianism and regressive interpretations of religion are geopolitical products, rather than cultural and religious fatalities. To do so, I analyze the mechanisms that led to the failure of the democratization projects during the first stages of modern state-building in Morocco (1955-1960). I examine new sources, including testimonies, newspaper clippings from that time, and documents from family archives. Adopting mixed subalternist approaches, I offer a corrective re-examination of concepts and key events conveyed by official historical sources. By revealing the struggles of citizens for democratization, my research shows that the Moroccan people worked with limited resources and took personal risks to democratize the power structures in the country. Conversely, the West contributed to the failure of movements for democratization in Morocco, among others by selling military equipment and mass surveillance infrastructures to the governing elite.

The Value and Importance of Communicating within and across Cultures with Clear, Respectful, and Intentional Dialogue

Gillie Haynes, Adjunct Professor, School of Communication, American University, District of Columbia, United States

Our world has become more diverse and ever expansive. Conversations and neighborhoods are now an Internet search away, which invites a global experience of varied backgrounds, cultures and perspectives in a manner of minutes. When we are curious, receptive, open-minded, and welcoming, we become the beneficiaries of knowledge, exposure, and a wealth of experiences far beyond our own. We are all communicating, interacting and working with many people within and beyond our own communities and around the world. Not every experience has been the same, which means each person's interpretation and reaction to a conversation may be different. It is important that we spend time learning and understanding those with whom we will interact. Building understanding of our cultural differences can build relationships. Dialogue will allow us to exchange and absorb this infinite abundance of wealth, yet we must recognize the importance of respecting each culture in every conversation. How do we ensure that we are consciously engaging in dialogue that is kind and respectful? I invite others to join me in exploring how clear, respectful communication can be achieved within and across cultures in our personal and professional lives.

Social Services Practice Strategies in Emergencies: Building Sustainability through Community-based Resilience Initiatives

Shamette Hepburn, Associate Professor, School of Social Work, York University, Ontario, Canada Mary Goitom, Associate Professor, Social Work, York University, Canada

The impact of environmental and health shocks is first felt first by those on the front lines such as social services providers and the vulnerable communities they support. Thus, local disaster risk-reduction strategies are essential for resilience-building in community-based organizations and their local networks. This paper presents findings of a collaborative research study of 20 front-line staff who provide social services at a Toronto-based agency. Utilizing a survey and in-depth interviews, the project explored disaster preparedness and how social service provisions to vulnerable communities are implemented in emergencies. Conceptually, a Sustainable Development Goals (SDGs) logic and a resilience lens were utilized to examine the agency's capacity for developing sustainable partnerships with vulnerable communities, as framed by SDG 11–Sustainable Cities and (Inclusive and Resilient) Communities, and SDG 17–Sustainable Partnerships. Findings point to the need for organizations to utilize multi-hazard approaches and principles that are focused on assembling resources for communities, enhancing practical problem-solving skills, managing stress, and collaborating with communities to build social networks that can be engaged to build resilience locally during and after emergencies. To this end, and from a practice context, the paper advances the utilization of urban community-based resilience initiatives (CRIs), which are an ad hoc, temporary hybrid form of participation focused on service and civic activities and represent the highest level of citizen power. CRIs draw on existing community resources and organic leadership within vulnerable communities to build grassroots governance strategies that can collaboratively identify and attend to the needs of communities in emergencies.

Participatory Health Promotion through Empowered Nurses for Marginalized and Vulnerable Communities

Sujin Horwitz, Professor, Management and Marketing, University of St. Thomas, United States

As the largest occupation within healthcare, nurses play a key role in health promotion (WHO, 2020a). The importance of nurses is even more critical in global health crises, as recently witnessed by the COVID-19 pandemic, as they are deeply embedded in communities and uniquely positioned to implement and promote health initiatives and prevention in tandem with communities (Coster, Watkins, & Norman, 2018). Indeed, nurses have been instrumental in educating the public and involving affected communities in disease prevention and treatment during health crises. However, power inequity and conflict still exist among healthcare providers, creating barriers to meaningful collaboration and participation essential for patient care (The Institute for Safe Medication Practices, 2005). This paper examines how hierarchical structures within care providers create power imbalances leading to intra- and inter-group conflicts with a particular focus on dysfunctional interactions between nurses, primary caregivers in health crises, and other healthcare providers. For instance, some physicians have been reported to engage in disrespectful, disruptive, and confrontational behavior with nurses, deterring their full participation in patient care (Rosenstein & O'Daniel, 2005). To alleviate such destructive conflict, To ameliorate such destructive conflict, this paper reviews Lipsky's (1981; 2010) seminal work on Street-Level Bureaucracy (SLB) and proposes that nurses as front-line health professionals should be empowered with professional discretion to address and resolve inter- and intra-group conflict. Additionally, ideological currency (Bunderson, 2001), defined as the amount by which the organization promotes the philosophical values and beliefs held by the professional, is proposed to strengthen collaboration among various stakeholders.

Political Parties and the Syrian Refugees: An Analysis of Turkish Grand National Assembly Debates

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Turkish political parties navigate a complex landscape of diversity with the presence of over 3.6 million Syrian refugees in the country. This paper explores how they address this challenge, particularly in the lead-up to the 2023 general election. Previous research on the ideological positions of political parties suggests a tendency for right-wing parties to adopt a more critical stance on immigrants and immigration-related matters compared to their left-wing and liberal-centrist counterparts. However, within the Turkish context, we anticipate a unique stance from the ruling conservative and right-leaning Justice and Development Party (Adalet ve Kalkınma Partisi, AKP), projecting a non-exclusionary, pro-immigrant position. This expectation stems from the AKP's rhetoric, which frequently underscores "co-religiosity and brotherhood discourse". This study investigates whether this expectation holds true by analyzing debates held in the Turkish Grand National Assembly between October 2022 and April 2023. Focusing on the number of speeches and their content, we examine how deputies engage with the refugee issue. Specifically, we analyze the perspectives expressed towards Syrians (positive, negative, neutral), and the framing used (economic, religious, humanitarian, security). Additionally, we control for factors like party performance, deputy demographics, and seniority, known to influence legislative discourse. This research addresses the evolving landscape of diversity and inclusion within the Turkish political sphere, particularly concerning the Syrian refugee crisis.

Radical Hope: Creating Community Beyond Capitalism

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While climate change has centered attention on impending challenges for our planet's future, we focus on consumer capitalist practice as cause of climate catastrophes and its adverse impact on sensitive ecosystems, nonhuman animals, and marginalized human beings. Feminist and Marxist critiques of white supremacy, heteronormativity, essentialism, biologism, and religious dogma are deeply connected to critiques of capitalism. Inequality is inherent to capitalist endeavors, thus we discuss how we might resist the increasing disconnection, alienation, and individualism caused by consumptive capitalist praxis/habitus to create regenerative community—that is adaptive and life-giving. When considering the details of what such communities look like we reach into the imaginary, recognizing that such community is very different from what has heretofore been conceived. While important connections are made with past ways of living that were regenerative (indigenous communities) and turn to exceptional communities in our present (Plum Village) that advocate for non-exploitative and non-oppressive ways for beings to live together (interbeing), nevertheless these fall short. So we imagine what community-sans-capitalism might look like. In so doing, we embrace radical hope; that is, hope that points to a future ideal, goodness, way of living in community, but without concepts/frameworks with which to completely understand it. What strategies can we employ to create community in increasingly disparate (and desperate) lives? How can we establish social systems that posit diversity as necessity for future community and survival? How can we develop healthy communities that are adaptive, encompass the goals of synergy, collaboration, open source dynamic responsive and emergent mutualism?

Addressing Challenges of Community Representation to Create Sustainable Community Plans

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In the current global context of sustainability and climate change, local governments and their community partners have a duty to create a culture of equity and inclusion for under-represented residents and support a work culture that promotes responsiveness in these areas. Even more important is the development of community plans that include diverse perspectives to support attainment of the Sustainable Development Goals. Extension faculty undertook training for internal staff using resources from USDN, ICLEI, and USGBC LEED to promote education on resiliency, support baseline data collection activities, and foster a culture shift. Faculty also designed and facilitated community meetings to collect input for the development of sustainability and climate action plans. These community meetings were conducted in-person, and virtually, and complemented by online survey tools. Meetings were offered in Spanish (minority language) at neighborhood centers, and included childcare, food, and bilingual materials. In some instances, a paid community champion helped to recruit Spanish-speaking participants to support a holistic community approach. By using a community-centric approach in plan and strategy development, local governments increase community “buy-in” and experience less financial push-back to support implementation strategies. This deliberate participatory approach attracts diverse sectors of the community, demonstrates a commitment to inclusive community engagement, and informs long-term, equitable, community-oriented solutions. The insights gained from this work will be invaluable in other projects and offers a blueprint for replicating similar projects in other communities.

A Participatory Action Approach via PhotoVoice: Inserting Community Residents' Perspectives into Disaster Prevention and Response

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The number of disasters with global impact triggered by natural hazards has steadily increased, including wildfires, earthquakes, tsunamis, floods, storms, droughts, and extreme temperature events. Disasters affect human, natural and social environments, promoting social vulnerability and new migrations. Disaster management at organizational, community, and national levels are critically important, yet they often leave out the perspectives and needs of community residents. Participatory approaches are necessary in all phases of the disaster cycle: 1) Review and analysis, 2) Prevention, 3) Preparedness, 4) Response, 5) Recovery. In this workshop, we present participatory approaches to incorporate the perspectives of community residents using PhotoVoice. Combining photo-taking and repeated critical and dialectic reflections and explorations, PhotoVoice engages individuals and communities affected by social issue that is targeted for change. Participants share, record, analyze their environment, often identifying and exposing local issues neglected by outsiders, such as policymakers, administrators and researchers. Participants identify needs and plans for actions to improve their situations. Placing participants at the center of discovery and analysis, PhotoVoice challenges the monopoly of knowledge creation by "experts." Drawing on our collective work using PhotoVoice with disaster-affected individuals and communities as case examples, the workshop will discuss the possibilities and challenges of applying PhotoVoice to disaster contexts and beyond. Workshop participants will critically examine the benefits and unintended consequences of incorporating PhotoVoice in their work. The workshop will also highlight the safety and ethical issues, some of which are innate to participatory approaches, and others, more unique to the use of photography and PhotoVoice.

Promoting Community Diversity and Inclusion by Collaborative Governance: A Case of a Social Enterprise

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This study draws on the experience of a Ukrainian organisation that is registered as an NGO, although in part it is a social enterprise. Prior to 2022, it heavily relied on the initiatives of its leaders who actively sought various projects and occasionally partnered with other parties, such as international organisations working in Ukraine, for the purpose of implementing a specific project. This resulted in a broad range of projects ranging from providing training for aspiring entrepreneurs to running Schools of Peace for children, aiming to promote non-violence and acceptance of diversity. Although a broad range of projects created social value by enhancing diversity and promoting inclusion, the organisation viewed itself as an entity that was lacking legitimacy due to its lack of focus and funding, as well as lack of long-term partnerships. The paper investigates what methods this NGO used to rectify the problem, pursuing the goal of enhancing its legitimacy as a social enterprise, and whether its novel organisational arrangements have been successful. Drawing on the interview data, findings show that the organisation adopted the collaborative governance framework for addressing the needs of deprived populations and communities across Ukraine. An organisation's newly adopted model can be described as intense engagement with multiple partners for both sourcing and implementing projects, such as helping individuals with disabilities to get meaningful employment. Findings also show that a shift to collaborative governance has greatly contributed to promotion of diversity and inclusion, although concerns about NGO's legitimacy and credibility remain.

Experiences and Coping Mechanisms of Highly-skilled Foreign Professionals Living and Working in the City of Vienna: Furthering Internationalisation

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This mixed methods study uses the theoretical background of Tajfel and Turner's Social identity theory (1986) about in-group and outgroup dynamics and the Dietz (2015) skill paradox, to investigate and analyze what kind of obstacles do highly skilled migrants and expatriates (outgroup) experience, face in everyday life in public spaces, entering the job market or encounter for integration and acculturation in the workplace in Vienna, and what are their responding and coping mechanisms, how do they respond to the obstacles that they are encountering? This study investigates this contradiction from the perspective of highly skilled foreigners who are choosing Vienna as their center of work and life. Qualitative exploration will be done by analyzing 40 interviews with highly skilled foreign professionals with diverse backgrounds in terms of ethnicity, citizenship, nationality, and gender; and should be followed by a quantitative survey aimed at 500 foreign employees. The study includes all foreigners, ex-pats, and skilled migrants. This study is currently important in a situation where there is a growing and ongoing need for foreign labor in Vienna and can contribute to a theoretical understanding of mechanisms that lie behind highly skilled immigrants and expats' experience of acculturation and accommodation to the workplace and living environment. We identify the obstacles at the interpersonal, organizational, or/and structural levels, as well as responding and coping mechanisms, so we can understand, prevent, and counteract the loss or demotivation of highly skilled immigrants and ex-pats in Vienna.

Rural Communities in East Texas Strategies of Social and Environmental Justice Through a Systemic Lens

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Wilma Cordova, Professor and MSW Interim Coordinator, Social Work, Stephen F. Austin State University, Texas, United States

Rural communities in East Texas experience unique challenges which impact the quality of life for community residents. Social workers use a systems lens to create community change strategies. The profession addresses social, economic and environmental justice in practice. Typically, communities in this region are challenged by the scarcity of resources and services, unemployment and poverty. For example, in the deep rural areas there are child care and food deserts making it difficult for people to experience quality of life. Not having access to food is an environmental injustice. The authors observed the need to create sustainable community strategies, based on social and environmental justice, to address these ongoing challenges. In this presentation, we will share ideas to focus on environmental justice through ensuring the voices of the community is heard. Community residents often show resistance to professionals entering their communities, asking questions, creating interventions and writing reports without them having a voice. They do not necessarily want to engage in research or community outreach activities, which can make it difficult to collaborate with residents. We will provide specific examples that ensure that all voices are heard based on appreciative inquiry approaches. The workshop will increase participants' knowledge on how to use specific strategies to address social and economic justice and will include examples of undocumented migrants, day laborers, residents of colonias and residents who have been marginalized in thriving communities.

Resilience in Urban Adaptation: Addressing Socio-Environmental Challenges in the Climate Emergency

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The research focuses on the socio-environmental challenges faced by vulnerable populations in European cities, including access to green spaces, flood insurance, flood-proofing, community engagement, participatory decision-making processes, and policy interventions, which are under-examined to promote resilience. It also explores the concept of urban resilience and how it can be applied to urban adaptation efforts to ensure equitable outcomes for all residents. This research employs a qualitative approach, utilizing a literature review and case study analysis. Relevant academic articles, reports, and policy documents are reviewed to gain insight into the socio-environmental challenges associated with climate change in urban areas and the concept of resilience and adaptation. Case studies from European cities are examined to understand how different adaptation strategies have addressed or exacerbated social injustices. Additionally, interviews with experts in urban planning, environmental justice, and climate adaptation are conducted to gather perspectives on promoting urban resilience in urban adaptation. The results underscore the disproportionate impact of climate change on vulnerable populations in European cities. It highlights the urgent need for targeted adaptation strategies addressing social injustices. The case studies provide concrete examples of successful and unsuccessful approaches to promoting urban resilience in urban adaptation efforts, further emphasizing the importance of this research. The study provides actionable insights into how policymakers, urban planners, and community stakeholders can collaborate to develop inclusive and equitable adaptation measures that prioritize the needs of marginalized populations.

Bridging Humanitarian Protection and Sovereignty: Towards a Comprehensive Understanding of EU Member State Responsibilities in Asylum Governance

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European Union (EU) member state responsibilities are central to asylum governance and crisis response, yet are rarely the focus of empirical analysis by scholars. It is important to understand how responsibilities related to both humanitarian protection and sovereignty play a role in shaping state action, since asylum governance is characterized by the management of tensions by governments between humanitarian protection and state sovereignty. Within the EU, member state responsibilities related to asylum are shaped by humanitarian and sovereignty imperatives within the context of supranational governance institutions resulting in prescribed state actions. This paper investigates the relation among EU member state responsibilities and asylum governance through a conceptual examination of the construction of state responsibilities in global and regional supranational systems. By critically analyzing state responsibilities associated with humanitarian protection and sovereignty, this paper synthesizes a typology of state responsibilities in asylum governance. The analysis identifies four types of state responsibility related to humanitarian protection (general, reparative, remedial, and distributive) and three state responsibilities related to sovereignty (civil, legal, and political). These responsibilities prescribe responses to asylum crises which governments must discharge through policy design and implementation. The paper argues that in responding to asylum crises, governments will select policy instruments which navigate the tensions among these responsibilities. The typology of state responsibilities developed in this paper provides a useful framework for future empirical research analyzing the drivers of EU member state actions in responding to asylum crises and helps expand our understanding of implementation gaps in asylum governance.

Sustainability Governance and Grassroots Democracy: Indigenous Identity Politics and Local Development in Japan and Taiwan

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This project explores the impacts of democratic identity and recognition politics on sustainable development (SD). As sustainable development returns to attract worldwide attention, political scientists seemly remain silent. Political studies can contribute to pursuing sustainable development goals by having self-interest “rightly understood” and identifying the leverage points for system change from a complex system perspective. Specifically, this research examines how identity and recognition politics, the core democratic issues, may impact the practices of SD. It cites the cases of Ainu in Hokkaido, Japan, and Atayal in New Taipei, Taiwan, to show how such soft ingredients as cultural traditions and value systems can catalyze indigenous initiatives toward sustainability transition. The challenges and the experimented solutions are also analyzed in the cross-country comparison.

A Pirate Looks at 30: Changes in Attitudes and Latitudes at a Non-Research 1 University Applied Sociology Research Center

Jeffry Will, Professor of Sociology and Director, Northeast Florida Center for Community Initiatives, University of North Florida, Florida, United States

Upon arriving at the University of North Florida in 1993, I began working with two colleagues to develop an Applied Sociology Research Center. Since being formally recognized by the University in 1994, The Northeast Florida Center for Community Initiatives has partnered with dozens of local agencies, non-profits, and state government to study myriad social issues facing this community. Project areas range from partnering with programs to reduce infant mortality and teen pregnancy, neighborhood needs and assets assessments, to examining the extent and consequences of race relations in the broader community, to assessing the extent of hunger and homelessness in the area, and even the economic impact of the arts. In each of these projects, our motto of "Quality Research at Community Prices" has guided our approach. In this paper, we examine a sample of these projects to better understand how academic sociologists' efforts in the community work to provide local organizations information and expertise on addressing local social issues, yet have to navigate the political and social mine-fields of race, sex and social class. We also look at what was necessary as we coped with the disruptions thrown at us by the COVID-19 Pandemic, including how we refocused our efforts to include new areas of research. We provide experiential suggestions for how applied social scientists need to negotiate the political and interpersonal/interagency relationships inherent in social service delivery and evaluation. Most importantly, we examine where we should go next, and how we can hope to make a difference.

A Study of the Lived Experiences of a Cuban Street Vendor as a Social Cultural Phenomenon

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This is a phenomenological case study of a Cuban merollica (informal street vendor in Spanish). The research data was gathered from June 2022 to 2023 through participant observation in the initial stage and followed with electronic media chat in the next. The research period is critical as lives in Cuba have traversed through the aftermath of the pandemic COVID 19, have confronted acute scarcity, withstood extreme inflation, and sustained an energy crisis, etc. Grounded in the daily routines and activities, the research explicated the social economic conditions of the informant and the recent contexts of Cuba. The analysis teased out subjective perceptions and exigences in meeting the essential needs. The lived experiences of the informant as social cultural phenomena are interpreted to make sense of the informant's world, and her worldviews are gleaned in this phenomenological case study.

