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Conference Programme

BORDERS

10th Equality, Diversity and Inclusion Conference

Brunel Business School, Brunel University London, UK

28 – 30 June 2017

Sponsored by: Brunel Business School



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Welcome note

Dear EDI 2017 participants,

On behalf of the EDI Organizing Committee, it is a pleasure to welcome you to the 10th International Conference on Equality, Diversity and Inclusion and to Brunel Business School, Brunel University London. We are delighted to host this event at our university and we have done our best to make the three days of the conference inspiring and thought-stimulating. In line with the previous EDI conferences, we intend to offer a lively forum for scholarly debates as well as a pleasant setting for socializing, with the conference dinner taking place on 29 June 2017 at 20:00 at Sarasto (<http://www.sarastro-restaurant.com>).

During this EDI conference 2017, we will discuss borders from a transdisciplinary perspective. Borders as the conference theme for 2017 provides us a broad lens through which to investigate global, national, organisational and individual challenges for equality, diversity and inclusion.

We are going through a phase globally where borders are scrutinised, problematised, rebuilt, closed and renegotiated. The nature of such borders can be physical, but also psychological and social. Economic, social and political instability, war in different parts of the world and the widening gap between haves and have nots have rendered migration a global challenge that brings borders at the national and organisational level under scrutiny. Various countries have reinstated borders as a reaction to large refugee streams over the last couple of years. The incoming US president has pledged to build a wall at the Mexican border, and in the UK some people voted for Brexit in order to get back 'control over their borders'. On the other hand, countries such as Germany have opened their borders to refugees during the last summer, which could be seen as a positive move. These are just a few examples.

While migration provides one macro issue for us to explore borders, organisations also provide fertile ground for the study of borders in regards to equality, diversity and inclusion. For example, studies on glass ceiling, segregation, discrimination, exclusion and inclusion help us understand border conditions at work. At the individual level, psychological and social boundaries and levels of comfort with difference and diversity can be framed as micro level borders.

Our thanks go to the members of the scientific and of the organizing committees who have worked hard in order to make this conference happen. In particular we would like to thank the three three key note speakers, Prof. Geraldine Healy, Prof. Oscar Holmes IV and Prof. Christos Pitelis for accepting our invitation. And of course, we would also like to thank everyone who is presenting papers and attending the conference. Our wish is to make EDI 2014 a convivial and enjoyable Conference, with plenty of opportunities to debate, interact, and network. We hope you have a wonderful time in London.

Celebrating the 10th anniversary of EDI, there will be a special issue under the same topic of the conference in the Journal Equality, Diversity and Inclusion Edited by Dr Joana Vassilopoulou, Prof Eddy NG and Prof Mustafa Ozbilgin.

Dr Joana Vassilopoulou

Conference Chair for EDI 2017

Scientific committee

- Bebbington, Diane, Director, Knowledge Perspectives
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 - Bender, Anne-Françoise, Conservatoire National des Arts et Métiers, Paris, France
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 - Henda, Sana, Ecole Supérieure de Commerce d'Amiens, France
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 - Klarsfeld, Alain, Toulouse Business School, France
 - Kletz, Pierre, Mandel Foundation, Jerusalem, Israel
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 - Panayiotou, Alexia, University of Cyprus
 - Pigeyre, Frédérique, Université Paris Est, France
 - Pringle, Judith, AUT, Auckland, New-Zealand
 - Roper, Ian, Middlesex University, UK
 - Sang, Kate, Heriot-Watt University, UK
 - Showunmi, Victoria, University of London, UK
 - Tsouroufli, Maria, London Metropolitan University, UK
 - Vassilopoulou, Joana, Brunel University London, UK
 - Vercher, Corinne, Université Paris XIII, France
 - Wacker, Elisabeth, Technische Universität München, Germany
-
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Conference Programme Short Overview

28th June 2017 WEDNESDAY

09.00-10.00	Registration and coffee
10.00-10.15	Welcome Speech – Dr Joana Vassilopoulou, Conference chair, Brunel Business School, Brunel University London, UK.
10.15-11.00	Keynote Address: "For diversity scholars who have considered activism when scholarship isn't enough!" Prof Oscar Holmes IV, Assistant Professor of Management, Rutgers University School of Business, Camden, New Jersey, USA.
11.00-11.30	Coffee Break
11.30-13.00	Parallel Streams
13.00-14.30	Lunch
14.30-15.15	Keynote Address: "Visible and invisible borders in time and space – the challenges for equality and diversity research and practice." Prof Geraldine Healy, Professor of Employment Relations at Queen Mary University of London (QMUL).
15.15-16.45	Parallel Streams
16.45-17:15	Tea Break
17.15-18.30	Meet the Editors Plenary Session – Insights for publishing EDI research in top journals

29th June 2017 THURSDAY

09.00-10.00	Registration and coffee
10.00-11.30	Parallel Streams
11.30-12.00	Coffee Break
12.00-12.30	Welcome Speech: Prof Christos Pitelis, Head of Brunel Business School
12.30-14.00	Lunch
14.00-15.30	Parallel Streams
15.30-16.00	Coffee Break
16.00-17.30	Parallel Streams
20:00	Conference Dinner at Sarasto (http://www.sarastro-restaurant.com)

