

**Brunel University London Equality and Diversity Research Conference**

**Drivers for Change**

Wednesday 20th April 2016

Venue: Newton Room, Hamilton Centre

10.00 – 17.15

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**Programme for the day**

9:30 – 10.00 am: Registration

10:00-10:10: Opening and House keeping

10:10 -10:30: Welcome – Professor Lorraine De Souza, Pro Vice Chancellor, Equality Diversity and Staff Development

10:30 – 11:00 Keynote opening lecture Professor Fiona Ross,

All animals are born equal - some animals are born more equal than others

11:00 – 11:30 Keynote Lecture. “The Health of Sexual Minority Women”

Dr Catherine Meads, Research Leader, RAND Europe

Coffee Break (15 Mins)

11: 45- 1:00 pm Session 1 Chair [Dr Survjit Cheeta](https://mysite.brunel.ac.uk/Person.aspx?accountname=i%3A0%C7%B5%2Et%7Cadfs20%7Chsstskc), Associate Dean (Equality and Diversity) for the College of Health and Life Sciences (CHLS)

‘Researching Diversity’:  *Professor Christina Victor*

'Steps towards Gender Equality or Deconstructing Gender': *Dr Pam Alldred*

‘Interethnic Marriage in the US:  Findings and Implications for the UK’? : *Dr Stanley Gaines*

The Impact of Acculturation: An Examination on Domestic and International Students in UK’:*Jennifer Chavanovanich (PhD student, Life Sciences)*

‘Researching Diversity’:  *Professor Christina Victor*

LUNCH 1.00 – 1.45

1:45 –3:00pm Session 2 Chair [Dr Jurgita Malinauskaite](https://mysite.brunel.ac.uk/Person.aspx?accountname=i%3A0%C7%B5%2Et%7Cadfs20%7Clwstjjm), Associate Dean (Equality and Diversity) for the College of Business, Arts and Social Sciences (CBASS)

‘The Implications of the Neo-liberalist Agenda for the Work-based Experiences of White Working Class Men’: Professor Ruth Simpson

‘Science for special learners: exploring the void left by the sputnik curriculum’: Dr Jane Essex

An analytical framework for evaluating the council housing homeownership policies through lens of public value in the United Kingdom: Jawed Sadiqi

PhD Student in Management, MSc, BSc, (Hons)

‘Preparing for the world of work: an exploratory study of disabled students’ experiences of work placement’**:** Professor Lorraine DeSouza

3:15 -4:30 Session 3. Chair: Dr Jo Cole, Associate Dean (Equality and Diversity), for the College of Engineering, Design and Physical Sciences (CEDPS)

‘Give and Take Care: a system to implement care plans for all’: Dr Gabriella Spinelli

‘The Impact of Science Interventions’: Saima Salehjee, PhD Student

‘An Empirical Study into Gender and Nationality Bias in GitHub Teams’

Giuseppe Destefanis, Post-doctoral research fellow

‘Mobile technology to reduce barriers to sexual Healthcare’: Dr Kate Hone

4:30 - 5:00 Closing Lecture

Long hours of work as care dodging: an investigation among entrepreneurs in the UK

Mustafa F. Özbilgin is Professor of Organisational Behaviour at Brunel Business School

5:00 - 5:15 Summing up and closing remarks

5:15 Networking

**10:10 -10:30: Welcome**

Professor Lorraine De Souza, Pro Vice Chancellor, Equality Diversity and Staff Development

**10:30 – 11:00 Keynote opening lecture**

Professor Fiona Ross, “All animals are equal, but some animals are more equal than others" (George Orwell).

Fiona Ross is part time Director of Research at the Leadership Foundation for Higher Education and formerly Executive Dean of a joint venture between Kingston University and St George’s, University of London. Fiona has a background in community nursing and social policy and has worked as a practitioner, teacher, researcher and leader in higher education. She has published widely on care of older people, public engagement, collaborative practice and more recently leadership of practice disciplines in universities. Fiona leads capacity building for the South London Academic Health Sciences. She was Chair of the Equality Committee at Kingston University for three years. She is the Vice Chair of the Board of Princess Alice Hospice in Esher, Board Advisor to Hounslow and Richmond Community Health Trust, Fellow of the Queen’s Nursing Institute, Fellow of the European Academy of Nursing Science and President of the International Collaboration of Community Health Nursing Research. Fiona has three adult children and one grandchild. She was awarded a CBE for services to nursing and higher education in the 2015 New Year’s Honours List.