Diversity, Equity and Inclusion in the Nonprofit Reporting System: A Preliminary Literature Review on Scopus Database

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This paper investigates the state of the art in the literature on the topic of diversity, equity, and inclusion (DEI) reported by nonprofit organizations. Several research studies analyze DEI issues in business companies as part of non-financial reporting information, but less studied are the same issues related to nonprofit organizations. Therefore, we aim to fill this gap starting from debates already developed in the literature, especially in management, accounting and social science studies. We investigate the prevalence of the intersection of DEI and nonprofit accounting/reporting in the literature, and the principal authors, countries, journals, and keywords in the said combined field of research. In our study, we use the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) using the Scopus database. To focus our analysis, we consider only articles, book chapters, reviews, and conference papers published in English in the business, accounting, management. Most of the selected documents are published in English-speaking countries (USA, Australia, UK, Canada, India, etc.), followed by several EU countries (Italy, Germany, France, Netherlands, etc.) in high-ranked journals such as *Voluntas*, *Nonprofit and Voluntary Sector Quarterly*, *Sustainability*, *Journal of Business Ethics*, *Voluntary Sector Review*, and *Health Care Management Review*. We find that diversity, equity, and inclusion reporting in nonprofits is linked to research topics such as corporate governance and board diversity, accountability, impact assessment, performance measurement and funder requirements. This preliminary analysis could help researchers interested in DEI in Nonprofits to focus on the principal research gaps identified in the literature.

Empowering Voices: Communication Strategies for Racial Equity

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This paper delves into the outcomes of a participatory research initiative conducted in collaboration with a Canadian non-profit organization committed to tackling issues related to anti-Black racism and workplace challenges through strategic public relations campaigns. The research aims to enhance our understanding of communication practices tailored to the needs of racialized communities. Preliminary findings reveal that these practices encompass various elements, including physical space utilization, proximity strategies, community event organization, and the creation of engaged multilingual media content. The study explores how these practices empower non-profit organizations (NPOs) to expand their reach, empower individuals, and amplify member voices on racial inequality in the public sphere. NPOs play a pivotal role as agents of change, mobilizing community members, fostering empowerment at both individual and collective levels, and promoting diverse and authentic voices. This collaborative research endeavors to shed light on the unique communication practices employed by Black communities to address racial inequality. It underscores the crucial role of NPOs as catalysts for change, enabling these communities to assert their voices, champion diversity, and shape public discourse. To fulfill research objectives, a qualitative and interpretative methodology was adopted. It involved immersing within the organizations' contexts, observing practices, interactions, and internal culture. Data collection methods included questionnaires for communication officers, group interviews, semi-structured individual interviews, and ethnographic observation during NPO communication events. Overall, this research sheds light on vital communication strategies in addressing racial inequality, emphasizing the role of NPOs as facilitators of positive change in marginalized communities.

Yes, We Comply, but Do We Include?: The Employment Disability Challenge

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People with disabilities (PWDs) struggle to enter and remain in the labor market due the lack of effectiveness of integration mechanisms described previously but that represent a discrepancy between the expectation and the reality in organizations. This study aims to identify mechanisms that effectively foster a conducive environment for PWDs' employability, focusing on how organizations may implement policies and practices for hiring and retention. Employing a literature review and econometric analysis, including generalized linear models, the research examines the impact of Mexican standards and other factors on PWD inclusion in firms. It explores the discrepancy between businesses' readiness to incorporate PWDs and their actual integration. Findings are grounded in the Social Model of Disability, proposing six hypotheses related to overcoming organizational barriers that result in a conceptual proposal of four key variables that could foster a more successful integration of PWD from recruitment to long-term employment: accessibility standards; assistive technology; compliance with legal frameworks; and the formulation and enforcement of Human Resources policies or programs. The conceptual framework also outlines the importance of considering and managing organizational resilience to prepare the organizations for cases of acquired disability. The study introduces the term 'anapirophobia' to describe nonacceptance of disability. By identifying and addressing 'anapirophobia' it is possible to influence the workplace atmosphere for PWDs' inclusion. The results indicate that despite how companies perceive themselves as prepared for PWD inclusion and compliant with regulations, this does not necessarily result in actual employment or support for PWD development.

Engaging Critical Equity, Diversity, and Inclusion: Insights from Art, Activism, and Scholarship

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Kenza Oumlil, Associate Professor, Communication, Al Akhawayn University in Ifrane, Morocco

This panel is part of the Social Sciences and Humanities Research Council of Canada research project “Intersectional Community Communications as Critical EDI Work,” which looks at practices that operate against the well-established framework of Equity, Diversity, and Inclusion (EDI) within community organizations in Canada and Morocco. EDI has long been critiqued for its symbolic exploitation of notions of equity, diversity and inclusion. Sara Ahmed’s pivotal work in this area has raised concerns on how EDI is translated in academia and other corporate settings. Our project seeks to identify how EDI enters into, is reconfigured and recast in critical community work. How are equity, diversity and inclusion understood? Where does social justice fit into this triad of terms? How is EDI even put into practice? This panel, “Languaging EDI,” brings together scholars to explore the dynamic convergence of Equity, Diversity, and Inclusion (EDI) in the realms of art, media, activism, and scholarship. Through a nuanced examination of Critical EDI Work, our diverse panelists collectively illuminate the multifaceted ways in which these domains intersect, challenge, and inspire one another at the community level and in diverse settings. Each presenter will delve into their unique experiences, providing insight into how art, activism, and scholarship intersect within the framework of EDI.

Talking About Race in Multi-Ethnic Evangelical Churches: The Role of Church Leadership

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Richard Haesly, Associate Professor, Political Science, California State University Long Beach, United States

The multi-ethnic church (MEC) movement attempts to confront a long history of racism and segregation within American Evangelicalism and to forge a new Evangelicalism that transcends racial divisions. Attempts to promote “racial reconciliation” among MEC members have revealed stark divisions in the way white Evangelicals and Evangelicals of color view racial justice issues, divisions that touch on theological and political differences with deep historical roots. This paper uses a content analysis of online sermons in the months following George Floyd’s murder to analyze the ways that the race/ethnicity of church leaders impacts whether, and how, issues of racism and racial justice are discussed within multi-ethnic Evangelical congregations. Given the highly salient context of Summer 2020, how often was racism or racial justice addressed in the Sunday sermon? How was the issue framed—as a matter of individual sin, as a structural or political problem, or in another way? What obligations were placed on listeners to respond to racial injustice, within the church and in society at large? This paper is part of a larger research project that evaluates the efforts of multi-ethnic Evangelical churches to pursue racial justice and racial reconciliation among their members and considers the political consequences of such work.

Contact, Empathy, Uptake, and Power in Multi-Ethnic Evangelical Church Attempts at Racial Justice

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Many in the multi-ethnic Evangelical Christian (MEC) movement implicitly embrace the Contact Hypothesis. People in these spaces assume that the act of bringing people together across racial and ethnic divides will foster understanding and a sense of kinship. While MECs view themselves as sites for engaging in meaningful dialogue which center on individual experiences of racial injustice, there are barriers that limit their effectiveness and may delegitimize the process in the eyes of key members of the congregation. While prejudice reduction is an admirable goal, it is but one step in a true reckoning with the web of oppression and racial inequalities that influence intergroup behavior. Another dimension of group dynamics that influence the outcomes of the fraught conversations about race and racial (in)justice is not only what is said. What often matters—but is often overlooked in theoretical work on democratic deliberation—is the role of listening. Political theorist Mary Scudder (2020) argues that empathy may be a potential obstacle rather than a mechanism for racial and ethnic inclusion in diverse societies. She argues that inclusion requires conscious “uptake”—clear signals that members of a polity are respected enough to have their voices heard even by those who disagree with them. For many BIPOC members of MECs uptake is not sufficient since they demand concrete action to alleviate racial injustice. Thus, I turn to Chantal Mouffe (1999) and Danielle Allen (2023), who remind us that such concerns must take seriously the underlying power dynamics in the MEC and in the larger society.

DEI Leadership Informing Practice: A Qualitative Study of DEI Leader Voices

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DEI professionals are often part of a leadership team and serve as vice presidents or special assistants to presidents, vice presidents, and in university settings, provosts and members of the cabinet. In larger organizations they may be part of the leadership team in smaller units, such as deans' offices or area managers' offices. This paper describes the current study, which is a qualitative exploration into the work of DEI leadership using convenience and snowball sampling. The researcher used a researcher-constructed interview questionnaire exploring several areas of DEI work including skills received and needed to be effective. This questionnaire asked specific questions that get to the skills, strengths, challenges, and limitations that, both, enable and prevent DEI workers to be effective. The researcher chose to use the six steps of reflexive thematic analysis established by Braun & Clarke to discover aspects of DEI leadership that will inform social work practitioners. Initial themes included the following with subsequent subthemes: 1. Relationship Building Is Essential 2. DEI Leaders Must Be Intentional 3. Available Resources advance Continued Learning 4. Self-Care Discourages Burn Out 5. Best Practices Move the Work Forward 6. Sources of Authority Impact Practice. We consider what practicing DEI leaders suggest as best practice in the field. Implications include a need for intentional equipping of current and future DEI leaders and practitioners.

Why Feelings Aren't Enough: A Balanced Approach to Garnering Buy-in for Diversity Initiatives

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As much as we want organizations to adopt and expand their DE&I efforts because it's the right thing to do, leading organizational change requires both the head and the heart to be in alignment. To achieve success in implementing and sustaining diversity initiatives, leaders need a balanced approach. This experiential program will bring to life the often-conflicting ideologies of heart-led and fact-driven stakeholder engagement, and leave a participants with actionable strategies to improve outcomes in their organizations.

Creating and Implementing a Sustainable Organizational Culture: The Case of YKK Corporation of America

May Hongmei Gao, Professor of Communication and Asian Studies, School of Communication & Media, Kennesaw State University, Georgia, United States

The Atlanta-based Japanese multinational company YKK Corporation of America was chosen as a case study for its distinct organizational culture. Synthesizing qualitative data from case study, in-depth interviews and participant observation, this paper presents the processes in creating and strategies for implementing the organizational culture at YKK Corporation of America. Data from this research shows that organizational culture can be an effective vehicle for organizations to embracing change and ensure sustainability in environment, business and diversity. The three key steps for an organization to create an effective organizational culture are the formation of organizational philosophy, core values and fundamental behaviors. The strategies for an organization to implement its organizational culture can include storytelling, practicing rituals, and adopting a comprehensive reward/punishment system. Finally, this case study inspires a new metaphor for organizational culture: the “soul” of an organization. This paper provides step-by-step strategies for companies and non-profits to create and implement an effective organizational culture.

Understanding the Cost of Workplace Environment Influences on Worker Engagement as Mediated by the Autonomic Nervous System

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Annual financial implications due to productivity losses and stress related health issues range in the hundreds of billions of dollars, in the US. Workers rely on leaders to create productive workplace environments. Great leaders establish effective work environments by incorporating positive psychology into the culture. Fundamentally, impacting organizational sustainability remains imperative for thriving organizations. Utilizing neuroscience and neuroleadership to develop strong and viable cultures cultivates and empowers: innovation, inclusion, emotional intelligence, productivity, continual improvement, project management, incredible communication, and diversity. Accomplishing these key attributes better than the competition in the most cost effective manner is vital. Amplifying competitive advantage enhancements – i.e., emotional intelligence, Sirota’s Three Factor Theory, and related easily implementable and successful strategies – builds strong and viable workplace environments and worker engagement. Learning about research regarding Workplace Environment (WPE) Influences on Worker Engagement (WEG) as mediated by the Autonomic Nervous System (ANS) provides the insight for impeccable growth and sustainability for organizations. Workplace environments (WPE) and workers’ engagement (WEG) are indicators of an organization’s triple-bottom-line, including (a) social/people, (b) culture, environment, planet, and (c) benefits, financials, profit (tangible, intangible, monetary, or influence) impacts or cost (American Psychological Association, 2015; American Psychological Association, 2018; Barreiro & Treglown, 2020; Foster, 2016; Nguyen, 2017; Northouse, 2016; Nowack, 2016).

Shifts in Diversity and Inclusion Maturity in Australia: A Comparative Study of Changes in Workplace Practices and Perceptions

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

Little is known about the progress and subsequent maturity of diversity and inclusion (D&I) practice in Australian organisations beyond annual reporting of workforce profile data tracking women's advancement in senior roles and gender pay gap. This research critically examines D&I practices and perceptions captured via surveys, mapping results against eleven dimensions within a three-stage D&I maturity model. Results enable comparison between 2023 progress markers against a similar study in 2016. Perceptions on current D&I practices were collected using on-line surveys completed by employees of varying organisation type and size within Australia. Analysis shows significant slippage in D&I practice with organisations at the 'advanced maturity stage' (i.e. Stage 3) declining from 24% in 2016 to 10% in 2023. Dimension level changes show specific areas of maturity decline including the strategic appetite of executive leaders to prioritise D&I, and leaders visibly championing D&I. Changes mean Stage 3 maturity will remain elusive without system-wide commitment to workplace culture reform by leaders and by taking greater ownership of D&I strategy. Findings have implications for practitioners in engaging and sustaining leader buy-in to advance D&I maturity, ensuring all talent can thrive, operate at their best and support organisational excellence.

Innovating to Embrace Neurodiversity and Mental Health in Hiring and the Workplace: Make Accommodations Standard

Katherine Mc Cord, President, Titan Management, Florida, United States

Approximately 29% of the population is neurodiverse and according to John's Hopkin's Medical Center one in four adults have a diagnosable mental health condition in any given year. This means that between 29% and 54% of the workforce falls into one of these two categories, so we need to make accommodations standard practice and innovate our way of hiring and managing. Per a study conducted by MindShare Partners, about 20% of workers have left a job due to mental health reasons. Not considering mental health and neurodiversity is creating a less healthy and less productive work environment with higher turn-over, but when these aspects are considered and supported, such as with the Hewlett Packard neurodiversity program which finds a 33% increase in productivity, productivity, workplace satisfaction, and overall wellness increase significantly. I consider how to accomplish this pivot and embrace neurodiversity and mental health in education as well as the hiring process and workplace.

Practices to Enhance Diversity, Equity, and Inclusion in the Health Services Research Workforce: An Environmental Scan of Academic Institutions and US Department of Veterans Affairs Research Centers

D Keith Mc Innes, Investigator/Program Developer, Center for Healthcare Organization and Implementation Research, US Department of Veterans Affairs & Boston University School of Public Health, Massachusetts, United States

This study systematically identifies diversity, equity, and inclusion (DEI) practices being implemented across academic institutions and US Department of Veterans Affairs (VA) research centers conducting health services research (HSR), and learn about the factors that impact implementation and sustainment of these practices. We collected data from three settings: top 10 U.S. schools of public health, top 10 U.S. schools of medicine, and a sample of VA centers conducting HSR. Study. We aimed to learn about DEI practices relating to hiring, retention, and promotion of researchers and staff from underrepresented groups. Two methods were used to gather information about DEI practices: 1) Website searches of VA research center and academic institution websites, and 2) semi-structured interviews with institutional representatives. Directed content and rapid qualitative analyses were used to analyze data. Across academic institutions and VA research centers, there were several DEI practices improved the hiring, retention, and promotion of individuals from underrepresented groups. However, it was reported that measures have not yet clearly demonstrated effectiveness. Key to supporting DEI initiatives are adequate funding, protected time for DEI leaders, leadership/institutional support, burnout prevention, and relationships with internal and external partners. Enhancing diversity in the HSR workforce is an area of focus for academic institutions and VA research centers alike and has potential for continued growth. There are steps that HSR institutions can take to improve DEI in their workforces including implementing potentially promising practices and ensuring adequate resources and support.

Black Women Getting a Seat at the Table in the Video Game Industry

Tianna Miles, Research Assistant, College of Information, University of North Texas, United States

Intersectionality poses a number of unique challenges for Black women pursuing careers in the video games industry. We motivate further research on this group through existing literature and insights from running a research group on the group design of human-centered data science games in a collaborative university setting. We take an autoethnographic perspective on the topic, with the first and second authors grounding their findings in their own experiences as Black women in STEM and with video game development studios. We outline tangible actions toward the recruitment, development, and retention of Black women in the video games industry in the future.

Change Making Making Change - Frameworks for the Makers: An Emerging Taxonomy of Non-top-down Organizational Change Making

Michael Moon, Associate Professor, Department of Public Affairs and Administration, California State University, East Bay, California, United States

Theoretical frameworks addressing organizational change agency not managed by way of traditional executive-driven, top-down methods have proliferated in numerous forms. The variety of these frameworks will be explored for the purpose of yielding common principles and differentiating dimensions. This work is intended to help clarify opportunities and considerations for those who wish to advance change from alternative vantage points and who are typically not included in the organizational development literature audience. From this alternative perspective, organizational change harnesses an ethos of refitting what exists in a workspace as a bricoleur, tinkering with what is available. Thus, such change making emerges by discovery and making change within given constraints by force of ingenuity and resourcefulness.

Can Diversity Management Officers Become Strategic Partners?

Ronit Nadiv, Lecturer, Managing Human Resource, Sapir Academic College, Israel
Shani Kuna, Senior Lecturer, Human Resource Management Studies, Sapir Academic College, Israel

The organizational role of Diversity Management Officers (DMO) is intricately linked with the human-resource (HR) profession and practices. Nevertheless, the day-to-day activities of DMOs have been sparingly examined from the standpoint of strategic HR partnerships. This study delves into the strategic role of DMOs, drawing on comprehensive scholarly research on strategic HR partnerships. We propose that the limited success of DMOs in advancing diversity may stem from an absence of strategic positioning in their role. In-depth, semi-structured interviews with DMOs and HR practitioners were employed to scrutinize their day-to-day activities and the interactions between their diversity-management and HR roles. The results indicate that DMOs primarily focus on diversity initiatives addressing the personal needs and challenges of socially diverse employees and their managers. Most DMOs function at an administrative level rather than at a more strategic, transformational level. Practical implications: The findings underscore the lack of strategic positioning in the DMO role. To more effectively implement and promote diversity initiatives, diversity managers should enhance their strategic influence. According to the strategic HR framework, four distinct roles can enhance the strategic positioning of DMOs. We advocate for practical enhancements in DMOs' practices and academic education, along with training for practitioners. This study contributes to the scholarly understanding of DMOs and proposes a strategic framework for implementing organizational diversity.

Empowering the Boardroom - Intriguing Results from Germany: Does Board Gender Diversity Affect Firm Performance?

Sesile Özbek, Student, Master of Science, Reutlingen University, Baden-Württemberg, Germany
Jan Hendrik Meier, Professor, Institute of Accounting and Auditing, Kiel University of Applied Sciences, Germany
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Prior literature investigating board gender diversity consistently yields ambiguous results. Our study focuses on the specific German setting with a dualistic board structure and analyzes the causal effects of board gender diversity on firm performance by controlling for endogeneity issues. We examine 96 German publicly listed companies over the period from 2012 to 2022 applying two approaches: First, we evaluate if board women's ratios impact firm performance, using ROA and Tobin's Q as performance measures. We apply instrumental variable regressions and observe no significant results. Our second analysis, in contrast, does show significant causal effects as we investigate the impact of the recent German quota laws, FöPoG I and FöPoG II, on firm performance. Difference-in-difference analysis is applicable here, since not all German publicly listed companies are subject to the new legislation. The results show a significant negative effect of mandated quotas in the supervisory board on ROA and a respective positive effect in the management board on Tobin's Q. We present several explanations for the inconclusive findings and provide inspirations for future research. Overall, our study shows that women's ratios on boards do not harm or boost firm performance in Germany. Yet, the newly introduced gender quota can either lead to negative accounting performance or strengthen firms' market performance depending on the type of board and its respective responsibilities.