30th June 2017 FRIDAY

10.00-11.30	Parallel Streams
11.30-12.00	Coffee Break
12.00-13.00	Plenary Talks – Chairs of streams to report back
13.00-14.00	Conference closing and light lunch

KEYNOTE SPEAKERS' PROFILE

Prof Oscar Holmes IV



Oscar Holmes IV is an Assistant Professor of Management and Director of Access and Outreach in Business Education at Rutgers University School of Business where he teaches executive education, graduate, and undergraduate courses in Leadership, Organizational Behavior, and Crisis Management. He earned his Ph.D. and M.A. in Management at the Culverhouse College of Commerce at The University of Alabama, M.L.A. from The University of Richmond and a B.S. with honors from Virginia Commonwealth University. He is a 2006 alum of Stanford University's Graduate School of Business Summer Institute of General Management. His areas of expertise are in Organizational Behavior and Human Resource Management and his research interests include investigating how leaders can maximize productivity and well-being by fostering more inclusive environments. His research has been published in several top-tier academic journals and books including *The Academy of Management Annals*, *Journal of Applied Psychology*, *Journal of Organizational Behavior*, *Equality, Diversity and Inclusion: An International Journal*, and the *Oxford Handbook on Workplace Discrimination* to name a few. In fall 2016, he was a Visiting Research Professor of Management at the LeBow College of Business at Drexel University and a Research Fellow at the University of Pretoria (South Africa). In addition to his scholarship being covered in various news outlets, Dr. Holmes has made a number of media appearances that include Huffington Post Live and television and radio interviews. He can be reached at Oscar.HolmesIV@Rutgers.edu and on Twitter @OHIV.

Prof Geraldine Healy



Geraldine Healy is a Professor of Employment Relations at Queen Mary University of London (QMUL). She is the former Director of the Centre for Research in Equality and Diversity (CRED) a leading international research centre based at QMUL. Geraldine has a longstanding commitment to researching inequalities at work including the intersectional nature of discrimination and disadvantage; inequality regimes and career; individualism and collectivism; the gap between equality and diversity policies and practices. Her research recognises the importance of a multi-layered analysis and the role of history. Geraldine's books include *Gender and Union Leadership*, Routledge 2013 (with Gill Kirton), *Ethnicity and Gender at Work*, Palgrave 2008, (with Harriet Bradley), *Diversity, ethnicity, migration and work: international perspectives*, 2011, Palgrave (with Franklin Oikelome), co-editing *Equalities, inequalities and diversity* (Palgrave), *The Future of Worker Representation* (Palgrave 2004) and the forthcoming *Gender and Professions* (Routledge). She has published widely in leading international journals and served on the editorial board of four leading journals, *Work, Employment and Society* (2009-12), *Industrial Relations Journal*, *British Journal of Management* (2012-14) and *Equality Diversity and Inclusion – an international journal*. Her recent work includes an EU funded project on 'Close the Deal, Fill the Gap' a comparative project on the gender pay gap with the universities of Verona, Silesia and UWE, which includes a project on the gender pay gap in the financial services sector. Closer to home is she is also researching the gender pay gap in UK business schools.

LIST OF STREAMS

- Stream 1** **Crossing Borders: Class, Mobility and Inclusion**
Conveners: Ruth Simpson and Rachel Morgan
- Stream 2** **Within and Across Borders: Borders and Girlhood Studies**
Conveners: Sigal Oppenheimer Shachar, Ornit Ramati Dvir and Orly Benjamin
- Stream 3** **Disability and Equality, Diversity & Inclusion: Contemporary and Interdisciplinary Perspectives**
Conveners: Raffaella Valsecchi
- Stream 4** **Watching the Martian invaders: Implications for Equality, Diversity and Inclusion**
Conveners: Barbara Myers, Irene Ryan and Judith Pringle
- Stream 5** **Developing an inclusive working environment through effective training**
Conveners: Valerie Caven and Stefanos Nachmias
- Stream 7** **Erasing Borders Through Climates for Diversity and Inclusion**
Conveners: A.K. Ward
- Stream 8** **Between Social Justice and Functionalism Diversity in Higher Education – Comparative Perspectives**
Conveners: Carola Bauschke-Urban, Mark Gooden, Victoria Showunmi and Felizitas Sagebiel
- Stream 10** **LGBT Research in Management and Institutions: Broadening the Lens**
Conveners: Erhan Aydin, Fiona Colgan and Oscar Holmes IV
- Stream 11** **Religion and spirituality at workplace: Perspectives on diversity and inclusion**
Conveners: Selcuk Uygur
- Stream 12** **The work-life interface for workers with diverse and intersecting identities**
Conveners: Alexandra Beauregard and Eddy Ng
- Stream 13** **To be underway: Conditions constitute Chances and Borders of Diversity Learning**
Conveners: Iris Koall and Verena Bruchhagen
- Stream 14** **Borders and the professions: getting in and getting on – the experience of ethnic minority and migrant workers**
Conveners: Moira Calveley, Cynthia Forson, Paul Smith, Joana Vassilopoulou and Monika Huesmann
- Stream 15** **The new territories of gender equality: corporate boards, feminine networks and pro-women employees resource groups**
Conveners: Rey Dang and Maria Giuseppina Bruna