For this talk, I will firstly draw on my experience of leading equality issues for Kingston University. I have been fortunate to work with a great team, and this story is about their achievement. I want to shine a spotlight on the effort and momentum engendered around an institutional strategy to tackle the attainment gap experienced by BME students. Secondly, I will share some of my initiatives at the Leadership Foundation where we are building knowledge about equality and diversity in higher education leadership by commissioning longitudinal cohort studies of the careers of women and BME staff - in particular we are interested in representation, aspirations, progression, and factors that support and hinder participation in leadership roles. I hope the session can generate discussion and sharing ideas.

**11:00 – 11:30 Keynote Lecture**

Dr Catherine Meads, Research Leader, RAND Europe, “The Health of Sexual Minority Women”

Catherine Meads is a Research Leader at RAND Europe. Previously she was a Reader in Health Technology Assessment in HERG at Brunel University, Senior Lecturer in HTA at the Centre for Primary Care and Public Health, Barts and The London School of Medicine and Dentistry, and at The Unit of Public Health, Epidemiology and Biostatistics, University of Birmingham. She has an M.B. Ch.B. Degree in Medicine, an M.Sc. in Information Technology for Management, a Ph.D. in Psychology, focusing on emotional disclosure in health, and an M.P.H.

She has published systematic reviews and health technology assessments (HTAs) in a wide variety of health topics, including therapeutic writing in long-term conditions and music for recuperation after surgery. Her research interests are systematic reviews in non-drug interventions, diagnostics, causation, the interface between systematic reviews and economic evaluations, and innovative methods of evidence synthesis to improve people's health and wellbeing and reduce health inequalities. When at Brunel University she managed their part of the University of Birmingham / Brunel University External Assessment Centre working with the NICE Medical Technologies Evaluation Programme. She is currently a member of the ESRC funded What Works Centre for Wellbeing's National Methods Advisory Group. She is Deputy Editor of the International Journal of Technology Assessment in Healthcare.

She has been conducting research into lesbian, gay, bisexual and transgender (LGBT) health since 1992. Her work in this area includes publications, lectures to undergraduate medical students, an e-learning package for GPs and being on steering committees for LGBT health conferences.

In the past there tended to be a general idea that the health of lesbians and bisexual women would be very similar to that of heterosexual women. There was no evidence to show otherwise and so no indication as to why anyone would want to collect data. Also sexual minorities were generally hidden from the vast majority of data collection initiatives. Which led to a circular argument around lack of data and lack of interest in collecting data. In the UK and abroad validated measures of sexual orientation identity have recently been developed. Reliable research has started to show higher rates of worse health behaviours in  sexual minority populations, which would probably lead to worse health.  Currently we are at the stage where much more information around sexual orientation and health is being collected but less is publicly available, often because of lack of finances to pay for data analysis and publication.  I will present an overview of current knowledge on the physical and mental health of sexual minority women, particularly focusing on UK research. I will be demonstrating what is known, what is not known so far, and where we would need to look further.

Coffee Break (15 Mins)

**11: 45- 1:00 pm Session 1 – Chair** [**Dr Survjit Cheeta**](https://mysite.brunel.ac.uk/Person.aspx?accountname=i%3A0%C7%B5%2Et%7Cadfs20%7Chsstskc)**, Associate Dean (Equality and Diversity) for the4 College of Health and Life Sciences (CHLS)**

**'Steps towards Gender Equality or Deconstructing Gender': *Dr Pam Alldred***

In the Department of Clinical Sciences, one of the areas of research on equalities is around gender and sexuality (sexual orientation), particularly in relation to young people.  A couple of projects have explored what educational institutions can do to promote equalities.  How can schools promote respect for lesbian, gay, bisexual equality not only as a reflection of the needs of individual learners but as an education in principles of equality for social justice (Alldred & David 2007)?  How can training for youth workers, teachers and coaches help them support young people through the gender-related violence they experience?  Can the concept of gender-related violence usefully draw together political interventions against domestic and sexual violence with campaigns against homophobia and transphobia (Alldred et al 2015)?  To what extent are the interventions characterised by second wave Western feminist-style identity politics, and to what extent are theoretical moves like deconstruction enabling progressive cultural change?  What educational strategies are needed for training in these areas?