Healing Systems: Moving DEI beyond the Walls of the Organization

Uma Parameswaran Dorn, Managing Partner, Innovative Systemic Partnerships, Utah, United States
Marissa Coleman, VP of Diversity, Equity, and Inclusion and Clinical Psychologist, Executive Leadership and Department of Psychiatry, University of Vermont Medical Center, Vermont, United States

Much of the focus of Diversity, Equity & Inclusion (DEI) in organizations centers around increasing representation and creating policies and programs to create an inclusive workplace. Organizations generally focus on the people and culture aspects of DEI work but neglect the social responsibility this work entails. ISP International offers a holistic approach to DEI that encompasses trauma-informed and restorative justice practices that focus on creating resilient organizations and communities that heal not harm. In doing so, individuals not only feel welcome as part of the organization, but they feel like they belong to something larger than themselves. We hope to help organizations create a culture of healing from individual, organization, and historical harm through the use of liberatory practices that aim for collective healing beyond the walls of an organization. In this presentation we offer an overview of the similarities and differences of trauma-informed care, restorative justice, and DEI practices to provide a more holistic, integrative approach to equity work. We focus on specific values around relationships, safety, belonging, and responsibility that anchor this holistic approach. Organizations can integrate these principles and contribute significantly to fostering healing and resilience within both individuals and communities. Our framework prioritizes meaningful action informed by data to address historical and ongoing trauma, while simultaneously focusing on healing through relationships that promote belonging, safety, and responsibility through collective dialogue. Strategies to implement this approach are the focus of the workshop.

Backlash to Diversity Programs and the Role of Intersectionality

Stella Pinna Pintor, PhD Student, Department of Cultures, Politics and Society, University of Turin, Italy
Raffaele Alberto Ventura, University of Turin

The sociological and cultural shifts sweeping today's societies are leading to profound changes in organizations. The growing demand for inclusion and equality measures is prompting companies to implement programs for more effective diversity management. Nevertheless, backlash to diversity programs is a phenomenon documented in the literature, defined as a negative reaction to changes in organizations due to the introduction of diversity and inclusion policies. Usually, these kinds of resistance to diversity come from members of the majority group, who see these programs as a threat to their status quo. However, there are other forms of resistance that involve minority groups and that have more rarely been explored in depth. Conceptual analysis of the sociological and philosophical framework that has led to the definition of diversity programs can help identify the political reasons for the backlashes, by shedding light on the factors of the economy of inclusion. The purpose of this paper is to provide a comprehensive overview of the topic, focusing on the various players in the "equality-diversity-inclusion industrial complex" and the constraints and incentives for implementing diversity policies. Finally, taking note of the virtuous results of the interventions aimed at enhancing inclusion, the main criticisms of inclusion policies will be analyzed in order to shed light on the nodes where resistance to their implementation is consolidated. In particular, the intersectional perspective is used to provide guidelines for the development of diversity programs to avoid the risk of essentializing identities and provide a more effective and inclusive approach.

Towards an Inclusive University: About Anti-discrimination Strategies and their Organizational Implementation

Timo Schreiner, Professor, Children and Youth Welfare, Social Work, Ostfalia Hochschule - University of Applied Sciences, Niedersachsen, Germany

The intention of this contribution is to transparently and reflectively illustrate organizational change processes in the context of discrimination and anti-discrimination. To this end, theories of organizational development and organizational learning are used to examine how change processes are organized and what possible impacts they may have. Triggers for these processes are also presented as contexts and critically examined in their significance for organizational change. The impact of discriminatory behaviors is exemplified both through an internal survey at the university and through a specific situation between teachers and students. Based on these starting points, the organizational processes undertaken are examined for their learning opportunities for the university, and an outlook is provided on how a discrimination-sensitive practice can be shaped. In particular, the established anti-discrimination office is illuminated in the context of its history of origin and conception.

Perceptions of State Government Employees on Diversity and the Citizen Outcomes From Diversity in Government

Joseph Smith, Student, Doctor of Business Administration, Concordia University Wisconsin, Wisconsin, United States

Growing public and organizational awareness of diversity, equity, and inclusion (DEI) has contributed to additional training on DEI within governmental organizations. Previous research demonstrates benefits to the citizens served when government organizations increase the diversity within their workforce. Governmental organizations primarily rely on DEI training to increase positive DEI perceptions for employees in the workplace without understanding the specific needs of employees. In practice, government organizations have not sought to understand employee DEI perceptions before administering additional organizational DEI training. This study uses the Reactions to Diversity Index (RTDI) survey instrument to examine the employee perceptions of diversity within a United States State Government organization. The RTDI assesses employee positive and negative perceptions of diversity in emotional, behavioral, judgments, personal consequences, and organizational outcomes categories. Our study seeks to determine the impact on DEI perceptions regarding governmental employees' headquartered job location, non-mandatory training attendance, and employee gender. Comparing the means of this categorical data may lead to new training and outreach efforts, improving DEI positive perceptions for the specific governmental organization studied and providing a model for other governmental organizations seeking to strengthen positive DEI perceptions in their workforce.

Five Steps to Unlocking the Power of Inclusive Leadership

Jevon Wooden, CEO, BrightMind Consulting Group, Texas, United States

Great leaders do more than just have good technical skills and smart strategies. They connect with their team's feelings, values, and hopes. In this session, we go through a five-step plan to help leaders create a friendly and supportive work culture. This will help improve how well the team works together, keep good employees from leaving, and improve the company's performance using the power of storytelling. We start by exploring why it's important for leaders to understand and connect with their team's emotions. Then, we'll dive into storytelling—a powerful way to build trust and teamwork. We'll learn how to create and share stories that help everyone feel more connected and committed to their work. Key takeaways from this talk will include: Understanding why connecting with your team's emotions is good for everyone; Learning how to create and share stories that build trust and respect; Getting practical tips on using storytelling to form deeper connections with team members. By practicing inclusive leadership, leaders can do more than just boost the company's success. They can create a positive work environment that inspires everyone to do their best.

What Kind of Organizational Support Is Appropriate for Work Retention during Life Events?: Comparison of Men and Women in Japan

美路 吉村, 准教授, 経営学部, 愛知東邦大学, Aichi, Japan

In this study, we examine organizational support from two perspectives, the “department level” and the “business office level,” and examine its impact on work retention, particularly in the context of raising children or caring for elderly family members. Support at the “department level” mainly indicates respect from superiors and coworkers, while support at the “business office level” indicates organizational systems and climate, such as fair personnel evaluations. The study includes men and women in full-time jobs. After validity and reliability checks, a path was drawn from two organizational supports to work retention in covariance structure analysis to check the impact along with several related factors. The results show that the direct impact on work retention was found in “business office level” support for men and “department level” and “business office level” support for women. On the other hand, “department level” support for men increased their awareness of “job satisfaction” and “personal growth” through work. And “business office level” support for men and women increases their “social contribution”. In general, the results show that the direct impact on work retention (particularly in the context of raising children or caring for elderly family members) comes from the organization, including its systems and culture for men, while women are more likely to be impacted by their immediate superiors and colleagues, in addition to the organizational structure.

Attendance List

Micki Abercrombie Donahue, Whitworth University, United States
Benjamin Aleman Castilla, IPADE Business School, Mexico
Sidonia Alenuma, Saint Olaf College, United States
Isabel Almeida, Lusiada University, Portugal
Ananya Arora, University of Cambridge, United Kingdom
Eugenia Arvanitis, University of Patras, Greece
Lorraine Attard, Mater Dei Hospital, Malta
Jewell Bachelor, Mission Preparatory School, United States
Maria Isabel Barros Bellini, Pontifical Catholic University - School of Public Health, Brazil
Helena Belchior Rocha, ISCTE- University Institute of Lisbon, Portugal
Arla Bernstein, Mercer University, United States
Alicia Betancourt, University of Florida, United States
Karen Block, University of Melbourne, Australia
Chanel Bradden, Abilene Christian University, United States
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Berenice Casas, Abilene Christian University, United States
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Donna Daniels, Ceres, United States
Lily Dyson, University of Victoria, Canada
Niki Edwards, University of Southern Queensland, Australia
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Francisco Ferreira, NOVA School of Science and Technology, Portugal
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Mary Goitom, York University, Canada
Sandra Gonsalves Domond, Ramapo College, United States
Nicolas Gonzalez, Manhattan School of Music, United States
De Ana Gray, National Geographic Society, United States

Attendance List

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Tianna Miles, University of North Texas, United States

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Janelle Christine Simmons, Sole Proprietorship, United States
Joseph Smith, Concordia University Wisconsin, United States
Kelly Soderstrom, University of New South Wales, Australia

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Common Ground Research Networks



Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect--differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

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www.cgnetworks.org



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

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

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

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

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

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

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

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Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We've been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

Reducing

At the same time, we are not waiting to act. Here are some of the "low hanging fruit" initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we'll be doing in the short term.

Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

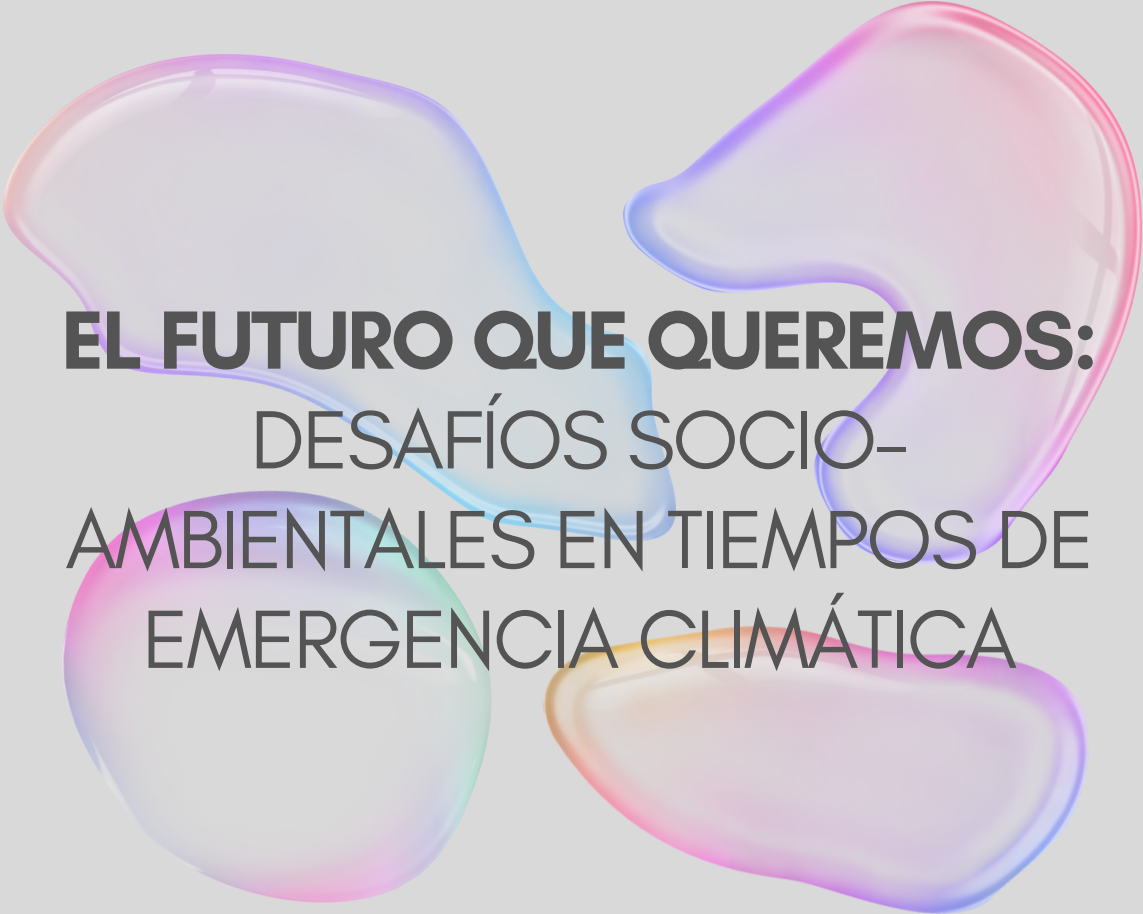
- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

Long Term Goals

We're committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We'll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.

XXIV Congresso Internacional sobre
Diversidad en Organizaciones, Comunidades y Naciones

3-5 de julio
de 2024



EL FUTURO QUE QUEREMOS: DESAFÍOS SOCIO- AMBIENTALES EN TIEMPOS DE EMERGENCIA CLIMÁTICA

Centro Lusíada de Investigação em Serviço Social e Intervenção Social,
Universidade Lusíada, Lisboa, Portugal





Cartas de bienvenida



Estimados participantes,

Bienvenidos a la Universidad Lusíada, Lisboa, Portugal y a la “Vigésima Cuarta Conferencia Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones”, este año titulado: El futuro que queremos: desafíos socioambientales en tiempos de Emergencia climática.

Nosotros y nuestros colegas de Common Ground Diversity Research Network estamos Es un honor tenerle con nosotros en Portugal en la conferencia de este año.

Esperamos que esta conferencia internacional sea más que un espacio para compartir conocimiento. Durante estos días tendremos la oportunidad de crear un aprendizaje comunidad, que quiere tener voz en la defensa del derecho a un planeta sano para todos.

La luz de Lisboa es nuestra señal de hospitalidad y este evento, además de todas las brillantes comunicaciones que se presentarán durante el programa, incluye visitas a proyectos eco sociales que se están desarrollando en la ciudad y que esperamos cumplan tus expectativas.

El tema de nuestra conferencia no podría estar más presente, porque en nuestro planeta, desde De norte a sur, de este a oeste, millones de personas se ven afectadas y sufren por diferentes tipos de desastres, como consecuencia del calentamiento global.

Es hora de llamar a la diversidad de voces, organizaciones, conocimientos, experiencias y contribuciones indígenas, para decir que somos naturaleza e inspirados por la naturaleza debemos encontrar la soluciones que nuestro mundo y nuestra sociedad necesitan. Nadie debe quedarse atrás y necesitamos una economía popular, no una economía depredadora.

Creemos que este congreso puede motivar a la comunidad académica y profesional. y ciudadanos a unir esfuerzos para investigar y crear proyectos impactantes que contribuyan a Innovación y cambio eco social.

Estamos muy contentos con el trabajo que hemos podido realizar hasta ahora, que nació como un desafío, pero que fue posible implementar con espíritu de equipo, solidaridad y amistad entre colegas que hablan diferentes idiomas, pero unidos por una común causa: la ciencia al servicio de la justicia social y ambiental.

Un agradecimiento especial a nuestros colegas de Common Ground por su apoyo y amistad. durante todo este viaje. Terminamos citando al gran poeta portugués Fernando Pessoa, quien una vez escribió: "El "hombre" sueña, nace la obra"; Soñemos juntos, actuemos juntos... otro mundo es posible.

Los mejores deseos,

Eduardo Marques & Luis Vilar
Presidentes del congreso

Estimados/as Congresistas

Os damos la bienvenida al XXIV Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones que se celebra entre el 3 y el 5 de julio de 2024, con el lema "El futuro que queremos: Desafíos socio-ambientales en tiempos de emergencia climática, tendrá lugar en el Centro Lusíada de Investigação em Serviço Social e Intervenção Social, Universidade Lusíada de Lisboa+ Online, Portugal.

El evento se plantea como una oportunidad de transformación, a través del intercambio de conocimientos y saberes, que se viene produciendo en el campo de la investigación y la práctica basada en la evidencia. Nos encontramos ante dos grandes desafíos: el cambio climático y la crecientes desigualdad social. Cuestiones que son decisivas para actuar y debatir, en busca de respuestas que eviten las consecuencias en la que ya estamos viviendo sean irreversible.

El Congreso se perfila como una excelente oportunidad para encontrarse y compartir resultados de investigaciones académicas y de experiencias significativas de diferentes países y culturas. También, permite conocer el trabajo de organizaciones, empresas e instituciones que apuestan por la gestión de recursos sostenibles, análisis de las ventajas de una producción razonable, como se está midiendo la huella de carbono, entre otros.

Asimismo, intenta ser un espacio para impulsar medidas innovadoras en la intervención, docencia e investigación en relación con los Objetivos del Desarrollo Sostenible de la Agenda 2030, con respecto a los planes, programas y proyectos de sostenibilidad ambiental, económica y social inclusiva. Igualmente aportar reflexiones locales con mirada globales ante la situación crítica en la que se encuentra el planeta. En definitiva, nuestro objetivo es visibilizar una situación social para contribuir al debate y ofrecer una mirada analítica de una particularidad de la realidad empírica.

Las contribuciones recibidas han sido numerosas, poniendo de manifiesto el interés extenso, diverso y progresivo que está adquiriendo la temática central que se aborda en este encuentro, igualmente los ejes temáticos en relación con la diversidad en comunidades, organizaciones y naciones. Estamos seguras de que desde el Congreso se aportarán ideas, soluciones, compromiso y esperanza para seguir trabajando y confiando en la conservación del planeta y el respeto de la diversidad.

Cuando los responsables de Common Ground Research Networks aceptaron la propuesta de Eduardo da Silva Tomé Marques y Duarte Gonçalo Rei Vilar para asumir la presidencia del XXIV Congreso, teníamos la seguridad que sus trayectorias académicas y laborales les avalan, con el rigor que requiere un evento de esta naturaleza, y con la voluntad de generar sinergias investigadoras y de trabajo colaborativo.

Nuestro agradecimiento a quienes os habéis inscrito por compartir vuestras contribuciones investigadoras, tanto en presencial como online, a los representantes del Centro Lusíada de Investigação em Serviço Social e Intervenção Social, de la Universidade Lusíada por poner a nuestra disposición sus instalaciones y el capital humano, a las organizaciones que se han sumado y al equipo de colaboradores por su compromiso.

Queremos ofreceros un Congreso que os resulte atractivo y de interés. También, que podáis disfrutéis de Lisboa. Portugal, nos ofrecen un mosaico de bellezas naturales, pueblos y ciudades con encanto, así como su exquisita gastronomía y compartir con su gente.

Carmen Miguel Vicente y Ma Ángeles Medina Sánchez

Presidentas de la Red Internacional de Diversidad en Organizaciones Comunidades y Naciones

Estimados participantes del Congreso:

Es un gran placer darles la bienvenida al **XXIV Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones**. Les agradezco a todos el compartir sus trabajos con el resto de nuestra Comunidad.

Durante más de 30 años, Common Ground Research Networks ha invertido en el desarrollo de tecnologías que buscan romper las barreras de acceso en la comunicación académica. En cada fase, hemos construido espacios para apoyar el diálogo interdisciplinario, antes de que estos enfoques se pusieran tan de moda; fuimos capaces de conectar voces internacionales cuando las disciplinas a menudo estaban aisladas en silos nacionales; y apoyamos siempre una agenda de acceso e igualdad, al ofrecer vías y oportunidades para voces diversas.

Ahora proponemos otro tipo de intervención: construir una infraestructura de comunicación académica para un futuro mejor. Nuestro modelo mixto busca trascender los límites físicos al ofrecer un espacio para extender el contenido del Congreso en persona a pasarlo a un formato virtual, lo que garantiza que los delegados online tengan los mismos espacios participativos y experiencias dentro de la plataforma CGScholar. Al mismo tiempo, el modelo ofrece a los participantes un recurso con acceso a un espacio social donde los demás participantes pueden mantenerse conectados mucho después de que finalice el Congreso.