Stream 16 Fostering inclusive enterprises: Inclusive enterprise, management and leadership education

Conveners: Mine Karatas-Ozkan

Stream 18 Doctoral Colloquium

Conveners: Victoria Showunmi

LIST OF WORKSHOPS

Workshop 1 Traversing the Borderline: Student Identity and the Challenge of “Normative Value” Schools

Conveners: Roy Gluckman

Workshop 2 From Advice to Justice: A path well-trodden for disabled employees?

Conveners: Laura William

Workshop 3 Building Strategies, Bridging Differences: An Intersectional Dialogue about Individual and Institutional Strategies to Advance (all) Women at Work

Conveners: Mateo Cruz and Wiley Davi

Workshop 4 Glorification of ignorance

Conveners: Michàlle Mor Barak and Mustafa Ozbilgin

Synoptic timetable Streams & Workshops (All conference rooms are in the Lecture Centre building)

	Wednesday 28 June		Thursday 29 June			Friday 30 June
	11:30 – 13:00	15:15 – 16:45	10:00– 11:30	14:00 – 15:30	16:00 – 17:30	10:00 – 11:30
Stream 1 Crossing Borders: Class, Mobility & Inclusion	LC 211					
Stream 2 Within and Across Borders: Borders and Girlhood Studies				LC 211	LC 211	
Stream 3 Disability and Equality, Diversity & Inclusion: Contemporary and Interdisciplinary Perspectives				LC213		
Stream 4 Watching the Martian invaders: Implications for Equality, Diversity and Inclusion	LC215	LC 211				
Stream 5 Developing an inclusive working environment through effective training		LC 213				
Stream 7 Erasing Borders Through Climates for Diversity and Inclusion	LC 213		LC215			
Stream 8 Between Social Justice and Functionalism Diversity in Higher Education – Comparative Perspectives			LC 213		LC 216	
Stream 10 LGBT Research in Management and Institutions: Broadening the Lens			LC 216	LC 216		
Stream 11 Religion and spirituality at workplace		LC215				

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Stream 12 The work-life interface for workers with diverse and intersecting identities					LC 213	
Stream 13 To be underway: Conditions constitute Chances and Borders of Diversity Learning						LC 211
Stream 14 Borders and the professions: getting in and getting on – the experience of ethnic minority and migrant workers	LC 216	LC 216				
Stream 15 The new territories of gender equality: corporate boards, feminine networks and pro-women employees resource groups				LC215		LC 213
Stream 16 Fostering inclusive enterprises: Inclusive enterprise, management and leadership education			LC 217			
Stream 18 Doctoral Colloquium				LC 217		LC217
Workshop 1 Traversing the Borderline: Student Identity and the Challenge of “Normative Value” Schools		LC 217				
Workshop 2 From Advice to Justice: A path well-trodden for disabled employees?					LC 217	
Workshop 3 Building Strategies, Bridging Differences: An Intersectional Dialogue about Individual and Institutional Strategies to Advance (all) Women at work						LC 216
Workshop 4 Glorification of ignorance	LC 217					

Detailed Conference Programme by Time Slot

28th June 2017 WEDNESDAY

- 09.00-10.00 **Registration and coffee** (Building: Lecture Centre, room: Foyer)
- 10.00-10.15 **Welcome Speech** (Building: Lecture Centre, room: LC D, Mezzanine Level) – Dr Joana Vassilopoulou, Conference Chair, Brunel Business School, Brunel University London, UK.
- 10.15-11.00 **Keynote Address** (Building: Lecture Centre, room: LC D, Mezzanine Level)
"For diversity scholars who have considered activism when scholarship isn't enough!"
Prof Oscar Holmes IV, Assistant Professor of Management, Rutgers University School of Business, Camden, New Jersey, USA.
- 11.00-11.30 **Coffee Break** (Building: Lecture Centre, room: LC 215)
- 11.30-13.00 **Parallel Streams**
-
- Stream 1 Crossing Borders: Class, Mobility and Inclusion**
(Building: Lecture Centre, room: LC 211)
Chairs: Prof Ruth Simpson & Rachel Morgan (Brunel Business School, Brunel University London, UK)
- Social class in diversity research: A way of identifying socio-economic borders and disadvantaged people.**
Gloria Kutscher, Institute for Gender and Diversity in Organizations, Vienna University of Economy and Business (WU), Austria.

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Home-made to Couture: An Autoethnographic Insight into Class Travel. Irene Ryan, Management Department,
Faculty of Business, Economics and Law, AUT University, Auckland, New Zealand.

Exploring recognition struggles faced by street cleaners across London. Rachel Morgan (Brunel Business School,
Brunel University London, UK).