**‘Interethnic Marriage in the US:  Findings and Implications for the UK’? Dr Stanley Gaines**

In 2002, UK-based social psychologists Robin Goodwin and Duncan Cramer published an edited volume entitled *Inappropriate Relationships:  The Unconventional, the Disapproved, and the Forbidden*.  Among the “inappropriate” relationships covered in that book were same-sex romantic relationships (Yip, 2002), therapist-client relationships (Garrett, 2002), and marital affairs (Allan & Harrison, 2002).  The “inappropriate” relationships that were most directly relevant to the construct of ethnicity (i.e., individuals’ presumed biological and/or cultural heritage) were interracial relationships, as covered by Gaines and Leaver (2002).  In the present talk, the author reviews the literature on interracial and other forms of interethnic marriage in the US, invoking four modes or metaphors of self-perception (i.e., the Scientist, the Egoist, the Politician, and the Consistency Seeker) that were identified originally by Robins and John (1997).  Summarizing across results of studies that are relevant to one or more of the modes of self-perception, the author is struck by the similarity between the relationship processes that characterise interethnic versus interethnic marriage.  The author concludes the present talk by commenting on implications for studies of interethnic marriage in the UK.

**The Impact of Acculturation: An Examination on Domestic and International Students in UK: Jennifer Chavanovanich, PhD Student**

Should international students adapt to the British culture? Researchers have extensively attempted to answer this question by exploring only on international students’ attitudes and performance outcomes. The present research extends on previous findings and examines on the Interactive Acculturation Model (IAM) which accounts for both the perceptions of domestic students and the perceptions of international students towards acculturation in UK. Particularly, it investigates the impact of acculturation on intergroup relations (i.e. quality and quantity of intergroup contact), attachment to the university and self-efficacy. The preliminary results suggested positive relationships between a student’s own cultural identity and outcomes. In other words, domestic students perceived cultural maintenance to be more significantly important for international students than cultural adaptation to the British culture. International students who strongly identify with their cultural identity also showed higher levels of self-efficacy.

**‘Researching Diversity’: Professor Christina Victor**

Research focusing upon the ageing experience of older Black and Minority Ethnic adults, a sub-field of research labelled as ‘ethnogerontology’ is a relatively new field in Britain. This represents the recency of the recognition that we must include the ageing of the migrant groups from the Caribbean, India, Pakistan and Bangladesh who came to find work in the decades from 1950–1970 to our established dimensions of differentiation such gender, class and cohort when examining the experience of ageing and later life in contemporary Britain.

In this paper we will consider ethical and methodological challenges involved in conducting research with minority elders including undertaking surveys, ethnic and linguistic matching of researchers, issues of translation in generating research data and notions of consent within a formalised system of ethical approval.

LUNCH 1.00 – 1.45

**1:45 –3:00pm Session 2 Chair** [**Dr Jurgita Malinauskaite**](https://mysite.brunel.ac.uk/Person.aspx?accountname=i%3A0%C7%B5%2Et%7Cadfs20%7Clwstjjm)**, Associate Dean (Equality and Diversity) for the College of Business, Arts and Social Sciences (CBASS)**

**‘The Implications of the Neo-liberalist Agenda for the Work-based Experiences of White Working Class Men’: Professor Ruth Simpson**

Drawing on a recently completed project on ‘dirty work’ (work that is generally seen as undesirable), this presentation explores some of the ways in which the neo-liberalist agenda, as a pervasive driver of social and economic change, has intensified experiences of disadvantage and led to greater feelings of dislocation among white working class men. Based on a study of street cleaners and refuse collectors, I discuss how privatisation and labour market deregulation have led collectively to the ‘exteriorisation’ of economic relationship that were previously internal to organizations with often negative consequences for workers’ conditions and pay. Further, an emphasis on individualisation has led to a ‘politics of aspiration’ that has served to undermine the relevance of structural aspects in individual biographies and to foreground instead personal deficiency and lack of individual aspirations as explanations for the persistence of labour market inequalities. Against this background, the white working class in the UK has often been constructed as ‘unprogressive’ and as ‘undeserving’, intensifying feelings of dislocation as previous working class reference points (e.g. strong trade unions) are eroded. I discuss some of profound implications of the neo-liberalist agenda (e.g. austerity measures, demands for greater flexibility, free movement of labour, contracting out) for the lives of the men in our study.