Para nosotros, el modelo mixto es más que un acercamiento a la tecnología. Estamos utilizando este filtro conceptual para mejorar nuestro objetivo:

- Disciplinas mixtas como un enfoque para las prácticas de investigación interdisciplinarias.
- Afinidades mixtas como una forma de abordar una política compartida para paradigmas de reconocimiento y redistribución.
- Voces mixtas como una forma de considerar dónde ocurre la investigación dentro y fuera de la academia.
- Ideas mixtas como terreno común para un nuevo sentido cívico.

También estamos comprometidos a ser líderes en la industria. Desde 2021 formamos parte del Pacto de editores para el logro de los objetivos de desarrollo sostenible de Naciones Unidas. Lanzado en colaboración con la Asociación Internacional de Editores, el pacto “presenta 10 puntos de acción que los editores, las asociaciones editoriales y otros pueden comprometerse a emprender para acelerar el progreso hacia el logro de los Objetivos de Desarrollo Sostenible (ODS) para 2030. Los signatarios aspiran a desarrollar prácticas sostenibles y actuar como defensores de los ODS, publicando libros y revistas que ayudarán a informar, desarrollar e inspirar acciones en esa dirección”.

Permítanme agradecerles de nuevo por su participación, por confiar su trabajo a Common Ground Research Networks. Agradezco igualmente a nuestros socios y colegas por la organización de este evento que no acaba nunca y que tiene una extensión continua en nuestra plataforma CGScholar.

Reciban un cordial saludo y quedo a su disposición para cualquier asunto que pueda ser de su interés.



Dr. José Luis Ortega Martín

Director Científico de CGRN en español



Red de **Investigación** de Diversidad en Organizaciones, Comunidades y Naciones

Fundada en 2000, la **Red de Investigación de Diversidad en Organizaciones, Comunidades y Naciones** se reúne en torno a un interés común por las diferencias humanas y la diversidad, así como por sus múltiples manifestaciones en el seno de las organizaciones, comunidades y naciones. Buscamos construir una comunidad epistémica donde se puedan establecer relaciones transdisciplinarias, geográficas y culturas. Como Red de Investigación, nos definimos por nuestro enfoque temático y la motivación para construir estrategias de acción determinadas por los temas comunes.

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

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

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

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

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

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

La diversidad como programa de acción

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

Agencia y divergencia

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

Globalización y diversidad

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

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

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

Economía de la diversidad

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

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

Diversidad de gobierno

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

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

Diversas personalidades

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

Identidad y pertenencia

Problemas actuales:

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

Educación y aprendizaje en un mundo de diferencias

Problemas actuales:

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

Diversidad Organizacional

Problemas actuales:

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

Diversidad en la comunidad y gobierno

Problemas actuales:

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

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La **Red de Investigación de Diversidad en Organizaciones, Comunidades y Naciones** agradece las contribuciones para su fundación, el apoyo constante y la asistencia continua de los siguientes expertos y académicos de renombre mundial.

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- Dra. Mari Ángeles Medina Sánchez, Universidad Complutense de Madrid, España (editora)
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- Dra. Mabel Ramos Sánchez, Universidad Complutense de Madrid, España
- Dña. Antonia Durán Piló, Universidad Complutense de Madrid, España
- Dra. Aurora Castillo Charfolet, Universidad Complutense de Madrid, España
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- Dña. Fabiola Rodríguez Niklitschek, Universidad de la Frontera, Chile
- Dr. Eduardo José da Silva Tomé Marques, Universidad de las Azores, Portugal
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- Dr. Robert Ojeda Pérez, Universidad de la Salle, Colombia
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XXIV Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones

Eduardo José da Silva Tomé Marques

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- Ex. Director del Curso de Grado en Trabajo Social y docente de la Facultad de Ciencias Sociales y Humanas de la Universidad de las Azores.
- Investigador Integrado del Centro Lusíada de Investigación en Trabajo Social e Intervención Social (CLISSIS) y afiliado al Centro Interdisciplinario de Ciencias Sociales - Universidad de las Azores, CICS.NOVA.UAc.
- Miembro del Comité Editorial/Científico y revisor de artículos científicos en varias revistas internacionales.
- Desde 2008 ha desarrollado proyectos y trabajo en el ámbito de la intervención psicosocial en catástrofes, servicio social ambiental e intervención comunitaria creativa, desarrollo territorial participativo y creativo.
- Embajador del Pacto Europeo por el Clima en el marco de la iniciativa de la Unión Europea para el Clima (DG CLIMA).

Duarte Gonalo Rei Vilar

Centro Lusíada de Investigaão em Servio Social e Intervenso Social, Universidade Lusíada de Lisboa, Portugal



- Profesor asociado de la Universidade Lusíada;
- Nombrado Director del CLISSIS en febrero de 2013;
- Licenciada en Sociología por el ISCTE en 1981;
- Doctorado en Sociología de la Comunicación y de la Cultura por el ISCTE en 2000;
- Grado de Capacidad Investigadora conferido por la Facultad de Psicología de la Universidad de Salamanca en 1999, con frecuencia de la parte docente del Doctorado de 3er Ciclo en Sexología;
- Participa desde 1983 en proyectos de investigación sobre familia, adolescencia, sexualidad humana y políticas y derechos sexuales y reproductivos;
- A través de su participación en el Master de Trabajo Social y Gerontología Social, también se ha involucrado en la investigación sobre los temas de envejecimiento y las personas mayores.





El futuro que queremos: Desafíos socio-ambientales en tiempos de emergencia climática

Sólo podremos alcanzar la paz, el bienestar y lograr la justicia social si otorgamos prioridad a la justicia ambiental. Los desafíos compartidos del cambio climático configuran el significado de la justicia ambiental. El desafío para la sociedad es reconsiderar nuestros hábitos cotidianos y paradigmas de crecimiento económico mientras imaginamos nuevos modelos ambientales económicos y de consciencia social que aprovechen el desarrollo científico y tecnológico para conseguir el futuro compartido que queremos.

De manera crítica, el momento actual nos obliga a actuar ahora para defender las bases de la vida en nuestro planeta. Y las poblaciones más vulnerables no pueden continuar sufriendo y pagando las consecuencias del actual modelo económico y social. Por tanto, contronfanto los desafíos futuros, la academia y los ciudadanos están llamados a reflexionar, discutir y presentar prácticas y soluciones que permitan a todos vivir bien, respetando la naturaleza y defendiendo la vida humana y no humana.

En el XXIV Congreso Internacional de Diversidad en Organizaciones Comunidades y Naciones buscamos ofrecer soluciones basadas en la naturaleza como una de las estrategias que nos permitan abordar de manera efectiva los desafíos del cambio climático. También creemos en el poder transformador del diálogo científico transdisciplinar, la colaboración, la construcción de soluciones, la libertad creativa y la esperanza como modos de reforzar comunidades más resilientes, solidarias, humanas y democráticas. Con esta idea, invitamos a investigar los desafíos socioambientales de la actual emergencia climática.

Helena Belchior Rocha

Profesora auxiliar, ISCTE – Instituto Universitário de Lisboa



"Harmony in Diversity: Crafting a Sustainable Tomorrow between Climate Crisis"

Helena Belchior Rocha has a PhD in Social Work, is an Assistant professor at ISCTE- University Institute of Lisbon in the Department of Political Science and Public Policies and deputy director of the Transversal Skills Laboratory. Integrated researcher at CIES, Center for Research and Studies in Sociology, linked to national and international research projects, namely 2 from Marie Curie Actions. Author of papers and communications at national and international congresses, in the areas of social work theory and methodology, environment, sustainability, community Intervention, ethics, human rights, social policies and Well-being, education and soft skills. Member of the Editorial Board of national/international journals.

Jorge Jesús Gómez Sanz

Vicerrector de Tecnología y Sostenibilidad de la Universidad Complutense de Madrid, España



"La metodología Photovoice: Los desafíos a la investigación acción e intervención participativa"

Profesor Titular desde 2008 del departamento de Ingeniería del Software e Inteligencia Artificial de la Facultad de Informática de la UCM. Es Ingeniero en Informática y doctor en Sistemas Informáticos por la UCM

Ha desarrollado su investigación principalmente en el ámbito de la Inteligencia Artificial Distribuida, con más de 150 publicaciones y llegando a tener más de 3800 citas y un índice h de 29 según google scholar. Otras áreas en la que ha desarrollado actividad son el Internet de las Cosas (Internet of Things o IoT), Ambient Assisted Living (AAL), Redes Eléctricas Inteligentes (smart grids) y la innovación docente a través de Redes Sociales. Es miembro del IEEE y pertenece al IEEE IoT Activities Board para la promoción del IoT en diversos ámbitos a nivel internacional.

Ha participado en proyectos europeos y dirigido varios de ámbito nacional donde ha colaborado con instituciones públicas, como el CIEMAT, y grandes empresas, como Telefónica I+D, Ibermática o Boeing Research and Technology Europe. Es también desarrollador de software libre con varios proyectos vivos de impacto en la comunidad investigadora.

Francisco Ferreira

Associate Professor, Faculdade de Ciências e Tecnologia da Universidade Nova de Lisboa



"A paradigm shift to overcome a planet in crisis."

Francisco Ferreira is an Associate Professor with the Department of Environmental Sciences and Engineering of the NOVA School of Science and Technology and a researcher in CENSE – Center for Environmental and Sustainability Research. He holds a degree in Environmental Engineering from FCT NOVA, a master's degree from Virginia Tech, USA and a PhD from NOVA Lisboa. He has been developing work in the areas of air pollution, climate change, and sustainable development. In the last years, he was one of the coordinators of the technical work for the 2050 Carbon Neutrality Roadmap and the National Climate and Energy Plan 2030 for Portugal, including the current revision of both documents. He is also the President of the national environmental non-governmental organisation ZERO – Association for the Sustainability of the Earth System.

Isabel Almeida

Assistant Professor, Lusiada University, Portugal/ Invited Professor at ISCTE-University Institute of Lisbon



"Harmonizing Diversity: Crafting Sustainable Organizational Models in the Era of ESG and Circular Economy"

Isabel Almeida is an Assistant Professor at Lusiada University (Portugal) and an Invited Professor at ISCTE-University Institute of Lisbon. Professor Isabel Almeida holds a PhD and a 5-year Biology degree from the University of Lisbon (UL/FC, Portugal). She also holds a second PhD in Sustainability from the New University of Lisbon (UNL/FCSH, Portugal). She has several postgraduate degrees, including Circular Economy (Berkeley University, USA) and Environmental Sociology (UNL/FCSH, Portugal). Isabel has been a researcher at the Gulbenkian Institute of Science for 12 years. She has published in Q1 and Q2 Scientific SCOPUS indexed publications, with many papers in conference proceedings with referees. She is a reviewer of AoM and regularly chairs sessions at EurOMA Conferences. She is a reviewer of Springer's Environment, Development and Sustainability Journal and the Rural and Community Development journal. Her research interests include Sustainable Development, Corporate Non-financial Reporting, Corporate and Social Responsibility and Corporate Sustainability.

Cada año se otorga un mínimo de Becas para Investigadores Emergentes a estudiantes de posgrado e investigadores que tienen interés en los temas del congreso. Aquí les presentamos a los ganadores de la beca de 2024.

Daniel Valdivia Alonso

Universidad UPO Sevilla
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Rosilé Obret Orphee

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Alberto Lopez-Carrion

Universitat de València
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Elkin Fabian Martinez

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Jennifer Serrano García

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Patricia Martín Jiménez

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Giulia Ponzone

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Juan Bernardo López Cuéllar

Universidad de Guadalajara
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Fabiola Macias Espinoza

Universidad de Guadalajara
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Resúmenes de 2024

Tema destacado 2024 - El futuro que queremos: Desafíos socio-ambientales en tiempos de emergencia climática

Gestión verde del talento humano: Prácticas y normas en empresas del sector hotelero

Juan Carlos Aguilar Joyas, Universidad Autónoma de Occidente, Colombia

Ana Judith Paredes Chacín

Tania Margarita Mackenzie Torres, Universidad Autónoma de Manizales, Colombia

La investigación examina la normatividad y certificaciones aplicadas en la gestión ambiental y el desarrollo de estrategias de gestión verde del talento humano (GHRM) en empresas del sector hotelero de Cali (Colombia). Se realiza una investigación analítica documental de enfoque cualitativo y un estudio empírico en 7 hoteles de la ciudad de Cali con entrevistas en profundidad. Los hallazgos revelan la existencia de normas obligatorias y voluntarias, que rigen en Colombia y otros países que pueden ser guía para los hoteles. Se destaca que se emplean acciones de responsabilidad social frente a tratamientos de residuos y el cuidado ambiental, pero en cuanto a la incorporación de criterios de sostenibilidad ambiental en los procesos de selección, retención y desarrollo de talento, las prácticas son escasas y hay un desconocimiento generalizado sobre la GHRM y su impacto positivo en la empresa y las relaciones con diversos stakeholders. Se propone una guía que aporte a la sostenibilidad y a la gestión verde del talento humano, delineando acciones específicas en áreas y procesos, proporcionando una base valiosa para empresas del sector.

Soluciones basadas en la naturaleza en comunidades urbanas y favelas de Brasil

Leonardo Bis Santos, Instituto Federal de Educação, Ciência e Tecnologia do Espírito Santo, Brasil

Esta investigación tiene como objetivo producir reflexiones sobre el potencial del concepto de Soluciones Basadas en la Naturaleza - SbN para orientar acciones para generar ingresos, mejorar el bienestar humano y preservar la naturaleza en comunidades urbanas y favelas en Brasil. Los datos demuestran que existen acciones inspiradas en el medio ambiente en zonas de concentración de pobreza que pueden entenderse como SbN. Estas acciones tienen un gran potencial para transformar la vida de las personas que viven en estas zonas, con el fin de generar un acercamiento entre los seres humanos y no humanos, entre los espacios construidos y el potencial genético natural. La investigación se está realizando en base a la observación participante, con registros de campo. Se están analizando los costos tecnológicos de implementar SbN, así como su interfaz con el conocimiento tradicional. Esta discusión asume relevancia científica y social, considerando que las comunidades urbanas y favelas en Brasil reúnen una gran población. Esta población vive en vulnerabilidad social y ambiental y busca mejores condiciones de vida.

El cuerpo como territorio en la lucha anticapitalista y antineoliberal: Reflexiones sobre las múltiples formas de explotación y opresión desde el feminismo comunitario boliviano

Elkin Fabian Martínez, Universidad Nacional Autónoma de México, México

El neoliberalismo en Bolivia ha impulsado políticas económicas que privilegian la privatización, la apertura de mercados y la desregulación, generando una creciente desigualdad económica. Esto ha resultado en la concentración de riqueza en manos de unos pocos, a expensas del resto de la población. Además, ha exacerbado el extractivismo de recursos naturales, el desplazamiento de comunidades originarias y la violencia de género hacia las mujeres indígenas. Frente a estas crisis, las feministas comunitarias bolivianas han abordado los impactos del capitalismo y el neoliberalismo promoviendo alternativas económicas y sociales justas. Su enfoque incluye la defensa de la naturaleza y el territorio, la lucha contra la violencia de género y la construcción de solidaridad comunitaria. La perspectiva integral del cuerpo-territorio en el feminismo comunitario surge de la convergencia de influencias y experiencias dentro de las comunidades indígenas y campesinas de Bolivia. Este enfoque implica una crítica y lucha anticapitalista y antineoliberal, desafiando la hegemonía al enfatizar la comunidad y la reciprocidad sobre el individualismo capitalista. La comunidad, que a su vez es cuerpo y territorio porque es algo más que una geografía física, incluyendo cultura, historia y relaciones sociales, reafirma, por una parte, una relación "íntima" con la naturaleza para combatir el extractivismo y reconceptualizar el cuerpo como un espacio de empoderamiento y resistencia frente a la explotación y, por otra, desafía al patriarcado y el racismo, que son componentes intrínsecos del sistema capitalista.

Ética para la sostenibilidad: Actividades con rutinas de pensamiento en la clase de español

Teresa Fernandez-Ulloa, California State University Bakersfield, United States

En esta presentación se partirá de la idea de que los valores éticos, y en concreto la ética que tiene que ver con la sostenibilidad, deben incluirse en la clase, en este caso en una asignatura obligatoria del grado español en la universidad (Advanced Language Skills), a través de una serie de actividades que tienen en cuenta la relación entre el planeta, el ser humano y la economía, partiendo de ejemplos de países hispanohablantes y yendo luego a otros lugares cercanos a los estudiantes. Las actividades tienen que ver con la deforestación, el calentamiento global, la explotación de los recursos naturales y temas similares, y siguen el esquema clásico de preactividad-actividad-postactividad, incorporando, en muchos casos, las rutinas de pensamiento desarrolladas por el Project Zero de la Universidad de Harvard, que optimizan el proceso del pensamiento. Las actividades pretenden también enlazar con algunos objetivos de la competencia global y los Objetivos de Desarrollo Sostenible. La competencia global tiene que ver con habilidades, actitudes, valores y acciones, y las actividades aquí propuestas pretenden llevar al estudiante por ese camino, para que del saber pasen a la toma de decisiones en relación con el medioambiente.

Creencias de los Docentes ante la Enseñanza en una Escuela Primaria Pública

Miguel Ángel Hernández Mendoza, Instituto Superior de Investigación y Docencia para el Magisterio, México

Christian Israel Huerta Solano, Universidad de Guadalajara, México

Las creencias docentes son auto verbalizaciones que tienen los profesores e influyen en su práctica habitual durante la enseñanza. De acuerdo con datos nacionales, en México hay pocas investigaciones al respecto, sobre todo en las que se haga énfasis en las principales afectaciones para las instituciones educativas y el desempeño de sus docentes. El objetivo de la presente investigación fue identificar las creencias de los docentes ante la enseñanza en una escuela primaria pública. Se utilizó una escala tipo Likert denominada "Creencias del Docente Centrada en el Aprendizaje y el Estudiante" de Estévez y demás investigadores, integrada por 35 ítems, administrada a docentes de una escuela primaria pública en Guadalajara, Jalisco, México. A partir de los resultados, se observa que las creencias de los docentes les permiten afrontar la incertidumbre inherente a sus métodos de enseñanza, generando en la mayoría de los casos un impacto positivo.

Operacionalización de la Justicia Climática: El caso de los residuos sólidos urbanos en México

Oscar Rafael Hernández Meneses, Universidad Nacional Autónoma de México, México

Objetivo de la Investigación: Este trabajo tiene como propósito analizar la operacionalización de la justicia climática en el caso específico de la gestión de residuos sólidos urbanos en México, proporcionando directrices de implementación. **Metodología Utilizada:** Se usa el enfoque sistémico de Derechos, Deberes y Libertades Fundamentales (DDyLF). Se aborda la perspectiva de las ciencias de la complejidad y el uso de la Inteligencia Artificial para la construcción de redes de conocimiento. Se utilizó como material de análisis diversos corpus normativos relevantes, identificando nociones de oportunidad para una aplicación más precisa de los DDyLF en el marco de la Justicia Climática. **Resultados Obtenidos:** En México, existen 2,203 sitios de disposición final (SDF) de residuos, de los cuales 1,053 no cuentan con ninguna infraestructura mínima para su operación. Del restante, 359 sitios tienen sistemas de captura de lixiviados, 213 cuentan con captación de biogás, 326 están equipados con geomembranas y 955 tienen cercas. Sin embargo, ningún SDF cumple con todos estos requisitos, lo que implica un grave problema de operatividad que afecta los servicios ambientales a nivel regional. Las deficiencias en los SDF a nivel sistémico resultan en emisiones significativas de metano que contribuyen al cambio climático, generando un problema de justicia climática. **Conclusiones:** El estudio concluye que la justicia climática requiere un enfoque sistémico para la evaluación de los derechos, deberes y libertades fundamentales. La implementación de este enfoque debe incluir la mejora de prácticas en SDF, con un modelo de integridad que evalúe el cumplimiento normativo.