Stream 4 Watching the Martian invaders: Implications for Equality, Diversity and Inclusion

(Building: Lecture Centre, room: LC 215)

Chairs: Barbara Myers & Irene Ryan & Judith Pringle (AUT, NZ).

Life in the borderlands: Learnings from “A Lady Colonist’s Experiences” in early New Zealand. Margaret J Elley-
Brown (AUT University).

Erasing Borders Through Academic Activism: Truth and Reconciliation in Canada. Rana Haq (Laurentian
University, Canada).

Manmade Media? The Muffled Voices of Women. Deborah Knowles, Elisabeth Michielsens, Sylvia Snijders,
Linda Clarke and Hugh Goodacre (University of Westminster, London, UK).

Stream 7 Erasing Borders Through Climates for Diversity and Inclusion

(Building: Lecture Centre, room: LC 213)

Chairs: A.K. Ward (Pamplin College of Business, Virginia Tech, USA)

The Role of Unit Composition and Leader Inclusion Mentality in Diversity Climate Development

Anna-Katherine Ward (Pamplin College of Business, Virginia Tech, USA), Elizabeth C. Ravlin & Jieun Park (Darla
Moore School of Business, University of South Carolina, USA).

The impact of diversity management practices on organizational diversity climates – A conceptual framework.

Thomas Köllen (University of Bern, IOP).

Workplace Inclusion in an Era of Islamophobia: Fostering Moral Competency in Organizational Settings. Leslie Sekerka (Menlo College, USA).

Stream 14 Borders and the professions: getting in and getting on – the experience of ethnic minority and migrant workers

(Building: Lecture Centre, room: LC 216)

Chairs: Moira Calveley & Paul Smith (University of Hertfordshire), Cynthia Forson (Lancaster University Ghana), Joana Vassilopoulou (Brunel University London, UK) and Monika Huesmann (Hochschule für Wirtschaft und Recht Berlin, Germany).

Coping with Muslim stereotyping post 9/11: ethnic minority engineers in Germany. Moira Calveley, Paul Smith (University of Hertfordshire), Monika Huesmann (Berlin School of Economics and Law), Cynthia Forson (Lancaster University), Joana Vassilopoulou (Brunel University).

Workshop 4 Glorification of ignorance

(Building: Lecture Centre, room: LC 217)

Chairs: Michàlle Mor Barak (University of Southern California, USA) and Mustafa Ozbilgin (Brunel University London, UK).

When we examine cases of leadership in the global scene, we identify two polarised paths to leadership: one path is via merit, competence and high performance. In this first path, diversity finds value because talent is diverse and those who are talented are prized candidates for leadership positions. Yet, there is also another path to leadership that has started becoming rather common place, ie. leadership that is built upon glorification of ignorance. We note that diversity sits rather uncomfortably in this second path as ignorance allows wide space for fear and loathing of difference, nostalgia for times which were less enlightened and in which specific groups enjoyed privilege while others suffered systemic discrimination, and treatment of difference as a threat rather than as a

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value. In this workshop, Michàlle Mor Barak and Mustafa Özbilgin would like to seek answers to the following questions about the glorification of ignorance in leadership and its consequences for diversity and inclusion:

1. What are the conditions that legitimise ignorance as a means for leadership selection? How is it manifested around the world?
2. Why is ignorance glorified as a leadership quality today and what theories might explain this phenomenon?
3. What are the mechanisms by which ignorance in leadership affects institutions, systems and structures of equality and inclusion?
4. Is resistance futile? What are the methods by which ignorance can be resisted?
5. What scientific inquiry agenda might help us understand the glorification of ignorance phenomenon, its antecedents, and its consequences? In particular, what are the implications for leadership in the context of diversity and inclusion?

13.00-14.30 **Lunch** (Building: Lecture Centre, room: LC 215)

14.30-15.15 **Keynote Address** (Building: Lecture Centre, room: LC D, Mezzanine Level)
“Visible and invisible borders in time and space – the challenges for equality and diversity research and practice.”
Prof Geraldine Healy, Professor of Employment Relations at Queen Mary University of London (QMUL).

15.15-16.45 **Parallel Streams**

Stream 4 Watching the Martian invaders: Implications for Equality, Diversity and Inclusion
(Building: Lecture Centre, room: LC 211)

Chairs: Barbara Myers & Irene Ryan & Judith Pringle (AUT, NZ).

Her Story / My Story: Borders Between the Interviewee and the Interviewer: Reflections on the Influence of Difficult Life Stories on the Listener. Ilana Kwartin (Sapir College Law School and Bar-Ilan University).

Voice of Inclusion for Monastic Schools. Maria Perpetua Ponce-Pura (AUT University, NZ).

Stream 5 Developing an inclusive working environment through effective training

(Building: Lecture Centre, room: LC 213)

Chairs: Valerie Caven and Stefanos Nachmias (Nottingham Trent University, UK).

“Brain-Drain” in an era of business and socio-economic uncertainty: the role of diversity training in managing social integration at the workplace. The case of Greece and Portugal. Fotios Mitsakis & Pedro Mendonca (Nottingham Business School, Nottingham Trent University).