**‘Science for special learners: exploring the void left by the sputnik curriculum’: Dr Jane Essex**

This work describes recent empirical research that challenges the accepted view of science as an elitist subject with relevance only for the most able. Whilst ‘science for all’ is a legal requirement for schools, the generally prevailing view is that the cognitive demands of science make it suitable only for the most able students in a cohort, and those who are able to adhere to its procedural norms. This assumption is very evident in the dearth of outreach and enrichment activities explicitly open to pupils with additional support needs (A.S.N.), including behavioural and learning difficulties. This non-availability contrasts markedly with teachers and support staff’s desire to offer all their pupils specialist enrichment, with comparable aims for pupils of all abilities and behavioural profiles. This absence of opportunities is also at odds with the wealth of science, technology, engineering and mathematics (STEM) outreach activities made available to the general population of pupils, whom it is hoped will include the very able who may be attracted into STEM based careers.

A survey was conducted of school staff bringing students, both of intellectual ability within the normal range, and with no identified additional intellectual support needs, and students identified as having an additional support need, to a university-hosted science enrichment activity. They were asked about their perceptions of their student’s views of science; although staff views are a very indirect indicator, which was used for ethical and pragmatic reasons far more than for its validity, it still indicated surprisingly positive attitudes. These views also appear to be at odds with much current educational practice. Conversely, a very high level of agreement was noted in the rationale for engaging with STEM outreach by staff who brought students with A.S.N. and those who brought other students to the events.

Allied evidence was gathered on the adjustments to activities required to enhance inclusion, and of the work of pupils with intellectual disabilities undertaken during the science enrichment events. Both sets of evidence indicate that many students with additional support needs are able to execute scientific reasoning effectively as well as to demonstrate experimental skills. However, there are indications that much standard science pedagogy selectively disadvantages A.S.N. learners, specifically through its reliance on very high literacy levels.

These findings collectively suggest an unrecognised pool of engagement with science as a discipline and for the opportunities for universal engagement with science in educational, leisure and employment contexts. The evidence suggests that the mechanism by which this ‘untapped’ pool of future recruits should be considered by those who purport to promote the STEM agenda. Beyond that, the study raises questions about global entitlement to science as a facet of wider culture, in addition to its role as an intellectual pursuit, and the part which school science education might have in the pursuit of such a goal.

**‘An analytical framework for evaluating the council housing homeownership policies through lens of public value in the United Kingdom’: Jawed Sadiqi**

**PhD Student in Management, MSc, BSc, (Hons)**

This research explores council housing policies through the lens of public value framework. During late 1970s council housing sector influenced the UK Governments to reflect back on the social housing reform from traditional toward progressive management organisations. Such a transformation in central Government policy motivates the local governments to allocate other organisation such as Housing Associations to build more homes for the needy citizens and to improve accountability, efficiency, and effectiveness of council housing provisions.

Aim of this research is to evaluate the council housing homeownership policies through the lens of public value that drive the decision-making process to construct an analytical framework to enhance accountability and efficiency of tenant/customer service delivery. Using Delphi method through a process of the qualitative case study, workshops and interview from the local authorities to evaluate how council housing policies formulated particularly in homeownership strategies. The main results should indicate from constructed analytical framework from the research design and development, which must have its novelty regarding academic implications such as analytical framework and empirical implications, must benefit local citizens for homeownership policies and practices.

In summary, achieving clear vision behind housing reform and policy-making decisions to understand the drivers of these processes, which will construct an analytical framework for decision support system of council housing homeownership policies.

**Preparing for the world of work: an exploratory study of disabled students’ experiences of work placement: Professor Lorraine DeSouza**

For people with disabilities, one of the best ways to achieve independence is through work. Experience gained by undertaking a work placement whilst a student provides valuable knowledge and understanding of the demands of work, and enhances employability on graduation for both students with disabilities and for their non-disabled peers.

The aims of this study were to explore the experiences of disabled students who had undertaken work placements as part of their degree courses, and to determine if their experiences adequately prepare them for the world of work once they graduate.

A survey, using the Delphi method, was carried out to reveal the five most important positive and negative experiences of students with disabilities following completion of a work placement. Fifty-one students entered the study and 42 completed all requirements. The most important positive experience reported was ‘gaining experience/knowledge’ and the primary negative experience was ‘demanding expectations’. The responses showed highly significant agreement (Kendall’s Co-efficient of Concordance; p < 0.001) for both positive and negative experiences.

Findings revealed that students with disabilities have similar work placement experiences to students in general. However, these experiences may have a greater impact on the abilities of students with disabilities to cope and to achieve.