Uso de recursos didácticos con apoyo de las TIC para un aprendizaje significativo

Artemio Jiménez Rico, Universidad de Guanajuato, México

Rafael Espinosa Mosqueda, Universidad de Guanajuato Campus Celaya Salvatierra, México

Un elemento esencial para mejorar la calidad de la educación es que el docente tenga diversas capacidades y habilidades tecnológicas e incorpore en su práctica docente estrategias y recursos didácticos innovadores que favorezcan un aprendizaje significativo en sus estudiantes. El objetivo de esta investigación fue comprobar si el uso de un recurso tecnológico didáctico en clases tuvo un efecto significativo positivo en el proceso de enseñanza-aprendizaje de alumnos de licenciatura de contaduría pública. Los datos se recolectaron utilizando un cuestionario para evaluar un tema específico en dos grupos diferentes (el grupo experimental y el de control) de estudiantes. El contenido del tema se desarrolló de manera tradicional en el grupo de control, en contraste, en el grupo experimental, se utilizó un recurso didáctico apoyado por las TIC para el desarrollo del tema. Mediante la aplicación de la prueba t para muestras independientes se compararon las calificaciones del tema evaluado entre los dos grupos de estudiantes. La investigación tiene un alcance correlacional y un diseño de tipo cuasiexperimental y de corte transversal. Entre los principales resultados, se concluye que el recurso didáctico utilizado logró que los estudiantes del grupo experimental tuvieran mejores calificaciones en el tema evaluado que los del grupo control y esta diferencia fue estadísticamente significativa.

¿Se puede hablar de gentrificación en el centro histórico de la ciudad de Guadalajara?: La gentrificación en las ciudades de América Latina

Juan Bernardo Lopez Cuellar, Universidad de Guadalajara, México

Alondra Miroslava González Pérez, Universidad de Guadalajara, México

Christian Israel Huerta Solano, Universidad de Guadalajara, México

La gentrificación suele aparecer como renovación urbana, embellecimiento de los barrios e incluso como una estrategia para resolver los problemas de demanda de vivienda. Sin embargo, este es un fenómeno complejo que impacta en la transformación de los barrios, su abandono y posterior redensificación, el encarecimiento del suelo y el cambio de uso de este, la especulación inmobiliaria y el desplazamiento de población a las periferias de la ciudad. Esto conlleva diversos impactos socioambientales en la construcción social del espacio urbano, lo que contraviene la construcción de ciudades sostenibles que hagan frente al cambio climático. Al respecto, se ha presentado un auge en el estudio de la gentrificación en los últimos años que ha traído consigo la discusión de las formas particulares en que este fenómeno ocurre en las ciudades de América Latina en contraste con las de los países anglosajones. En este sentido, en el presente trabajo se presenta el caso de la ciudad de Guadalajara en México, respecto al centro histórico de esta ciudad, el cual actualmente es objeto de proyectos de transformación urbana con la Ciudad Creativa Digital y el Plan de Repoblamiento de Guadalajara. Así, se busca conocer si las tradiciones culturales diferentes a las europeas influyen en el desarrollo de la Gentrificación.

Impacto de la gobernanza y las políticas públicas en las problemáticas ambientales: Estudio de caso de la presa La Requena en Hidalgo (México)

Georgina Ortega, Universidad Autónoma del Estado de Hidalgo, México

El presente proyecto se centra en la implementación de la gobernanza como estrategia principal para abordar los desafíos del agua en el río Tula (Hidalgo, México), ya que esta región ha presentado en los últimos años problemas de sequía y contaminación. El objetivo es avanzar en la comprensión y tratamiento de estos problemas, particularmente en relación con la presa Requena, lugar que además se caracteriza por ser un sitio que provee factores benéficos para la población por ser una zona pesquera. En una primera etapa de realización, se busca identificar y esquematizar la red de actores involucrados en la gestión del agua en la zona para fomentar la cooperación entre ellos, fundamental para un cuidado efectivo del recurso hídrico. Para lograrlo, se empleará una metodología cualitativa basada en la observación directa y el análisis documental. Se espera que al finalizar esta etapa se obtenga una red que esquematice la interacción entre los actores de gobernanza en torno a la presa Requena, incluyendo a pescadores, líderes de organizaciones de la sociedad civil, gobierno y representantes de los sectores público y privado, de tal manera que exista una transición de ausencia de gobernanza a una implementación de interacción efectiva de los actores potenciales. Los resultados sentarán las bases para la formulación de estrategias concretas de gobernanza en etapas posteriores del proyecto, contribuyendo así a una gestión más efectiva y sostenible del recurso hídrico en la región del río Tula, estado de Hidalgo, México.

El discurso de odio online: Un examen de la jurisprudencia del Tribunal Europeo de Derechos Humanos

Francisco Placín Vergillo, Universidad de Sevilla, España

El activismo climático denuncia un aumento del discurso de odio en Internet durante los últimos años, especialmente en el caso de jóvenes y mujeres, provocando que plataformas como TikTok y Facebook hayan comenzado a responder a estas manifestaciones de expresiones para establecer normas más estrictas. La incitación al odio online puede producirse y distribuirse sin esfuerzo y de forma anónima, con posibilidad de llegar a una audiencia global y diversa en tiempo real, por no hablar de que los contenidos online permanecen en la red y pueden resurgir y ganar popularidad con el paso del tiempo. Ello ha provocado que algunos estados responsabilicen a las empresas que gestionan el flujo de informaciones y opiniones desde Internet, lo que suscita preocupación por la limitación de la libertad de expresión frente a la protección de los derechos de terceros. Por ello, la comprensión y el análisis que esté haciendo sobre esta cuestión el Tribunal Europeo de Derechos Humanos (TEDH) es fundamental para dar forma a una respuesta efectiva, armonizada y viable para todos los Estados Miembros del Consejo de Europa. La metodología seguida ha sido un positivismo sociológico, en virtud del cual he analizado los distintos textos normativos y la jurisprudencia relevante, desde una aproximación multidisciplinar que combina, herramientas metodológicas, tanto técnicas inductivas como deductivas, para alcanzar unas conclusiones defendibles tras un desarrollo empírico-inductivo y lógico-deductivo de la hipótesis de partida que asumimos: si el TEDH es un instrumento vivo que permite la persecución del discurso de odio online.

Educación y aprendizaje en un mundo de diferencias

Tutoría especializada en estudiantes de educación superior en condición de neurodiversidad

Gerardo Aguilera Rodríguez, Universidad de Guadalajara, México

Teresita De Jesús Villaseñor Cabrera, Universidad de Guadalajara, México

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Claudia Verónica Márquez González

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En Educación Superior se ha incrementado en los últimos años la incorporación de estudiantes que presentan alguna condición de neurodiversidad (CNDD), por lo que se ha hecho necesario realizar investigación y trabajo multidisciplinario con el objetivo de brindar orientación, capacitación y/o entrenamiento a estos alumnos que favorezca la incorporación y permanencia durante su trayectoria escolar y su posterior inserción a la vida laboral. Este estudio se centró en el diseño de un programa de tutoría especializado, para que los estudiantes que presenten alguna CNDD cuenten con una respuesta educativa que tome en cuenta sus características y necesidades educativas y que represente un recurso de apoyo durante su trayectoria académica y en su tránsito a la vida laboral. Para lograr lo anterior, se realizó un estudio de corte cualitativo/fenomenológico, mediante un muestreo no probabilístico, por conveniencia en estudiantes y egresados de la Licenciatura en Psicología, todos en CNDD. Se realizaron entrevistas a profundidad para conocer la experiencia de los egresados con relación a sus necesidades académicas y posteriormente se diseñó un programa de tutoría especializado. Se identificaron los elementos que permitieron visualizar el panorama global con relación a las necesidades en torno a la incorporación a la vida laboral de las y los egresados que presentan alguna CNDD. El impacto que tiene el presente proyecto a nivel social es significativo, debido a que representa la posibilidad de atender al menos dos de los Objetivos de Desarrollo Sostenible propuestos por la ONU, como son Educación de calidad y Reducción de las desigualdades.

Resiliencia en Educación Superior: Factores protectores asociados con la resiliencia en estudiantes universitarios

Patricia Alcalá, Universidad de Guadalajara, México

Mónica Almeida López

Gerardo Aguilera Rodríguez, Universidad de Guadalajara, México

El trabajo con población universitaria exige al día de hoy la visibilización de la importancia de promover en el alumnado la oportunidad de desarrollar las competencias necesarias para la atención de múltiples problemáticas dentro de su campo de acción, gestionando sus habilidades para el trabajo en equipo, la resolución de conflictos, el trabajo interdisciplinario, el desarrollo de propuestas y alternativas que les permitan incidir activamente en la sociedad. Lo anterior, sin duda es un campo en donde la salud mental y los factores protectores tales como la resiliencia marcarán la diferencia. Con relación a lo anterior, se realizó el estudio denominado “Soy resiliente cuando...”, con el objetivo de identificar la autopercepción de los estudiantes respecto a los factores que les permiten sobreponerse a situaciones adversas. Participantes: Estudiantes de pregrado, de los diferentes programas de licenciatura del Centro Universitario de Ciencias de la Salud, de la Universidad de Guadalajara. Resultados: Total de respuestas 47 (participantes). Con base en las respuestas obtenidas observamos que los 3 tipos de respuestas que más resultados obtuvieron son las que están relacionadas con conductas de afrontamiento (23.4%), siendo esta clasificación la más alta, seguida por actividades sociales y conductas de autocuidado, con un 14.9% de respuestas obtenidas cada una.

Factores asociados a la permanencia de una muestra de estudiantes de primer y último año de carrera de la Escuela de Informática de la Universidad Nacional de Costa Rica

Sandra Cabrera, Universidad Nacional Costa Rica, Costa Rica

Irene Hernández Ruiz

El presente estudio se realiza con el propósito de identificar los principales factores que influyen en la permanencia de estudiantes de primer y último año de carrera de Ingeniería en Sistemas de la Universidad Nacional de Costa Rica. Conocer los principales aspectos que influyen en dicha permanencia tales como: familiares, socioeconómicos, características personales, método de estudio, balance de vida, preparación secundaria, núcleo familiar, compañeros, entorno, rendimiento académico, motivaciones para elegir la carrera entre otros. Objetivo: Identificar los principales factores (motivaciones) que influyen en la permanencia en la carrera de ingeniería de sistemas de la Universidad Nacional de Costa Rica a partir de una muestra de estudiantes de primer año de carrera. Metodología: Se realiza una investigación a partir de un instrumento que permite la recolección de datos de una muestra por conveniencia, de estudiantes de primer año de carrera que han cursado Fundamentos de Informática e Ingeniería en Sistemas III de la Universidad Nacional de Costa Rica.

Habilidades para aprendizaje autónomo en estudiantes de medicina de una universidad privada

Andrea Camacho, Instituto Superior de Investigación y Docencia para el Magisterio, México Christian Israel Huerta Solano

El Aprendizaje Autónomo (AA) es definido como el proceso de autorregulación en el estudiante, quien es capaz de identificar sus fortalezas y necesidades en el acto educativo. La falta de AA afecta el desarrollo personal y profesional de una persona, limitando su capacidad para adaptarse a un mundo de constante evolución. El objetivo del presente trabajo fue identificar las habilidades para el AA en estudiantes de medicina de una universidad privada. Para tal fin, se administró una escala tipo Likert la cual evalúa motivación, autogestión y automonitoreo, con un alfa de Cronbach de 0.92, teniendo como muestra a 30 estudiantes de diferentes países de Latinoamérica de la licenciatura en médico cirujano a nivel internacional de una universidad privada, en Guadalajara (Jalisco, México) con edades entre los 18 y 22 años de edad. Los resultados permiten observar que los estudiantes tienen un bajo nivel de habilidades de aprendizaje autónomo, lo que implica una reflexión acerca de la importancia de identificar las habilidades para propiciar un aprendizaje autónomo y llevar a cabo futuras intervenciones al respecto.

Diferencias en la percepción estudiantil sobre la calidad docente: Análisis desde la minería de datos

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Se analiza el impacto de algunas variables académicas y culturales en el la calidad docente. Inicialmente se construye una base de datos con una variable dependiente denominada desempeño docente y 20 variables independientes. Este proceso se realiza mediante la plataforma libre denominada Weka. Como resultado de esta investigación se encuentra tres grupos de estudiantes, con tres conjuntos diferentes de variables independientes capaces de predecir la calidad docente. En el primer grupo de estudiantes, con una efectividad superior al 90% se encuentran las siguientes variables: preparación adecuada de clases, respetar las reglas del juego, asesoría adecuada, adecuación de los métodos de enseñanza, ser justo. En el segundo grupo de estudiantes, con una efectividad superior al 84%, se encuentran las siguientes variables: las fortalezas del docente le ayudaron a aprender, se aprende con profundidad, el docente hizo todo lo posible por que aprendiera, vería otra asignatura con este docente. Finalmente, en el tercer grupo, con una efectividad superior al 78%, se establecen las siguientes variables: Tiempo dedicado a la asignatura, motivo de inscripción de la asignatura, preparación adecuada de clases, asesoría adecuada, propicia relaciones con otras asignaturas y/o contextos, trabaja de forma agradable, promueve la argumentación y reflexión crítica, promueve el aprendizaje autónomo, motiva los temas tratados, se preocupa por que cada uno aprenda, adecua sus métodos de enseñanza, respeta las reglas del juego, es justo, transforma su forma de pensar con respecto a la asignatura, vería otra asignatura con este docente, las fortalezas del docente le ayudaron a aprender.

El journey de un estudiante con discapacidad y el programa de mentoría de la Universidad Tecnológica del Perú: Hallazgos para consolidar el programa de mentoría inclusiva

Inés Evaristo, Universidad Tecnológica Del Perú, Perú

Se presentan los hallazgos de entrevistas a profundidad a estudiantes con discapacidad, a fin de establecer su ruta en la universidad, sus puntos de dolor, las oportunidades de mejoras desde los frentes académicos, administrativos, infraestructura, empleabilidad y convivencia universitaria. Y se muestra cómo estos hallazgos nos permiten realizar mejoras para consolidar el Programa de Mentoría inclusiva que atiende a casi 400 estudiantes cada ciclo a nivel nacional, que busca lograr la culminación de los estudios y la empleabilidad.

Conductas Disruptivas en los Alumnos de un Bachillerato

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Las conductas disruptivas son comportamientos que entorpecen el funcionamiento esperado en el aula. A partir de algunas investigaciones, se evidencia que el problema de los conflictos en las aulas precisa de datos concretos para analizar las experiencias llevadas a cabo en distintos contextos de aprendizaje. En el presente estudio se realizó un estudio observacional, transversal-descriptivo, para lo cual se empleó un cuestionario para evaluar autoestima, personalidad, estrés y las competencias emocionales de los estudiantes, además de una guía de observación. Se contó con una muestra de 17 estudiantes de un bachillerato privado, con edades entre los 15 y 17 años. A partir de los resultados obtenidos se observan relaciones positivas entre las conductas disruptivas y el estrés escolar, además de correlaciones negativas con el autoestima, estabilidad emocional, competencia emocional y comprensión emocional de los estudiantes.

Inclusión educativa en nivel superior de estudiantes pertenecientes a pueblos originarios

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Los pueblos originarios representan el 10% de la población de México y presentaron el 40% de los desplazamientos internos del país en 2020 según cifras de la ONU, lo que puede tener como consecuencia que las personas pertenecientes a estos pueblos no puedan acceder a múltiples servicios. Entre ellos podemos resaltar el de la educación, encontrando principalmente dificultades para cursar el nivel superior (desde pregrado hasta posdoctorado). No se tienen cifras exactas de cuántos alumnos de pueblos originarios ingresan a educación superior, pero se destaca que son limitados y aquellos que logran graduarse son aún menos, esto debido a múltiples factores como puede ser el idioma, la comunicación, la adaptación, la discriminación, el factor económico, entre otros. En este sentido, el presente proyecto se considera de relevancia porque hay escasez de estudios en esta línea. Por lo tanto se dará a conocer la experiencia de cinco estudiantes de pueblos originarios que asisten al Centro Universitario de Ciencias de la Salud con el objetivo de identificar las barreras que pueden dificultar su trayectoria académica. Además se investigarán aquellos aspectos que pueden favorecer su inclusión, a fin de apoyarles para llevar a cabo los ajustes necesarios que les permitan egresar de la carrera que están cursando.

Estigma y VIH en la era del siglo 21: Estigma y VIH

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El estigma asociado al VIH afecta las diferentes esferas de la vida de la persona viviendo con la enfermedad. Este estudio tiene como objetivo describir la relación entre los trabajadores de la salud y las personas viviendo con VIH, e identificar las conductas estigmatizantes a las que ellas están expuestas en contexto intra y extrahospitalario. Se trata de un estudio cualitativo en personas viviendo con VIH en la región del Maule, Chile. Los principales resultados del estudio permiten constatar una presencia de comportamientos de estigma hacia las personas viviendo con VIH, tanto en el ámbito de lo público (fuera del mundo hospitalario), como en lo hospitalario. Se trata de un estigma contra el VIH arraigado en la consciencia de la población que se traspasan de generación en generación. Una educación y prevención permanente en el tiempo, desde la infancia y de forma transversal permitirá de erradicar el estigma asociado a la enfermedad.

Los proyectos de vida saludables en los jóvenes y el desarrollo de competencias para una vida sustentable

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De acuerdo con los Objetivos de Desarrollo Sostenible, los jóvenes constituyen una población vulnerable que requiere ser puesta en la agenda pública para generar acciones que permitan el desarrollo de su bienestar. Posteriormente a la pandemia por covid 19, esta población aumentó los índices de síntomas relacionados con la depresión, ansiedad, estrés, desesperanza y pérdida del sentido de la vida, impactando en su proyecto de vida y expectativas hacia el futuro. El objetivo de este trabajo es presentar una propuesta del modelo que hemos trabajado sobre proyectos de vida saludables, el cual tiene como fundamento el modelo de determinantes sociales de la salud desde una perspectiva biopsicosocial, el enfoque de competencia genuina y la calidad de vida desde la multidimensionalidad que implican los factores socioambientales como el apoyo social, las condiciones económicas, servicios sociales, sanitarios, calidad del ambiente y factores culturales, así como los factores personales que implican el estado de salud biopsicosocial, actividades de ocio, satisfacción vital, interacción social y habilidades funcionales, con el propósito de que los jóvenes orienten sus proyectos de vida hacia el desarrollo de conductas de autocuidado y la recuperación del sentido de vida que permita una mejor inclusión en la sociedad ante esta era de incertidumbres.

Innovación docente en el marco del “Proyecto Social Real”: Presentación de dos casos de proyectos de aprendizaje-servicio - Exposición sobre Estigma y Salud mental y Obra audiovisual en Constantina

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Esta comunicación expone los principales resultados de dos proyectos de aprendizaje-servicio realizados en el marco del “Proyecto Social Real”, proyecto de innovación docente financiado por la Universidad Complutense de Madrid que cuenta con una trayectoria de 12 años de recorrido y en el que han participado miles de alumnos, un centenar de ONG y otras entidades de carácter no lucrativo, vinculando los conocimientos de nuestros alumnos con la educación y el compromiso social, mediante trabajos reales que logran una gran difusión entre una amplia diversidad de públicos. Presentamos un primer caso en el que se realizó una exposición audiovisual colaborativa e itinerante sobre Estigma y Salud mental, a partir del trabajo conjunto de estudiantes, fotógrafos, docentes, investigadores y empresa. En segundo lugar, mostramos otro caso de aplicación de nuestra metodología de innovación educativa, consistente en una obra audiovisual realizada en Constantina (Sevilla) acerca de la primera escultura en Europa realizada a una persona con síndrome de Down, gracias a las alianzas generadas entre estudiantes, docentes, asociaciones, medios de comunicación, vecinos y la propia alcaldía del pueblo.