Uncovering Hidden Inequalities: The Business Ethics Case for Identification and Elimination. Stefanos Nachmias & Valerie Caven (Department of Human Resource Management, Nottingham Business School, Nottingham Trent University).

Feminist Approaches to Teaching about VAW: Facilitating Empowerment Through a Critique of Dominant Knowledges. Tara Samantha Styles-Lightowlers (University of Central Lancashire, UK).

Stream 11 Religion and spirituality at workplace: Perspectives on diversity and inclusion

(Building: Lecture Centre, room: LC 215)

Chairs: Selcuk Uygur (Brunel University London, UK).

Religion in a secular institution: What the ethnic stew metaphor adds to models and theories pertaining to integration. Einav Argaman (Levinsky Collge of Education, Israel).

Fragility and Conservativism: EDI Policy and Practice Disjuncture in the Politicised Workplace: the case of Pakistan. Ashiq Ali Jhatial (Sindh University, Pakistan, Nelarine Cornelius (Queen Mary University of London, UK) and James Wallace (University of Bradford).

Stream 14 Borders and the professions: getting in and getting on – the experience of ethnic minority and migrant workers

(Building: Lecture Centre, room: LC 216)

Chairs: Moira Calveley & Paul Smith (University of Hertfordshire),, Cynthia Forson (Lancaster University Ghana), Joana Vassilopoulou (Brunel University London, UK) and Monika Huesmann (Hochschule für Wirtschaft und Recht Berlin, Germany).

Creation of borders through difference: Using narratives to understand the experiences of British Pakistani women as managers and professionals. Shehla Arifeen (Lahore School of Economics).

Bamboo Borders; The case of humanitarian migrants entering the Swiss labour market. Christina Neylan (Lucerne University of Applied Sciences and Arts).

Intersectional Representation and Pay Gaps in the UK Financial Services Sector. Geraldine Healy (Queen Mary University of London, UK) and Mostak Ahamed (University of Surrey, UK).

Workshop 1 Traversing the Borderline: Student Identity and the Challenge of “Normative Value” Schools
(Building: Lecture Centre, room: LC 217)

Chair: Roy Gluckman

Roy J Gluckman – is a qualified attorney of the High Court of South Africa, a facilitator, mediator and professional speaker on issues of equality, diversity and inclusion. Based in South Africa, Roy has developed numerous programmes, interventions and workshops to bring difficult discussions around race, gender, sexuality and other diversity dimensions into traditionally conservative spaces in the hopes of facilitating meaningful engagements, transformation and social cohesion. Roy Gluckman is also the founder and director of Cohesion Collective, an organisation established to promote social cohesion and inclusive thinking in both the private and public sectors. To date, Roy has worked with numerous businesses and schools to both encourage and support the effective and

sustainable rollout of inclusive initiatives in the hopes of creating a more empathetic, engaged and committed generation.

In the adolescent phase of childhood development, children begin to explore and negotiate their own identities. This timing often coincides with their high school years, an environment that exerts much influence over how those identities are shaped and against what mould these identities are gilded. “Normative values” relate to legacy hierarchical power structures, most often patriarchal in nature, with a discourse or pedagogy of conservatism. Religious affiliate schools, single-sex schools, and heritage school often hold these normative values. These institutions often have a clear set of values and principles that dictate the boundaries within which identity may be explored. Identities that fall outside of that boundary are policed, either by the institution itself, the faculty, or by fellow members of the student body.

What makes this situation complex, is that the interests of the child are often not respected and protected above all other competing interest. Instead, diverse student interests are weighed against the supposed interests of other students, the interest of the students’ parents, the interest of alumni and funders, and the interest of the reputation of that institution, which directly impacts the longevity of that institution. Resultantly, the encouragement to develop diverse identities, a derogation from these “normative values”, is often seen as too “risky” and thus stifled and policed in favour of these competing interests.

This policing of diverse identities has dire consequences on both the mental and physical health of these students. Impacting their self-confidence, mental health, their own self-valuation, their ability to fully participate and therefore succeed within that space and their prospects of their own future success. Furthermore, students who may buy into these normative values are robbed of the opportunity of being exposed to difference from a young age, thus stifling their ability to formulate different attitudes toward diverse individuals and thus their ability to engage with them. Overall, these “old school” values create a lose-lose situation for all the students involved and thus require intervention.

South Africa, 2016 saw a tectonic shift in the discourse around diverse identities and their relationships to schools promoting “normative values”. In August 2016, a group of young black female students at one of these normative value schools rose in protest against the school’s hair policy. This longstanding policy both explicitly and implicitly denied black female students the right to explore, promote and embrace their cultural and racial identities, expressed by their hair, under the guise of “neat and tidy”. After student protest, and the eventual

intervention by government and civil society, the policy was amended to accommodate the expression of black female hair identities, but at a price to both the student body and the reputation of the school.

The clash between diverse identities and normative value schools is, however, a global and ever-present issue: homosexuality, transgender identities and diverse religious views in religious affiliate schools and the promotion of traditional masculine archetype in male single-sex schools, to name but a few.