**3:15 -4:30 Session 3 Chair: Dr Jo Cole, Associate Dean (Equality and Diversity), College** of **Engineering**, **Design and Physical Sciences (CEDPS)**

**‘Give and Take Care: a system to implement care plans for all’: Dr Gabriella Spinelli**

The UK faces a number of challenges, one of which is the increasing number of elderly people who require Care, ranging from company, domestic assistance, and personal services to simple medical procedures, but who want to live at home. It is also certain that the government will not have the economic recourses to meet even a fraction of the demand. Give&TakeCare CIC -GATC- has formed specifically to implement the only national policy which is capable of making a substantial contribution to the overall NEEDS, whilst reducing the public expenditure of the NHS and Local Social Services. Give&TakeCare (GATC) has the quadruple objectives: 1.To improve care and support for an increasing number of elderly people who want to continue to live in their own homes. 2.To achieve a major increase in the number of Care-Hours at times of day when Care is most needed. 3.To encourage person-to-person contact in an age of smaller and fragmented families. 4.To reduce the proportion of public spending on domiciliary care.

Caring is essentially an activity in which the human is absolutely essential. Also familiarity and empathy with the carer play a fundamental role in the quality of care and in the wellbeing of the client. What GATC does is to activate local communities with the overall result of mobilising society to help itself and the government to deal with one of its major challenges. GATC achieves this by adding an incentive to becoming a carer, that is to receive care in later life or when is needed, without increasing public expenditure, hence in a sustainable way. Simultaneously GATC improves the quality of Care in two ways; 1) by reducing travelling time as arrangements are made within a LOCALITY, hence increasing the effective time GATC PARTNERS can spend together, and 2) by promoting a stable association leading to familiarity with the Carer(s).

The disruptive innovation in GATC consists in the integration of few already existing elements. These are; a). the idea of time bank to record and manage hours of credits accrued or taken, b). the concept of reciprocity which underpins the dignity and quality of the care that GATC will promote and c). the concept of contributing to the resolution of the unprecedented challenge posed by changes in population structure by applying a reciprocal approach whereby instead of monetary contribution from a large platform of participants, GATC partners contribute their time and expertise. The basic principles of GATC reflects the triple bottom line framework whereby social, environmental and financial resources are innovatively integrated to maximise the benefits for all three; 1. Financially GATC is sustainable by promoting intergenerational reciprocal care that is not subject to inflation and does not weigh on the government expenditure, 2. Socially GATC makes the community better integrated by not simply promoting volunteering but asserting that ‘looking after each other is the only way forward’, and 3. Environmentally the local provision of care provides an option that can be close to be carbon footprint neutral.

**‘The Impact of Science Interventions’: Saima Salehjee, PhD Student**

The study draws on to discover the triggers that transform initial science attitudes and directions of participants, from 30 secondary all-girls school in Southall. I have conducted six intervention studies in six months’ time and have found a positive impact of interventions as the number of students wanting to carry on with at least one science have increased by 43% in twelve months.

Mezirow’s transformative learning theory framework is employed to understand the stories, the way lives have developed and transformed in the journey from compulsory science education to becoming scientists or non-scientists. Moreover, descriptive questionnaire approaches and intervention studies are used to explore how and why decision towards continuing with science education and science related professions switch on/off, which varies from person to person and from time to time. The notion of natural inclination (into or away from science), science identification and personal formative experiences (including school science, science curriculum, teachers influence, parents/peer influences) is examined to determine participants’ educational and professional decisions.

The study reveals three main categories which includes: ‘smooth’ transition, where participants ‘always knew what they were going to do’ from a very early age. ‘Incremental wavering’ transition, where there was some ambivalence, indecision, non-commitment and happenstance but no single major ‘shaping event’ one way or the other, into or out of science. And ‘transformative’ transition, where respondents identify clear moments or periods in their lives, particular events or ‘twists of fate’ when decisions were arrived at, their choices made, they became resolute in what they were doing.

This investigation acknowledges the unique construction of science identity in participants ranging from stagnant, mild to extreme transitions through natural inclinations or life experiences or both. It is written in a critically interpretative style, and is influenced from my formative life experiences as a science student and science teacher.

**‘An Empirical Study into Gender and Nationality Bias in GitHub Teams’**

**Giuseppe Destefanis, Post-doctoral research fellow**

Building an effective team of developers is a complex task faced by both software companies and open source communities. The problem of forming a “dream” team involves many variables and it is not a dilemma solvable in a simple mathematical way. Empirical studies might provide interesting insights to explain which factors are necessary for building a new team of developers and which levers act to optimize collaboration and productivity among developers.