Estudio para la sustentación del rediseño de la didáctica de aprendizaje digital del programa de alfabetización digital para adultos mayores

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Richard De Jesus Gil Herrera

El programa de alfabetización para personas mayores surgió como una propuesta de acción, de acuerdo a los resultados de investigación de las condiciones de las personas mayores a un mes del COVID-19. Se evidencia el poco uso de los dispositivos y aplicaciones electrónicas. En agosto del 2019 se inicia el piloto de la Escuela Digital 60, de forma gratuita y a nivel nacional, dirigido personas mayores motivadas a aprender sobre el mundo digital en un encuentro semanal virtual sincrónico de 2 horas, bajo la responsabilidad de un facilitador del tema y el apoyo de estudiantes de pregrado de la universidad, que se denominan tutores digitales. Luego de 4 años de experiencia, se ha desarrollado un modelo de gestión didáctica digital, que vigila tres elementos claves del proceso de enseñanza aprendizaje: 1) las interacciones entre el docente, el tutor digital, alumno y los contenidos, 2) las estrategias didácticas digitales y 3) las condiciones institucionales para el desarrollo del Programa de Alfabetización Digital de las personas mayores. Para monitorear y evaluar los objetivos fundamentales de creación del programa se ha desarrollado un componente de monitoreo de los cambios culturales tanto de los tutores digitales que ofrecen sus competencias y habilidades nativas de uso de TIC, y el proceso de transformación de los patrones de conducta digital de los nuevos cibernautas que se forman en la Escuela Digital 60, se evidencia con las dos promociones de graduados y la dinámica de las interacciones en medios digitales que ellos han logrado.

Formación docente participante en inclusión

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Para que se produzca la inclusión real en los centros educativos, la implicación y formación del profesorado es fundamental. El objetivo de esta experiencia fue desarrollar una formación en inclusión en la que los docentes participaran en todo el proceso. Se comenzó con una metodología cuantitativa en la que se elaboró un cuestionario para detectar las necesidades de formación en inclusión de los docentes de un IES. La población total era de 53 docentes y respondieron 33 docentes. En base a las respuestas del cuestionario se elaboró un curso de formación en inclusión en el que se inscribieron 18 docentes. Durante el curso se fueron recogiendo los comentarios para llevar a cabo el análisis del discurso. También se analizaron los productos elaborados por los participantes en forma de cartel y de tarea individual. Por último, se realizó un cuestionario con dos preguntas abiertas que se analizaron de manera cualitativa y un cuestionario cuantitativo. Los resultados indican un mayor conocimiento de las características del alumnado TEA, TDAH y con discapacidad intelectual, un mayor conocimiento teórico sobre el DUA y, sobre todo un mayor manejo práctico de herramientas que permitan utilizar el DUA en las aulas y un mayor grado de sentimiento de capacidad para responder a la diversidad en las aulas. No obstante, existe una mayor necesidad de formación práctica. Como conclusiones se plantea que la formación ha resultado útil y que es necesario trabajar en co-docencia y coordinación y realizar más experiencias prácticas.

Desarrollo del pensamiento crítico en estudiantes con necesidades de aprendizaje

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Mayra Anguisaca, Universidad Politécnica Salesiana, Ecuador

Las principales dificultades que se presentan en las instituciones educativas para plantear y orientar las estrategias que permitan desarrollar el pensamiento crítico de los estudiantes con necesidades de aprendizaje es que no existen lineamientos institucionales bien definidos, además de la escasa capacitación y el poco interés de algunos docentes para aprender sobre este tema. Ante esta realidad, la presente investigación tuvo como objetivo analizar la incidencia del desarrollo del pensamiento crítico en estudiantes con necesidades de aprendizaje, mediante la aplicación de instrumentos de investigación que permita establecer estrategias que propicien un aprendizaje activo. El método utilizado en este proceso investigativo se basó en un estudio a nivel cuantitativo y cualitativo, utilizando un enfoque de investigación mixta, en donde se utilizó la técnica de la encuesta aplicada a 22 estudiante y a 19 docentes con su debido consentimiento. Además, se realizó una entrevista personal a la vicerrectora de la institución educativa, con la finalidad de cotejar la información que se recolectó y conocer la realidad de la población en estudio en cuanto al desarrollo del pensamiento crítico. En cuanto a los resultados, se evidencia la importancia de generar espacios en donde se promueva la reflexión, análisis, resolución de problemas y toma de decisiones a partir de la aplicación de actividades o estrategias como debates, exposiciones, trabajos en grupo que se realizan en clase, con el objetivo de desarrollar las habilidades básicas para el desarrollo del pensamiento crítico de los estudiantes con necesidades de aprendizaje.

Aprendizaje Significativo de Operaciones Básicas Matemáticas en alumnos de segundo de secundaria de una escuela publica

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El Aprendizaje Significativo de Operaciones Básicas Matemáticas (ASOBM) va más allá de memorizar algoritmos, ya que implica comprender la lógica y aplicación de las Matemáticas en situaciones reales. De acuerdo con evaluaciones nacionales e internacionales (MEJOREDU, PLANEA, PISA), más del 50% de los estudiantes enfrentan dificultades en tareas de conteo relacionadas con operaciones básicas. El objetivo del presente trabajo es analizar el Nivel de ASOBM de los estudiantes de segundo grado de una secundaria pública, para lo cual se administraron una prueba de aprovechamiento y dos redes semánticas. La prueba de rendimiento permitió observar promedios inferiores a 5 en los resultados generales de los estudiantes y de manera particular, en una de las redes semántica se observó que los estudiantes experimentan emociones negativas en la asignatura de matemáticas, además de estrés y dificultades para el aprendizaje de la disciplina. Se propone llevar a cabo una intervención para mejorar ASOBM de los estudiantes, como alternativa para potenciar el rendimiento y mejora de sus habilidades.

Estudio sobre las diferencias individuales y su relación con el aprendizaje de los estudiantes en el nivel medio superior del IPN: Diferencias individuales y su relación con el aprendizaje

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El aprendizaje en los estudiantes desde ya hace algunos años se ha visto impactado por la gran variedad de diferencias que se presentan, que aunque sean visibles o demasiado evidentes, tal vez no sean detectadas por el profesorado. La personalidad, el rendimiento académico y algunas otras variables tienen una relación cercana dentro del desarrollo académico de los estudiantes, de forma que impacta en su futuro académico. Dentro de estas variables encontramos a la edad, el nivel que se encuentran cursando, el eje fundamental que representa la motivación y el apoyo que reciben durante su estudio. Por otro lado, es necesario tener claridad sobre el significado que tiene el rendimiento académico, concepto que ha tomado gran relevancia en los últimos años, concepto que ha disminuido a la inteligencia considerada como variable fundamental en el aprendizaje de los estudiantes, como lo afirma Náchter. Es claro que el rendimiento académico está ligado hasta hace pocos años con factores asociados a la intelectualidad. Así, Cattell afirma que la inteligencia, la personalidad y la motivación son variables que se encuentran presente y desempeñan un papel fundamental en el rendimiento académico de los estudiantes.

El efecto de la intervención en psicología positiva para disminuir las emociones negativas en los maestros de una primaria pública: Taller de emociones positivas

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Las emociones positivas son aquellas en las que predomina la valencia del placer o bienestar; permiten cultivar las fortalezas y virtudes personales, aspectos necesarios y que conducen a la felicidad. El propósito de la intervención en psicología positiva es disminuir las emociones negativas en los maestros de una escuela primaria pública. Según estudios de Fredrickson, las emociones positivas permitirían a la persona desarrollar esquemas y habilidades que conllevarían una ampliación de competencias y de acción. Descubrió que cuando experimentamos emociones positivas, expandimos nuestra mente y fortalecemos nuestra recursividad de maneras que nos ayuda a ser más resilientes frente a la adversidad y a lograr lo que antes sólo podíamos imaginar. Con base en sus estudios se aplicó su test en docentes de mi centro de trabajo, a fin de integrar un equipo propositivo lo cual repercute en la motivación y, por ende, en el aprendizaje de los alumnos.

Vivencias académicas y características sociodemográficas del estudiantado de un programa de inclusión social para el acceso a la educación superior: Retos en el primer año de las trayectorias universitarias

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La expansión mundial de la educación superior y la progresiva incorporación de estudiantes tradicionalmente excluidos por razones económicas, culturales, entre otras, demanda examinar este escenario desde la perspectiva del derecho a la educación superior y equidad. Así, la investigación tuvo como objetivos identificar qué dimensiones de sus vivencias académicas fueron satisfactorias para un grupo de estudiantes becarios de un programa de inclusión social del Estado Peruano durante el primer año en una universidad y analizar qué variables sociodemográficas se asocian con dichas vivencias, dado que los estudiantes, además de presentar diversas condiciones de vulnerabilidad, proceden de diversos entornos culturales y geográficos. Desde la perspectiva de la equidad inclusiva, esta información es esencial para que las universidades respondan con pertinencia y calidad. Se utilizó una metodología cuantitativa y se aplicó un cuestionario sociodemográfico y la versión adaptada y validada por Abello, Díaz y Pérez del Cuestionario de Vivencias Académicas (QVA-r), cuya versión original es de Almeida, Ferreira y Soares. Se realizó un análisis de validez y confiabilidad de QVA-r y un análisis estadístico descriptivo y correlacional. Se encontraron diferencias estadísticamente significativas entre una o más dimensiones de las vivencias académicas y algunas de las variables sociodemográficas, aspectos que ameritan mayor profundización. El QVA-r mostró adecuados índices de confiabilidad. Respecto de la validez, se realizaron algunos ajustes al modelo evaluado, por lo que convendría aplicarlo en posteriores estudios con poblaciones similares. La información obtenida contribuye a la identificación de señales de alerta en el primer año universitario y su oportuna atención.

Salud Mental Positiva en docentes de educación básica en instituciones públicas

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La OMS refiere que la Salud Mental Positiva (SMP) es un estado de bienestar mental que capacita a las personas para enfrentar el estrés, desarrollar habilidades, aprender y contribuir a la comunidad. En investigaciones en México, la SM en docentes se ha trabajado desde perspectivas patológicas; sin embargo, se destaca la importancia de promover la SMP para prevenir riesgos y mejorar el bienestar. El objetivo del presente estudio es caracterizar la SMP en una muestra de 300 docentes de educación básica en instituciones públicas, para lo cual se utilizó la Escala de SMP de Luch, en la que se evalúan factores como la satisfacción personal, actitud prosocial, autocontrol, autonomía, resolución de problemas, habilidades de relación interpersonal; además se incluyeron encuestas y ejercicios de redes semánticas. A partir de los resultados, se observa que los niveles de SMP son insuficientes en los docentes. Por lo tanto, se sugiere que la Estrategia Nacional de Formación Continua priorice la implementación de programas de prevención de Salud Mental Positiva.

La diversidad en la enseñanza secundaria de Andalucía

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En esta ponencia presentaremos los primeros hallazgos de la investigación que estamos realizando sobre la transmisión de la identidad en la educación obligatoria de la comunidad autónoma andaluza. Comentaremos los principales elementos vinculados a la diversidad que conforman el currículo académico, las prácticas escolares y otros elementos relacionados con la construcción de la identidad nacional en la escuela a través del análisis de discursos producidos por diferentes fuentes de información como los libros de texto o el profesorado.

Agenda 2030: Objetivos del Desarrollo Sostenible

Las medidas de conciliación laboral y su impacto en los empleados de las organizaciones turísticas portuguesas

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En la literatura se presta cada vez más atención al conflicto trabajo-familia y a las medidas de conciliación, en un contexto en el que se pretende alcanzar comportamientos cada vez más sostenibles. Portugal es uno de los países de la Unión Europea con mayores tasas de participación femenina en el mercado laboral (incluso las mujeres con hijos pequeños trabajan a tiempo completo). Sin embargo, se conocen pocas organizaciones portuguesas que ofrezcan prácticas de apoyo a la mujer y la conciliación. En este sentido el Libro verde sobre el trabajo del futuro 2021 establece una de las líneas de reflexión de la políticas públicas para el futuro del trabajo en Portugal es “Tempos de trabalho, conciliação entre a vida profissional e a vida familiar e direito à desconexão”. El objetivo general del trabajo es profundizar en el estudio del WFC y las WFP en el sector turístico de Portugal, en base a la literatura revisada. Para ello se plantean los siguientes objetivos específicos: Analizar el impacto de las WFP en diversas variables tales como el desempeño en el trabajo; el bienestar laboral, la motivación laboral; el apoyo organizativo; la satisfacción laboral; el compromiso de los empleados con la organización; el estrés laboral; el absentismo en el trabajo y la intención de abandonar; plantear modelos preliminares para un futuro estudio empírico, y establecer recomendaciones sobre las ventajas de las WFP para las organizaciones turísticas portuguesas, en base al estudio de revisión de la literatura. Todo ello estaría alineado con los ODS pertinentes.

Propiedades psicométricas de la versión corta de la Escala de Buen Trato en población mexicana

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Erika Macías Mozqueda

Norma Ruvalcaba, Universidad de Guadalajara, México

El buen trato es una competencia social que genera bienestar a partir de la interacción de afectos positivos, amabilidad y consideración por parte de otras personas y de uno mismo. Se ha encontrado que funge como factor protector frente a la agresividad física y favorece el desarrollo del bienestar en las familias con hijos pequeños. Su estudio en población adulta es todavía escaso, por lo que se hacen necesarias herramientas breves y confiables para su valoración. El objetivo propuesto es analizar las propiedades psicométricas de la versión corta de la Escala de Buen trato en población mexicana. La metodología consiste en un estudio instrumental con una muestra por conveniencia de 223 profesores de preparatoria de México. Se aplicó la Escala de buen trato de 37 ítems para ser procesada mediante el programa JASP para análisis factoriales exploratorios y confirmatorios. Se obtuvo un modelo final de 22 ítems distribuidos en cinco dimensiones con índices de ajuste adecuados ($\chi^2/g.l = 1.97$, CFI = .94, SRMR = .06, RMSEA = .066). De igual forma, se obtuvieron evidencias de validez y confiabilidad adecuadas (.82-.95, AVE .55-.78). Por último, se encontraron muestras de invarianza por sexo en los distintos modelos con restricciones ($\Delta CFI < .01$). La versión breve de la escala de buen trato es un instrumento válido y confiable que evalúa adecuadamente por sexo en población mexicana. Se recomienda confirmar en distintas poblaciones.

Mercadillo del Libro Solidario en la Universidad Complutense de Madrid, comprometida con la Economía circular: Agenda 2030

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La Asociación Trabajadores Sociales Solidarios nace en 1999 como exigencia profesional de trabajadores sociales. Se plantean una forma de cooperar al desarrollo de los pueblos con menos recursos, para lograr su autosuficiencia. Nuestra presencia internacional se ubica en América Latina y África. Una de nuestras actividades para conseguir fondos para llevar a cabo proyectos en los países del Sur son los "Mercadillos de Libros Solidarios", que se realizan en las Facultades de la Universidad Complutense de Madrid. Se tiene como objetivos para el curso académico 2023-2024 apoyar proyectos en Mozambique. Asimismo, sensibilizar sobre el problema de los países menos desarrollados a la comunidad universitaria. También, inculcar el hábito de la lectura, así como facilitar la lectura de libros donados a módico precio (la voluntad) a toda la comunidad universitaria. Por último, para las publicaciones que no son de interés se colabora con entidades solidarias que trabajan el reciclaje en diferentes modalidades. En este congreso queremos presentar los resultados de la colaboración entre el sector asociativo y universitario, así como los proyectos de cooperación financiados desde el 2018. Como conclusión, pretendemos que nuestras intervenciones apoyen a los ODS de la Agenda 2030 respecto a la sostenibilidad ambiental, económica y social inclusiva.

Aprovechamiento de residuos de espuma rígida de poliuretano (PUR) como aporte a los objetivos de desarrollo sostenible (ODS): Evaluación de dos alternativas enfocadas en reincorporar residuos de PUR a un ciclo de consumo responsable

Isabella Lopez, Universidad Nacional de Colombia, Colombia

Jherson Diaz, Universidad Nacional de Colombia, Colombia

El trabajo abarca la caracterización química, física y mineralógica de la espuma rígida de poliuretano (PUR), mediante múltiples ensayos como fluorescencia de Rayos X, espectroscopia de Rayos X y microscopia de barrido, además del análisis de su desempeño en dos alternativas de aprovechamiento, una mecánica y otra térmica. Dichos procedimientos se realizaron con el fin de evaluar opciones de manejo de PUR diferentes a los rellenos sanitarios, que aporten al cumplimiento del objetivo de producción y consumo responsable de la agenda 2030, debido a que se busca la reincorporación del residuo a un ciclo productivo, ya sea mediante su uso en la elaboración de materiales de construcción o la obtención de compuestos volátiles de valor agregado. Para el caso del tratamiento mecánico, se reemplazaron 4 diferentes porcentajes de arena por PUR para la fabricación de morteros aligerados, con el propósito de evaluar las propiedades mecánicas de compresión y flexión, así como las propiedades de absorción de agua, densidad y porosidad, con respecto a un mortero patrón sin adición de PUR. Entre los resultados se obtuvo una buena matriz cemento/PUR, buena relación agua/cemento y propiedades mecánicas positivas. Por otro lado, para el caso del tratamiento térmico, se evaluó el proceso de degradación de la PUR mediante termogravimétrica y pirólisis, además del análisis de los compuestos liberados durante los procesos, mediante ensayos de cromatografía de gases y espectrometría de masas. Dentro de los resultados se resalta la detección de compuestos de valor liberados, así como una baja tendencia de generación de residuales.

Las dimensiones de la sostenibilidad y el desarrollo sostenible en el ecosistema mediático de España

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Desde su aprobación por el pleno de los Estados miembros de la Organización de Naciones Unidas (ONU) en 2015, los Objetivos de Desarrollo Sostenible (ODS) han incrementado gradualmente su presencia en los medios de comunicación, especialmente en los años en los que se celebran cumbres por el clima. Tomando como referencia las tres dimensiones de la sostenibilidad y el desarrollo sostenible (ecológica-medioambiental, económica y social), el presente trabajo tiene como objetivo determinar cuál o cuáles son los temas relacionados con estos ámbitos que aparecen con mayor frecuencia en las noticias sobre los ODS y la Agenda 2030 en los diarios digitales con mayor audiencia de España. Como propuesta metodológica, se combinan técnicas cuantitativas y cualitativas utilizando herramientas de análisis estadístico y análisis semántico. Los principales resultados muestran que los temas relacionados con la vertiente social del desarrollo sostenible son los que cuentan con una mayor cobertura, en contraposición a las teorías que apuntan a una mayor difusión de temáticas medioambientales.

Hoteles eco-amigables: Preferencias del consumidor

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La tendencia de las personas hacia un comportamiento sostenible aumenta paulatinamente, lo cual afecta la percepción sobre la industria hotelera, que presenta alto consumo de recursos no renovables. Para saber qué factores son más determinantes para el consumidor al momento de elegir un hotel eco-amigable, se realizó un estudio cuantitativo sobre una muestra de 180 observaciones de la ciudad de Cali (Colombia) mediante el método de regresión logística sobre tres constructos planteados: factores de elección del hotel en general, prácticas ecológicas percibidas por el consumidor para la elección de un hotel y estrategias de marketing desarrolladas por el hotel. Los resultados muestran que los turistas priorizan las prácticas ecológicas que realizan los hoteles, especialmente la gestión sostenible (particularmente la reducción de la contaminación) y las certificaciones ecológicas, además de la calidad de la infraestructura e inclusión en sus instalaciones a personas con movilidad reducida. De esta manera, la gerencia de los hoteles debe destacar estos aspectos significativos en su gestión dado que puede aumentar considerablemente las probabilidades de elección del hotel, siendo elementos que satisfacen la demanda del turista sostenible, aportando beneficios económicos y dando respuesta a la necesidad urgente de atender las demandas de protección para la sostenibilidad del planeta.