The aim of this workshop is to explore the impact that “normative value” education institutions have on the development of diverse identities for students, the subsequent impact on diverse students’ performance and the impact on students who may subscribe to these normative values but denied the opportunity to be exposed to diversity. Further, this workshop aims to explore possible strategies that may be implemented to reconcile how these schools can encourage diverse identities while balancing the normative values they hold. This workshop aims to allow participants the opportunity to engage in dialogue around the complexities that many of these institutions face in relation to the competing interests of their multiple stakeholders. Participants will discuss whether normative value schools should be forced, through legislation and other means, to encourage diverse identities irrespective of their own values held and the interest of their stakeholders. Finally, participants will discuss how civil society, advocacy groups and student leaders can both support schools and their students in negotiating these complex spaces and competing interests.

Workshop format: the organiser will give an overview presentation of work he has done in normative value institutions in relation to identity and balancing the competing interests of students, parents, faculty, policy and alumni. Research will be presented to the participants on the effects of suppressed identities on the wellbeing of students at schools, as well as the effect of non-exposure to diversity for students who may subscribe to these normative values.

Participant interaction: workshop participants will then break into smaller groups to discuss the questions posed above. Groups will be asked to critically evaluate the problem and context at hand and to discuss potential practical solutions to achieving a more balanced and positive scenario for all students and schools.

Plenary: returning to the plenary, discussion will continue as to whether the border between identity and normative values should be broken down, and if so, what the best strategy to do this is. Should consensus rally

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around the safeguarding of that border however, a discussion on best practice for building, initiating and running support and intervention programmes for students within these spaces shall be explored.

16.45-17:15 **Tea Break** (Building: Lecture Centre, room: LC 215)

17.15-18.30 **Meet the Editors Plenary Session** (Building: Lecture Centre, room: LC D, Mezzanine Level)

Insights for publishing EDI research in top journals, with:

Prof Ed Ng (Dalhousie University, Canada)

Editor of the Journal Equality, Diversity and Inclusion

Prof Mustafa Ozbilgin (Brunel Business School, Brunel University London, UK)

Editor of the European Management Review (EMR)

29th June 2017 THURSDAY

09.00-10.00 **Registration and coffee** (Building: Lecture Centre, room: Foyer)

10.00-11.30 **Parallel Streams**

Stream 7 Erasing Borders Through Climates for Diversity and Inclusion

(Building: Lecture Centre, room: LC 215)

Chairs: A.K. Ward (Pamplin College of Business, Virginia Tech, USA)

Three strikes and some people are still left on the home plate: A climate of gender equity in Australia! Erica French (Queensland University of Technology, Australia).

The role of organizational fairness and inclusion in workers well-being and behavior: a preliminary study. Sílvia Silva & Anna Paolillo (ISCTE-IUL, BRU-IUL).

The Influence of CEO and AA Officers Relational Demography on Organizational Diversity Management. Eddy Ng (Dalhousie University, Canada), Kara A. Arnold (Memorial University, Canada), Greg Sears (Carleton University, Canada).

Stream 8 Between Social Justice and Functionalism Diversity in Higher Education – Comparative Perspectives

(Building: Lecture Centre, room: LC 213)

Chairs: Carola Bauschke-Urban (University of Applied Sciences Fulda, Germany), Mark Gooden (The University of Texas-Austin, USA), Victoria Showunmi (UCL IOE, London, UK) and Felizitas Sagebiel (University of Wuppertal, Germany).

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A Leadership Model for Diversity. Victoria Showunmi (UCL IOE, London, UK)

Diversity Management at the Tertiary Level. An attempt to extend existing paradigms. Martina Gaisch) &
Regina Aichinger (University of Applied Sciences Upper Austria, Austria).

Gender, Network Awareness and organisational change in Science and Engineering. Felizitas Sagebiel
(University of Wuppertal, Germany).

Stream 10 LGBT Research in Management and Institutions: Broadening the Lens

(Building: Lecture Centre, room: LC 216)

Chairs: Erhan Aydin (Usak University, Turkey), Fiona Colgan (Birkbeck College, University of London, UK)
and Oscar Holmes IV (Rutgers University School of Business, USA).

When is Workplace Sexual Harassment Experienced as Discrimination? Comparisons Across Gender and Sexual Orientation. Heather Clarke (University of Wisconsin – Green Bay, USA).

Life in the rural: a bleak house for gays? Aidan McKearney (London South Bank University, UK).

Inclusion and Exclusion of Sexual Minorities at Organisations: Evidence from LGBT NGOs in Turkey and the UK.
Erhan Aydin (Usak University, Turkey), Emir Ozeren (Dokuz Eylul University, Reha Midilli Foca Faculty of Tourism,
Izmir, Turkey).

Stream 16 Fostering inclusive enterprises: Inclusive enterprise, management and leadership education

(Building: Lecture Centre, room: LC 217)

Chairs: Mine Karatas-Ozkan (University of Southampton, UK).

Social entrepreneurship education (SEE) and capital mobilisation: a competency based approach. Mine
Karatas-Ozkan (University of Southampton).