Diversity in working teams has been studied in several research fields and is considered as any attribute which differentiates people such as demographic attributes (e.g., age, gender, nationality), functional (e.g., role, tenure, expertise), or subjective (e.g., personality). There is no agreement among present studies in the literature about diversity; some report significant positive correlations between diversity and performance, while others report that diversity negatively impacts team outcomes. In this study, we present results about links between team diversity (e.g., gender, nationality) and productivity (issue fixing time). We consider issues solved from the GHTorrent dataset inferring gender and nationality of each team’s member. We also evaluate the politeness of all comments involved in issue resolution.

Results show that higher gender diversity in GitHub teams is linked with lower Issue Fixing Time (higher productivity). Our model shows that gender diversity is the most dominant metric explaining data variance and has a negative effect on productivity (tendency to lower issue fixing time).

Results also show that country diversity is linked with lower politeness. Our model shows that country diversity is the most dominant metric explaining data variance and has a negative effect on team politeness (it has a tendency to lower politeness). We believe that these results are a good starting point for stimulating more research activities toward this direction and could help managers and team directors in taking better decisions during the crucial starting phase when building a team of developers.

**‘Mobile technology to reduce barriers to sexual Healthcare’: Dr Kate Hone**

Young people in the 16-24 year age group are at high risk of acquiring sexually transmissible infections (STIs) and, despite the recent sustained or rising STI rates among this population, rates of testing still remain low. There are significant practical and cultural barriers to engaging young people in routine testing for sexually transmitted infections and there is therefore considerable scope to enhance traditional methods for improving the control of STI transmission and thereby increase access to STI services, reduce time to diagnosis and treatment, and increase the effectiveness of partner notification and STI public health surveillance. The use of mobile technology is ubiquitous among younger people and presents an important opportunity to address the individual and social barriers that limit the uptake of testing for STIs. We describe a programme of research which has explored the feasibility and acceptability of STI diagnosis and treatment pathways delivered remotely and electronically. The scope of our work has included a user centred design approach to design an online clinical care pathway and a subsequent community trial of the developed app which includes an STI results service, clinical consultation, electronic prescription and partner notification, all delivered within the context of NHS care with telephone helpline support. Results of the community trial suggest that the online pathway offers a safe, rapid, effective, regulation-compliant and usable alternative to face to face care alongside specialist services and addresses some existing barriers to accessing care. Ongoing work on point-of-care diagnostic devices open up the potential for completely remote testing, diagnosis and management with STI home kits.

**4:30 - 5:00 Closing Lecture**

**‘Long hours of work as care dodging: an investigation among entrepreneurs in the UK’: Professor Mustafa F. Özbilgin**

Mustafa F. Özbilgin is Professor of Organisational Behaviour at Brunel Business School, London. He also holds two international positions: Co-Chaire Management et Diversité at Université Paris Dauphine and Visiting Professor of Management at Koç University in Istanbul.

His research focuses on equality, diversity and inclusion at work from comparative and relational perspectives.  He has conducted field studies in the UK and internationally and his work is empirically grounded. His research is supported by international as well as national grants. His work has a focus on changing policy and practice in equality and diversity. He is an engaged scholar, driven by values of workplace democracy, equality for all, and humanisation of work.

He serves as the editor-in-chief of the European Management Review (EMR), the official journal of the European Academy of Management (EURAM) and served as the editor-in-chief of the British Journal of Management, the official journal of the British Academy of Management, for four years from 2010 to 2014.

Despite evidence to suggest that there is not a positive relationship between long hours work and productivity, the culture of long hours work persists in senior managerial posts across industries and countries. Negative consequences of the norm of long hours work on individuals with caring responsibilities has been relatively well studied, e.g., the literature on women in management.  However, the culture of long hours work is not studied as a strategic construct that is used in the negotiation of domestic care arrangements. Drawing on qualitative data collected from senior managers working long hours, we illustrate the use of the norm of long hours work as a rationale for employed individuals to abdicate care responsibilities, often with different outcomes for women and men. With our analyses, we explain the dual nature of male privilege and the changing nature of female disadvantage in relation to the culture of long hours work and care dodging.

5:00 - 5:15 Summing up and closing remarks

5:15 Networking

***Diversity reflects us all, equality protects us all, responsibility sustains us all.***

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