Experiencia formativa de los Objetivos del Desarrollo Sostenible en la Universidad Complutense de Madrid: Agenda 2030

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En la Conferencia Mundial de Educación Superior de la UNESCO 2022, uno de los objetivos que se pone de manifiesto es garantizar una educación inclusiva y el desarrollo sostenible. En la Universidad Complutense de Madrid se implementa una iniciativa formativa "Voluntariado Social Sostenible inclusivo", organizada por estudiantado y profesorado de las Facultades de Trabajo Social y de Veterinaria. El objetivo es consolidar el desarrollo de competencias que capacite a los y las participantes para transmitir la importancia de la Agenda 2030, en la universidad y la comunidad, a través de la metodología ApS. En el proyecto han participado estudiantes y personas con diversidad intelectual. Uno de los resultados obtenidos, la organizó la primera compañía universitaria inclusiva, representan la obra "Quijote cabalga con los ODS" para dar a conocer los ODS. El proyecto se puede consultar en Repositorio institucional en acceso abierto de la Universidad. Como conclusión, se hace necesario en el contexto de la educación superior promover el enfoque de la sostenibilidad social inclusiva. Es clave que las universidades amplíen su política social y educativa para la búsqueda conjunta de soluciones y alternativas en la innovación docente, teniendo presente que sentar unas buenas bases es plantar una semilla para un futuro mejor.

La gestión contable en la sostenibilidad ambiental de hoteles: Revisión de prácticas de sostenibilidad con gerentes de hoteles en Cali (Colombia)

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Este trabajo presenta algunos de los resultados de una investigación que estuvo enfocada en analizar la función que tiene la contabilidad verde en la revelación de la sostenibilidad ambiental en las pymes del sector hotelero en Cali (Colombia), dada la importancia de estas organizaciones en el sector turístico y su sinergia con el mercado global y local. En primer lugar se encontró que existen 9 estándares ambientales de obligatorio cumplimiento en Colombia, 10 estándares de carácter voluntario a nivel nacional e internacional, y otras 15 internacionales voluntarias que rigen específicamente en algunos países. En segundo lugar se establecieron los indicadores que requieren dichas estándares ambientales, permitiendo que los hoteles puedan apuntar a varios estándares a través de estrategias más eficientes de sostenibilidad ambiental. Finalmente se realizó una indagación para contrastar las prácticas adelantadas por los gerentes de algunos hoteles pequeños y medianos en Cali, que si bien implementaron acciones buscando un impacto ambiental positivo en el marco de los ODS, debieron aplazar sus compromisos con certificados y sellos verdes debido a su afectación económica en la pandemia del COVID-19; por lo cual contablemente revelan muy pocas políticas y prácticas que aplican con relación a la sostenibilidad ambiental. El análisis de los resultados de esta investigación permitió el desarrollo de una propuesta para que los hoteles en Colombia que cumplan con la sistematización de los estándares estudiados, puedan enfocar eficientemente sus estrategias hacia la certificación de su gestión verde y demostrar así su compromiso con los objetivos de desarrollo sostenible.

El movimiento de desinstitucionalización en personas con discapacidad intelectual como desafío socio-ambiental

M^a Ángeles Quesada Cubo, Universidad Pablo de Olavide, España

Pese a la estimación a nivel mundial de que más del 5% de las personas presenta algún tipo de discapacidad intelectual (DI) y el reconocimiento de que la vivienda es un determinante social de la salud y la calidad de vida, sigue existiendo una gran necesidad científica y social en esta área de investigación. La gran complejidad de esta temática recae, por un lado, en la amplia gama de tipologías de modelos residenciales para DI fruto de su evolución en los últimos años y su inherente diferenciación por países, y por otro lado, en los cambios legislativos y de paradigma en la concepción de la discapacidad. Es por esto, que el propósito de esta comunicación es realizar un diagnóstico del estado de la cuestión, enfatizando en el movimiento de la desinstitucionalización que se ha desarrollado a partir de la década de los 60. La revisión exhaustiva de la literatura procedente de más de cinco bases de datos y el análisis bibliométrico permite explorar normativas, programas y modalidades, así como actores clave y la multitud de factores que han sido estudiados desde los 80, los cuales abarcan desde características del entorno y del personal hasta variables ambientales significativamente asociadas a resultados.

Desfile de moda sostenible e inclusiva-Innovar en la Agenda 2030: Experiencia significativa en la Universidad Complutense de Madrid

Eva Wan Sayago García, Universidad Complutense de Madrid, España
Zulma Yulieth Lozano Cabal, FUNDACIÓN PÍOS PROJECT, Madrid, España
Carmen Miguel Vicente, Universidad Complutense de Madrid, España
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Las universidades están incorporando planes, programas y proyectos de sostenibilidad ambiental, económica y social. Para impulsar las medidas en relación con la Agenda 2030 se cuenta con el aval de la Conferencia de Rectores de las Universidades Españolas. A continuación, se expone una experiencia significativa realizada en la UCM. La Fundación PÍOS PROJECT, cree en el poder transformador del arte. Nace ALFOMBRA VERDE, que es el título del TFM de la estudiante Eva Wan Sayago, quien cursa un Máster de Comunicación Audiovisual para la Era Digital de la Facultad de Ciencias de la Información. La colaboración con la diseñadora surge a través de U4IMPACT, Oryon Universal y la Cámara de Comercio de Madrid. ALFOMBRA VERDE, cumple con la esencia de la Fundación PÍOS PROJECT, de enseñar a personas en situación de vulnerabilidad el arte de la costura con del rediseño de ropa reciclada. Cabe señalar que AFADIS-UCM, junto con la Delegación de la Decana para la Diversidad y Sostenibilidad de la Facultad de Trabajo Social y la Fundación PÍOS PROJECT promueven los primeros desfiles sostenibles e inclusivos en la Universidad. Se suman a este proyecto el Vicerrectorado de Tecnología y Sostenibilidad, Delegación del Rector para el Consorcio Urbanístico y Campus y Estudios Estadísticos, Bellas Artes Ciencias Económicas y Empresariales, Aula de Educación Ambiental del Ayuntamiento de Pozuelo de Alarcón y con patrocinio. Como conclusión, queremos brindar información que pueda orientar la intervención e investigación del personal docente e investigador y de los profesionales de los entornos académicos y laborales.

Análisis del impacto de los Objetivos de Desarrollo Sostenible en un Grado en Educación Primaria

Amalia Herencia Grillo, Universidad Isabel I de Castilla, España

Los Objetivos de Desarrollo Sostenible se crean en 2015 y se estructuran en 17, que "persiguen la igualdad entre las personas, proteger el planeta y asegurar la prosperidad como parte de una nueva agenda de desarrollo sostenible. Un nuevo contrato social global que no deje a nadie atrás." En España, el Ministerio de Derechos Sociales y Agenda 2030 es el encargado de analizar los datos de implementación, de manera irregular. En el caso concreto del ODS 4, "Educación de calidad", los datos del Ministerio son de 2022 en cuanto al grado de escolarización de niños mayores de 5 años, educación de adultos, índice de colegios con electricidad y de finalización de estudios de primaria y secundaria. El resto de indicadores ofrece datos de 2018, 2017 e incluso 2012. Este seguimiento irregular indica que el grado de seguimiento de los ODS4 no tiene la importancia proclamada en la Agenda 2030, por lo que hemos querido valorar la presencia de los ODS en el Grado de Educación Primaria de la Universidad de Barcelona, curso 2021-2022, utilizando la herramienta QDA Miner. Los resultados apuntan a una desconexión total entre las competencias reflejadas en estos planes docentes y el ODS4, por lo que podemos concluir que es necesaria una revisión no sólo de cómo los grados en educación siguen y aplican los Objetivos de Desarrollo Sostenible sino, también, de qué medidas se llevan a cabo para incorporar estos ODS en la práctica docente diaria en este departamento.

Influencia del liderazgo femenino de empresas europeas en la contratación de personas con discapacidad

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A pesar del reconocimiento en la legislación mundial de los derechos laborales de las personas con discapacidad (PcD), estos continúan subrepresentados en el mercado laboral. Estudios previos demostraron que la diversidad de género en altos niveles empresariales puede favorecer la contratación de otras minorías diversas. Por tanto, el propósito de este artículo es examinar la influencia de la diversidad de género en los consejos de administración de las empresas y equipos de alta dirección (EAD) sobre la contratación de las PcD en las organizaciones. Este estudio adquiere gran relevancia teórica y práctica al ser el primero en analizar esta relación en los dos niveles más altos de la firma avanzando en el conocimiento sobre la promoción de la diversidad en las organizaciones. Con base en las teorías del escalón superior y teoría del rol social y para contrastar las hipótesis, llevamos a cabo un estudio longitudinal de una muestra de empresas europeas extraídas de la base de datos ESG de Refinitiv de Thomson Reuters Eikon. Nuestros resultados confirman una relación positiva entre la diversidad de género en los consejos de administración y el EAD y la contratación de PcD. Ampliamos el conocimiento sobre el efecto de la diversidad de género en liderazgo en las acciones inclusivas de la diversidad empresarial, centrándonos en la dimensión específica de la discapacidad. Este estudio da lugar a implicaciones teóricas, gerenciales, prácticas y políticas abriéndose nuevas vías de investigación para futuros análisis que puedan mejorar la inclusión de las PcD en las organizaciones.

Diversidad en las organizaciones: Psicopolíticas del neoliberalismo y posibilidades de gestión crítica

Fábio Ortolano, SENAC, Brasil

Este ensayo presenta un análisis de la gestión de la diversidad a partir de la psicopolítica del neoliberalismo descrita por Byung-Chul Han, con miras a una educación crítica para la diversidad. En el proceso de globalización de la cultura, inmersas en el modo de producción capitalista, las identidades se convirtieron en campos de ejercicio del poder y en mercancías. El sujeto de la performance, atomizado, se ubica en comunidades superficiales y temporales, y la construcción de su biografía permea la reproducción del capital. Seleccionando algunas investigaciones en Google Scholar y Scientific Electronic Library Online (SciELO) en Brasil, dialogando con experiencias de campo, observamos una apropiación del mercado para temas que han ganado prestigio social en la época contemporánea. El discurso positivo destaca más diversity washing que transformaciones profundas en las empresas. Las acciones institucionales y las técnicas de control psicopolítico han desplazado el significado de justicia social hacia movilidad social y representación centrada en los individuos. En Brasil, las minorías encuentran otra barrera para lograr plenos derechos: la cordialidad que preserva los lugares de privilegio. Para una búsqueda real de la diversidad, es necesario volver a la alteridad, una educación crítica sobre el tema, para construir otra relación con lo diferente, el tiempo y la información. Es necesario el arte de la atención, la escucha y la mirada comprometida, contemplando derechos redistributivos y reconocimiento combinado, a partir de un análisis y diagnóstico profundo de la institucionalidad.

Construcción colectiva de estrategias para sensibilizar a la comunidad académica de un programa de ciencias de la salud, respecto al reconocimiento y respeto de las diversidades humanas

Karen Milena Velasco Rey, Fundación Universitaria de Ciencias de la Salud-FUCS, Colombia

Según los resultados de una investigación, en los estudiantes de un programa académico del área de la salud existen diversidades que interfieren con el desarrollo de los aprendizajes esperados o generan percepciones de discriminación, y en los docentes de dicho programa y líderes de área de la institución a la cual pertenece existe un desconocimiento importante frente a estas diversidades, lo cual amerita que se lleven a cabo procesos efectivos de sensibilización respecto al reconocimiento y respeto que merece la diversidad humana. Por lo anterior, se busca construir colectivamente, con estudiantes y personal directivo, administrativo y docente de este programa, una o varias estrategias para sensibilizar a esta comunidad académica respecto al reconocimiento y respeto de la diversidad humana, a través de un enfoque mixto de investigación y un diseño de investigación exploratorio secuencial, en el que se llevarán a cabo procesos de recolección y análisis de información cuantitativa y cualitativa. Desde el enfoque cuantitativo se utilizará un método descriptivo de corte transversal y desde el enfoque cualitativo se utilizará un método hermenéutico, en el que se rescatarán los elementos del sujeto por sobre los hechos externos a él y se toma como eje fundamental el proceso de interpretación. Con este trabajo, se espera coconstruir una o varias estrategias de sensibilización para promover en la comunidad educativa de este programa académico una cultura intercultural/inclusiva, en la que se acepte de manera incondicional la diversidad estudiantil y se evite toda barrera para el aprendizaje y toda forma de discriminación.

Identidad y pertenencia

Pueblos fundantes de Colombia y raíces del propósito nacional

Alfonso Avellaneda Cusarí, Universidad El Bosque, Colombia

El proceso que debe llevar a la construcción de una nación colombiana democrática con dignidad y autonomía debe partir de redescubrir los elementos fundamentales que nos caracterizan y que nos dan identidad. Se destacan dos componentes que explicarían hoy lo que somos como pueblo colombiano: El primero, la identidad a partir de los orígenes y la importancia de los pueblos fundantes en este aspecto, indígenas, afrodescendientes y mestizos que tienen diversas y complejas expresiones territoriales que se expresan con fuerza hoy con los pueblos indígenas en Amazonia, La Guajira, el Chocó Biogeográfico, la Sierra Nevada de Santa Marta y el Catatumbo; los pueblos afrocolombianos en el Chocó Biogeográfico, el Cauca y la región Caribe; los campesinos mestizos en la zona Andina, los valles interandinos y la Orinoquia y otros pueblos como los árabe descendientes en el Caribe insular y en algunas ciudades de la Costa Atlántica, sin olvidar el pueblo raizal de San Andrés y Providencia. El segundo, la identidad de la lengua castellana, que no fue exactamente la que llegó de España, sino el español apropiado y mestizado por los diversos pueblos indígenas, negros y campesinos que la han enriquecido con infinitas nuevas palabras, dándole una característica especial y única con sus ricas expresiones regionales de gran belleza sonora y significativa, que enriquecen su estructura idiomática y expresiva reconocida más allá de las fronteras como la mejor forma del español hablado y una de las mejores formas del español escrito, cuyo testimonio más significativo es la obra garciamarquiana.

El rol de apoyo familiar y social en estudiantes internacionales

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Este estudio cualitativo tiene como objetivo describir el papel que juega el apoyo familiar y social para los estudiantes internacionales. Se realizaron 17 entrevistas semiestructuradas con estudiantes internacionales de posgrado de nueve países diferentes en una universidad de una región remota de Quebec. Los principales resultados muestran que, si bien los participantes experimentaron problemas como aislamiento físico y social, dificultad para satisfacer sus necesidades básicas y construir relaciones sociales, pudieron encontrar refugio en la consolidación y el mantenimiento de los vínculos con la familia y amigos que quedaron en el país de origen. Podemos concluir que el acercamiento con su comunidad en su país de origen puede haber desempeñado un papel destacado en el fortalecimiento de vínculos amistosos que contribuyeron positivamente a romper su aislamiento y promover su resiliencia.

Factores de exclusión e inclusión en el acceso a un empleo de personas trans

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Considerando el ámbito laboral como uno de los pilares sobre el que se desarrollan las personas en las sociedades modernas, las problemáticas sociales y laborales a las que se enfrentan las personas LGTBI+, y específicamente los desafíos constantes en el acceso y mantenimiento de un empleo por parte de las personas trans, esta propuesta trata de exponer aquellas cuestiones presentes antes y durante los procesos para acceder a un puesto de trabajo. A través de una metodología cualitativa, con un diseño descriptivo y con la entrevista semiestructurada como técnica de recolección, se han analizado los discursos de 15 profesionales de la intervención social en España que trabajan el ámbito laboral de las personas trans en entidades del tercer sector o programas públicos. Con ello, se han identificado una serie de elementos facilitadores y obstaculizadores en el acceso a un empleo por parte de este colectivo. Entre ellos, destacan los factores identitarios (cispasing y cambio registral) y el nivel formativo como aquellos que permiten una mayor inserción laboral, mientras que una mayor edad, un menor tamaño de la empresa y un exceso de expectativas genera mayores probabilidades de exclusión laboral. En conclusión, los esfuerzos profesionales deben ir hacia una mayor comprensión del entorno social en el que se encuentran, trabajando factores tanto externos como internos que eviten la cronificación de la exclusión social y laboral de las personas trans.

Pinkwashing y gentrificación en Puerto Vallarta: Espacios de normalización de la violencia hacia la Comunidad LGBTQ+ en México

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El pinkwashing, o lavado rosa, se basa en el uso de la presunta protección de los derechos LGBTQ+ para hacer la promoción de productos, venta de servicios y la ocupación de espacios inmobiliarios por instituciones, empresas y medios de comunicación, aunque, en el fondo, no existen un respeto real o la generación de políticas, prácticas y cultura basadas en la inclusión de los miembros de la comunidad LGBTQ+. Uno de problemas relacionados con más frecuencia con el pinkwashing es la gentrificación y el turismo basado en la orientación e identidad de género, lo que ha llevado a un proceso de renovación y reconstrucción urbana, desplazando a las personas consideradas como "marginados" a las zonas periféricas, lo que trae consigo efectos ambientales en los espacios gentrificados y el "aburguesamiento", lo que termina desplazando a los mismos miembros de la Comunidad LGBTQ+, teniendo afectaciones en sus comportamientos y formas de interacción respecto a otros miembros de la Comunidad. En el presente trabajo se expone el caso de Puerto Vallarta, en México, respecto a la gentrificación de la Zona Romántica, la cual ha tenido un alto incremento de inmobiliarias "gay friendly", afectando espacios ambientales; aunado al daño en la salud comportamental de quienes viven en dichos lugares, derivando en crímenes por transfobia y homofobia; además de la proliferación de espacios de venta de drogas. Se exponen los peligros de dichas estrategias "retóricas", tanto en los espacios ambientales, como en los miembros de la comunidad LGBTQ+ en la Zona Romántica de Puerto Vallarta, Jalisco.

Diversidad, políticas de empleabilidad y significados del trabajo en Brasil: Un análisis sobre la producción académica acerca de la empleabilidad LGBTI+, personas con discapacidad (PCD) e inclusión racial

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Las transformaciones en el mundo laboral en las últimas décadas del siglo XX y en el presente siglo presentan características complejas que han impactado a la clase trabajadora. Se han observado factores como cambios en el modelo productivo, el aumento de los servicios, avances tecnológicos y la migración de trabajadores a países del Norte Global, así como la creciente desregulación y pérdida de derechos laborales. Considerando este contexto, este estudio analiza la producción académica en lengua portuguesa sobre empleabilidad LGBTI+, personas con discapacidad (PCD) e inclusión racial, utilizando Google Académico. Se encontraron 116 documentos, de los cuales 33 tratan sobre inclusión racial, 37 sobre empleabilidad LGBTI+ y 46 sobre inclusión de PCD. Sorprendentemente, la inclusión racial tuvo menos documentos, a pesar de la expectativa contraria. El uso de descriptores diferentes podría cambiar esta dinámica, como "racismo en el trabajo", "LGBTIfobia en el trabajo" y "capacitismo en el trabajo". El estudio está en una fase inicial y continuará con el análisis del contenido de estos documentos. Se investigará la conexión de las estrategias de lo que se denomina gobernanza corporativa, ambiental y social (ESG) con la inclusión laboral, considerando experiencias organizativas como luchas sindicales y cooperativismo, que buscan la emancipación de la clase trabajadora en contraposición a los procesos neoliberales.