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Reflections on an inclusive business summit. Elif Bulak (Bogazici University, Turkey)

11.30-12.00 **Coffee Break** (Building: Lecture Centre, room: LC 215)

12.00-12.30 **Welcome Speech** (Building: Lecture Centre, room: LC D, Mezzanine Level) – Prof Christos Pitelis, Head of Brunel Business School

12.30-14.00 **Lunch** (Building: Lecture Centre, room: LC 215)

14.00-15.30 **Parallel Streams**

Stream 2 Within and Across Borders: Borders and Girlhood Studies

(Building: Lecture Centre, room: LC 211)

Chairs: Sigal Oppenheimer Shachar, Ornit Ramati Dvir and Orly Benjamin (Bar-Ilan University).

She is Not a True Friend’’: Drawing Social Borders Through the Discourse of Friendship in an Israeli Elementary School. Thalia Thereza Assan, Tel Aviv University, Israel.

Borders and prospects for Job Quality: Mother/daughter relationship in the context of Israeli class/ethno-national exclusions. Orly Benjamin, Bar-Ilan University, Israel.

Stream 3 Disability and Equality, Diversity & Inclusion: Contemporary and Interdisciplinary Perspectives

(Building: Lecture Centre, room: LC 213)

Chairs: Raffaella Valsecchi (Brunel Business School, Brunel University London, UK)

Understanding wellbeing among people with long term disabilities. Chioma Ezenwa & Raffaella Valsecchi & Farnaz Nickpour & Elizabeth McKay (Brunel Business School, Brunel University London, UK), Pamela Abbott, University of Sheffield University, UK.

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Managing health and wellbeing in SMEs: new hopes and old realities. Raffaella Valsecchi & Neil Anderson & John Harrison (Brunel Business School) and Maria Balta (University of Kent)

Anti-discrimination legislation – A critical analysis of the effect on employment of disabled persons
Jacqueline H. Stephenson (University of the West Indies).

Stream 10 LGBT Research in Management and Institutions: Broadening the Lens

(Building: Lecture Centre, room: LC 216)

Chairs: Erhan Aydin (Usak University, Turkey), Fiona Colgan (Birkbeck College, University of London, UK) and Oscar Holmes IV (Rutgers University School of Business, USA).

An Investigation of Evaluations of Gay and Lesbian Applicants for Gender-Typed Jobs. Heather Clarke (University of Wisconsin – Green Bay, USA), Kara A. Arnold (Memorial University, Canada).

An interrogation of the term ‘gay friendly’ organisation: Gay men and women’s perceptions and its impact on gay identity management in the workplace. A case study of a H.E institution in UK. Simon Roberts (Bournemouth University, UK).

Contested spaces and rainbow laces: Institutions and change in the LGBT sports movement. Scott Lawley (Nottingham Trent University).

Stream 15 The new territories of gender equality: corporate boards, feminine networks and pro-women employees resource groups

(Building: Lecture Centre, room: LC 215)

Chairs: Rey Dang (ICN Business School, France) and Maria Giuseppina Bruna (I'IPAG, France).

Women in Board of Directors in French incorporations: what is at stake with Cope-Zimmermann law for female career management? Anne-Françoise Bender (CNAM, Paris, France), Rey Dang (ICN Business School, France), Tuyen Le Nhu (Grenoble Business School, France) & Marie-José Scotto (IPAG Business School, France).

Does Board Gender Diversity affect Firms Risk? Evidence from the French Stock Market taking. Aymen Ammari (Ecole Supérieure de Commerce de Tunis, Tunisia), Maria Giuseppina Bruna (IPAG Business School; France), Rey Dang (ICN Business School, France) & Marie-José Scotto (IPAG Business School, France).

Stream 18 Doctoral Colloquium

(Building: Lecture Centre, room: LC 217)

Chairs: Dr Victoria Showunmi (UCL IOE, London, UK).

In Search of Substantive Equality for Women Solicitors. Nicola Zoumidou (University of Strathclyde, Glasgow, UK).

Tackling Underrepresentation: The English Football League’s Positive Action Regulations. Sophie Cowell (University of Chester Law School).

Honor-Based Confinement: Honor Practices Toward Women in Israel, as Violation of their Right for Dignity and Respect. Ilana Kwartin (Bar Ilan University, Israel and Sapir Academic College Law School, Israel).

15.30-16.00 **Coffee Break** (Building: Lecture Centre, room: LC 215)

16.00-17.30 **Parallel Streams**

Stream 2 Within and Across Borders: Borders and Girlhood Studies

(Building: Lecture Centre, room: LC 211)

Chairs: Sigal Oppenheimer Shachar, Ornit Ramati Dvir and Orly Benjamin (Bar-Ilan University).

Melting the Borders Between Field and Theory: Teaching at the "Young Women Advocating Together for Change" Program. Ilana Kwartin, Sapir Academic College Law School, Israel.

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Physical Education, Body Shape and Borders: Inclusion and Exclusion. Ornit Ramati Dvir (Bar-Ilan University).

Ways of coping with social shaming- Ethiopian girl's negotiating their blackness. Sigal Oppenheim-Shachar (Bar-Ilan University).