24/7 - Un análisis de la modalidad interna de las empleadas de hogar migrantes desde la Grounded Theory: ¿Las eternas cenicientas?

Patricia Martín Jiménez, UNED, España

Con este artículo se pretende estudiar y analizar la supuesta explotación laboral a las que son sometidas las empleadas de hogar inmigrantes, especialmente aquellas que se encuentran en situación irregular en España. Este trabajo nace a raíz de una pregunta: ¿Qué ocurre dentro de las paredes de las casas en las que vive una empleada de hogar migrante? ¿Se respetan sus derechos laborales? Si hubiera explotación, ¿Cuál puede ser la causa: la eterna dedicación las tareas domésticas o una posición racista de los empleadores? Para poder responder a estas preguntas, nos servimos de una serie de herramientas metodológicas, como son las entrevistas semiestructuradas y los grupos de discusión, siguiendo una serie de líneas de investigación para poder producir datos sobre nuestro objeto de estudio.

La cocina como práctica de paz, identidad y reconocimiento de mujeres rurales: Estudio de caso mujeres en construcción de paz (Sucre, Colombia)

Camila Rodríguez Calderón, Universidad de Caldas, Colombia

La cocina montemariana se ha mantenido después del conflicto como una propuesta de paz, precisando el rol que han desempeñado las mujeres en su territorio, sacando el trabajo de doméstico de lo privado a lo público y dejando su lugar tradicional para ser protagonistas por medio de sus conocimientos, entendiendo la cocina como forma de unión de una comunidad fragmentada por condiciones asociadas al conflicto armado. En la cocina se encuentran diversos diálogos de saberes ambientales del territorio y la comunidad, así como relaciones de inter y ecodependencia entre seres y objetos quienes dan vida a ésta. La presente investigación es el resultado de una tesis de Maestría. Específicamente en Ovejas, municipio de los Montes de María, se viven iniciativas y festejos alrededor de la cocina tradicional. Estas dependen de formas de trabajo y de conocimientos que son custodiados por las mujeres de la zona rural. La investigación tiene un corte cualitativo con una metodología etnográfica experimental que combina el trabajo, la escritura y la fotografía, mediante la participación en festivales, los cuales, celebrando alrededor de estas recetas autóctonas de la región, apuestan por la paz por medio de platos que resaltan la riqueza de los bienes naturales, las tradiciones culturales, la historia y memoria de los Montes de María.

Doble exclusión: La mujer inmigrante en la sociedad española

Jennifer Serrano García, Universidad de Granada, España

A menudo el género supone un factor añadido a la situación de exclusión a la que se ven sometidas muchas personas en España. La procedencia de las personas inmigrantes que llegan a nuestro país, condiciona la integración de esta en la sociedad. Esto se debe, principalmente, a la existencia de prejuicios y recelo frente a otras culturas. La mujer inmigrante presencia de este modo una doble exclusión, en primer lugar, derivada de su lugar de origen y, en segundo lugar, por ser mujer. Son cuestionadas y apartadas, más aún, si existen características físicas que las diferencian notablemente de “una mujer española”. Este es el caso de las mujeres procedentes de países del norte de África, generalmente mujeres musulmanas que, por razones religiosas y/o culturales, tienen otra forma de vestir. Por otro lado, la diversidad existente en la sociedad, así como la evolución de la misma no derivan siempre en avances en pro de la igualdad de las personas, si no que también aparecen otras formas de desigualdad social. La atención que reciben las mujeres inmigrantes ha de ser, por tanto, una atención integral que atienda a sus necesidades en todas las esferas de su vida, garantizando, de ese modo, una inclusión real en la sociedad de destino.

Visibilidad, funcionalidad, racionalidad e institucionalidad en los acuerdos de hermanamiento: Dos ejemplos de municipios mexicanos

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Los acuerdos de hermanamiento son la modalidad más antigua en la conducción de la actividad paradiplomática –las relaciones internacionales de los gobiernos locales–. Aunque se argumenta que han perdido el monopolio de la actividad internacional municipal, siguen siendo un instrumento de internacionalización muy usado, sobre todo por los gobiernos locales en América Latina. En este trabajo se analizan los 35 hermanamientos internacionales signados por los municipios de Oaxaca de Juárez y Guanajuato Capital, ambos municipios mexicanos. Se argumenta que la gran cantidad de hermanamientos firmados no conduce automáticamente a una actividad paradiplomática útil para la ciudadanía. La literatura especializada ha marginalizado cuatro componentes medulares para la conducción de una internacionalización provechosa de los municipios: la visibilidad, la funcionalidad, la racionalidad y la institucionalización. A través de un modelo que incluye los cuatro componentes, se aplicaron cuestionarios a ambos municipios a través de la Plataforma Nacional de Transparencia para evaluar la visibilidad, la funcionalidad, la racionalidad y la institucionalización de los 35 acuerdos de hermanamientos internacionales suscritos por ambos municipios. Los resultados sugieren una insuficiente visibilidad de los hermanamientos, una precaria funcionalidad, una cuestionable racionalidad en la selección de los hermanamientos y una escasa institucionalización y seguimiento de la mayoría de los hermanamientos internacionales de los que son parte estas dos capitales mexicanas.

Enfoque de género en la consolidación de espacios democráticos de participación para las mujeres en el nivel territorial en Colombia: Diversidad y organización

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El activismo de las mujeres como elemento central de la sostenibilidad social ha estado presente en la historia de Colombia expresado en liderazgo movilizador, aún desde los inicios de la República; sin embargo, la normatividad que propicia una efectiva participación política y social femenina ha venido desarrollándose sólo en las últimas décadas. Además, fenómenos como la invisibilización de la mujer en los espacios de decisión y/o su exclusión de los mismos, por omisiones normativas o por prácticas deliberadas, siguen estando presentes. Por su parte, algunas políticas públicas pretenden avanzar en materia de intervención política y liderazgo de mujeres, en donde se ubica una línea de trabajo para el empoderamiento femenino en el nivel territorial, subrayado incluso en el Acuerdo final para la terminación del conflicto interno de 2016, que se distinguió por su enfoque territorial y de género. En este marco, el objetivo central del texto es describir los espacios democráticos para la participación de las mujeres en el nivel territorial en Colombia y su proceso de consolidación. Para ello se desarrolla una metodología con enfoque cualitativo, desde el paradigma hermenéutico con aplicación de técnica de revisión documental, que permite evidenciar la manera en la que la actividad legislativa, jurisdiccional y administrativa desplegada por el Estado colombiano ha venido cristalizando mecanismos para la efectiva participación ciudadana de la mujer, exponiendo casos concretos de espacios participativos dirigidos a mujeres en el orden departamental, distrital y municipal, como esfuerzos de innovación para la sostenibilidad ambiental, cultural, económica y social.

La diversidad en la atención e inclusión de personas refugiadas: Experiencias y lecciones aprendidas desde las metodologías participativas

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Esta comunicación aborda la atención e inclusión de personas refugiadas desde la diversidad, reconociendo la complejidad de sus necesidades y la limitación de los recursos en las instituciones que prestan servicios a este colectivo. Se presenta un caso práctico basado en el codiseño de estrategias de atención e inclusión mediante metodologías participativas desde la Investigación-Acción participativa y la Investigación e Innovación Responsables (RRI). Así, se involucra activamente a personas refugiadas en la formulación de políticas y estrategias que afectan directamente a sus experiencias vitales evitando su invisibilización. Las Unidades de Investigación-Acción (ARU) ofrecen una ventaja metodológica al canalizar la inclusión, la participación abierta y la transparencia para dar respuestas a desafíos globales desde una perspectiva local. Esta investigación es fruto del proyecto RAISD financiado por la Comisión Europea bajo el Programa Horizonte 2020 y en el que participaron 8 socios de 7 países distintos. Solamente en España, más de 30 personas se unieron a la ARU entre investigadores, responsables de políticas, representantes de entidades, empresas, docentes y miembros de la sociedad civil incluyendo a los propios beneficiarios finales: personas refugiadas y solicitantes de asilo. En esta comunicación se detalla el proceso, los resultados obtenidos y los desafíos encontrados tras la participación activa de estos stakeholders durante los más de tres años del proyecto RAISD y que continúa vigente demostrando la efectividad de la colaboración entre los distintos actores involucrados.

El alfabetismo mediático y los procesos de formación-información

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El Alfabetismo Mediático es la habilidad de comprender y usar los medios masivos en forma asertiva con un entendimiento informado y crítico de los medios, así como de las técnicas que emplean y de sus efectos. En esta definición, se combinan las habilidades para leer, analizar, evaluar, producir, comprender y producir contenidos en diversos formatos digitales /impresos (audio, video, textos). Este documento define como objetivo de investigación identificar el marco normativo del alfabetismo mediático para analizar sus implicaciones en los procesos de formación-información a la ciudadanía. Los resultados servirán para fortalecer las estructuras de contenido en el diseño de estrategias de alfabetismo mediático.

Participación del estudiantado en los procesos de mejora de la calidad en la Facultad de Educación de la UCM

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El estudio analiza los diferentes modos de participación activa del estudiantado en la mejora de la calidad en la Facultad de Educación de la UCM, así como el grado de participación real en relación con cada una de las vías de participación. Se analizan las dificultades encontradas para el uso efectivo de las vías existentes y se realizan propuestas de mejora para incrementar la participación.

Los retos de los Centros de Justicia para las Mujeres (CJM) en México

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Este trabajo aborda los desafíos enfrentados por los Centros de Justicia para las Mujeres (CJM) en México, tomando como referencia antecedentes internacionales y nacionales de los CJM. Ello resulta importante para conocer el contexto de creación y el marco normativo que las sustenta. Se presentará también una metodología diseñada por la ponente donde se evaluaron a los 55 CJM, lo cual conducirá a para presentarán los retos y conclusiones los cuales son cruciales para los derechos humanos de las mujeres.

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Fundada en 1984, Common Ground Research Networks está comprometida con la construcción de nuevos tipos de Redes de Investigación, es innovadora en sus medios de comunicación y con una visión a futuro en sus mensajes. Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales:

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El equipo de desarrollo de Common Ground Media Lab ha estado trabajando incansablemente para crear una plataforma web de última generación adecuada para un congreso mixto. El componente online es un pilar de comunicación, dado que permite a los ponentes y oyentes asistir de modo presencial u online.

La plataforma de CGScholar está desarrollada por Common Ground Media Lab, la rama de investigación y tecnología Common Ground Research Networks.

Common Ground Research Networks ha desarrollado ecologías de conocimiento y tecnologías de comunicación sobre la investigación académica desde 1984.

Nuestra premisa ha sido que las plataformas mediáticas –pre digitales y ahora también digitales– a menudo no han sido diseñadas para estructurar y facilitar una economía de conocimiento rigurosa, democrática y sostenible.

CGScholar es una plataforma que busca convertirse en un espacio de mercado confiable para el trabajo relativo al conocimiento, uno en el que los procesos de democratización rigurosos en la generación de conocimiento, recompense a los participantes y ofrezca una base segura para la creación y distribución sostenible de artefactos de conocimiento digital.

La plataforma de CGScholar es hoy en día usada por trabajadores del conocimiento tales como facultades universitarias para transmitir experiencias de e-learning; escuelas innovadoras que desean desafiar los métodos de aprendizaje y evaluación usados tradicionalmente; organizaciones gubernamentales y no gubernamentales que conectan el conocimiento local y la experiencia con objetivos de políticas más amplias y resultados mensurables. Cada uno de estos casos ilustra las diferentes comunidades del conocimiento que CGScholar sirve, al mismo tiempo que abre espacios para voces nuevas y emergentes en el mundo de la comunicación académica.

Con más de 27.000 trabajos publicados y 200.000 usuarios, hemos recorrido un largo camino desde nuestra primera aplicación web veinte años atrás. Pero todavía consideramos que esto es únicamente el principio. Como una organización sin ánimo de lucro, la misión que guía a Common Ground Research Networks es la de apoyar la creación de una sociedad mejor e informar a los ciudadanos a través del rigor y del desarrollo de prácticas del conocimiento caracterizadas por la inclusión social, ofreciendo para ello espacios académicos de comunicación presenciales y online.

Colaboradores

Agradecemos el generoso apoyo de:



¡Así como a los miembros de la Red de Investigación!

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El cambio climático es uno de los problemas más apremiantes a los que nos enfrentamos hoy día. Es de interés común que todos participemos en un cambio sistémico con el que evitar la catástrofe climática. En Common Ground Research Networks, nos comprometemos a desempeñar nuestro papel como agente de transformación, promoviendo la concienciación y haciendo todo lo posible para liderar con nuestro ejemplo. Nuestra Red de Investigación "Climate Change: Impacts and Responses" ha sido un foro en el que compartir hallazgos críticos y donde involucrarse en cuestiones científicas, teóricas y prácticas que surgen de las realidades del cambio climático. Hemos sido parte del debate político global como observadores oficiales de la COP26 en Glasgow. Y somos signatarios de los "Objetivos de Desarrollo Sostenible de la ONU – Convenio de editores" y de la iniciativa de las Naciones Unidas "Neutralidad Climática Ahora".

Medición

En 2022 comenzamos un seguimiento y medición de las emisiones que producimos en todas las fases de nuestra actividad. El objetivo es conseguir hacernos una imagen completa de nuestras bases para identificar las áreas donde las emisiones pueden ser reducidas y construir un plan de acción a largo plazo basado en la herramienta de cálculo de emisiones GEI y en el estándar establecido por la iniciativa "Neutralidad Climática Ahora" de las Naciones Unidas.

Reducción

Mientras tanto, no nos limitamos a esperar. Estamos avanzando rápidamente con algunas de las iniciativas que se encuentran a nuestro alcance: hemos modificado los programas de nuestros congresos, pasando de imprimirlos a usar el formato electrónico; hemos dejado de usar vasos desechables y comenzado a ofrecer botellas reutilizables en todos los congresos; colaboramos estrechamente con todos los vendedores, proveedores y distribuidores para encontrar formas de reducir residuos; ofrecemos una opción online completa como una manera de disminuir el número de viajes. Todo esto es solo una pequeña muestra de lo que hacemos a corto plazo.

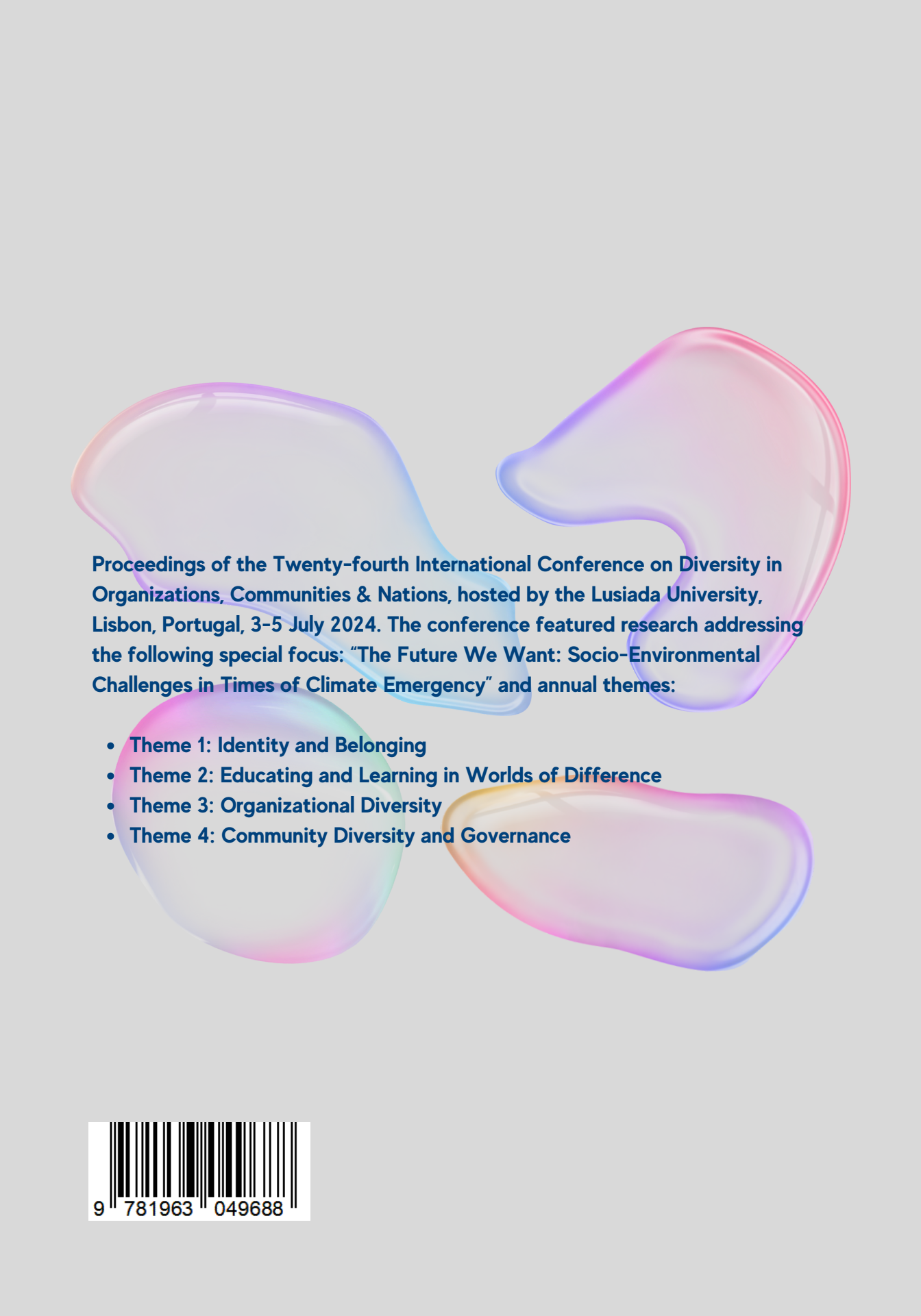
Contribución

Al mismo tiempo que trabajamos en establecer y fijar objetivos de cero emisiones netas para 2050, tal como se consagra en el Acuerdo de París y la iniciativa "Neutralidad Climática Ahora" de las Naciones Unidas, así como en disminuir nuestro impacto actual, participamos en el programa de compensación de carbono de las Naciones Unidas. Como consideramos que el cambio climático tiene amplias consecuencias sociales, económicas y políticas, estamos invirtiendo en los siguientes proyectos:

- Proyecto hidroeléctrico en Nadarivatu, Fiji
- Programa de Salud Pública DelAgua en África Oriental
- Parque eólico Jangi en Gujarat

Objetivos a largo plazo

Nos comprometemos con el objetivo a largo plazo de alcanzar cero emisiones netas de base científica en nuestras operaciones –y creemos que podemos lograrlo mucho antes de 2050. Informaremos anualmente a través del mecanismo de informes de "Neutralidad Climática Ahora" para comunicar de manera transparente cómo estamos cumpliendo con nuestros compromisos relativos a la acción climática.



Proceedings of the Twenty-fourth International Conference on Diversity in Organizations, Communities & Nations, hosted by the Lusiada University, Lisbon, Portugal, 3-5 July 2024. The conference featured research addressing the following special focus: "The Future We Want: Socio-Environmental Challenges in Times of Climate Emergency" and annual themes:

- **Theme 1: Identity and Belonging**
- **Theme 2: Educating and Learning in Worlds of Difference**
- **Theme 3: Organizational Diversity**
- **Theme 4: Community Diversity and Governance**