Stream 8 Between Social Justice and Functionalism Diversity in Higher Education – Comparative Perspectives

(Building: Lecture Centre, room: LC 216)

Chairs: Carola Bauschke-Urban (University of Applied Sciences Fulda, Germany), Mark Gooden (The University of Texas-Austin, USA), Victoria Showunmi (UCL IOE, London, UK) and Felizitas Sagebiel (University of Wuppertal, Germany).

Athena or Hydra? Measuring gender diversity as a tool for change in the quantified university. Elisabeth Anna Guenther & Anne Laure Humbert (Cranfield University, UK), Jörg Müller (Institute (IN3 – UOC) Barcelona, Spain).

Does Racial Physical and Verbal Violence Amount to a Deprivation of Equal Educational Opportunity. Mark Anthony Gooden (Teachers College, Columbia University, USA) and Muhammad Khalifa (The University of Minnesota-Twin Cities, USA).

Crossing Borders and Being on the Move. Student Mobility, Diversity and Inequality. Carola Bauschke-Urban (University of Applied Sciences Fulda, Germany)

Stream 12 The work-life interface for workers with diverse and intersecting identities

(Building: Lecture Centre, room: LC 213)

Chairs: Alexandra Beauregard (Middlesex University, UK) & Eddy Ng (Dalhousie University, Canada).

Recognising the particular intersectional role of ethnicity, nationality and gender within UK white-collar professions when considering and understanding how multiple identities are experienced at the intersection. Victoria Opara (Bath Business School, Bath Spa University, UK).

Beyond work-family conflict: The experience of combining work and fertility treatment. Nicola Payne, Suzan Lewis & Olga van den Akker (Middlesex University London, UK).

Work-Nonwork Conflict in Knowledge Intensive Firms: Can We Challenge the ideal Worker Norm to Encourage Diversity and Inclusion? Jurate Cingiene (Queen Mary University London, UK).

Workshop 2 From Advice to Justice: A path well-trodden for disabled employees?

(Building: Lecture Centre, room: LC 217)

Chairs: Laura William (University of Greenwich, UK).

Central to participating in society and to creating a sense of self is the ability to work (Stam et al., 2015), yet disabled people face ongoing discrimination in access to and in employment (Barnes and Mercer, 2005; Cunningham and James, 2001; William, 2016). Disabled people are less likely to be employed than non-disabled people (Baumberg et al., 2015) more likely to be employed part-time and earn less than their non-disabled peers (Grammenos, 2014). After securing employment, disadvantage can continue, often disabled people experience discriminatory recruitment and selection procedures, inadequate support in work and problems securing adequate reasonable adjustments (Fevre et al., 2013; William, 2016). In some instances, disabled people need to redress discrimination in employment through soliciting advice from civil society organisations and/or through employment tribunals. However, there has been a 54% reduction in disability discrimination claims comparing 2012-13 with 2014-15 (TUC, 2016). Lawson (2011) reports that employers often challenge disability status to pressurise claimants into withdrawing their case. Therefore, in an employment system that disadvantages disabled people and in a justice system that has introduced fees where access to justice is limited, how do disabled workers stand? How do disabled people secure their rights and what happens when they access the legal system? Are there micro level borders that hinder access to justice?

Outline:

2 papers:

- 1) Civil society organisations and disabled graduates (William and Cunningham)

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- a. This paper is about where disabled graduates seek support when they encounter problems at work. It then looks at the Activities, Support and Characteristics of Civil Society Organisations that support disabled people. 20 mins plus 10 mins for questioning

2) Employment tribunals and access to justice (William and Corby)

- a. This paper will look at who represents disabled employees at employment tribunals, what claims are commonly made, the rate of success of claims and what the data says about discrimination against disabled employees 20 mins plus 10 mins for questioning.

Interaction 1: 30 mins:

1. Participants to go into groups to brain storm solutions on the following topics:
 - How can we increase access to justice for disabled people?
 - What are the suggested strategies for CSOs to further engage with disabled people?
 - Should there be reforms to Employment Tribunal system, if so what would they look like?
 - What is organisational best practice to avoid grievance case involving disabled people escalating?

Interaction 2: 30 mins:

- We invite people to present “elevator pitches” 3-5 mins on the theme of access to justice.

Conclusion: The session would conclude with feedback from each group (20 mins) and the creation of a future research agenda to improve access to justice (10 mins).

20:00

Conference Dinner at Sarastro (<http://www.sarastro-restaurant.com>)

Enter a world of drama, passion and excitement where exuberant colour, glittering display and joyous music meet exotic cuisine to create a truly unforgettable dining experience. Undoubtedly, the place to see and be seen in Drury Lane, Sarastro offers a unique and opulent carnival of the senses that gladdens the heart, delights the eye and captivates the soul. So why not visit Sarastro soon and experience its magic for yourself?

Remember, the only thing you can expect is the unexpected!

Address: Sarastro Restaurant, 126 Drury Lane, TheatreLand, London, WC2B 5SU

30th June 2017 FRIDAY

10.00-11.30

Parallel Streams

Stream 13 To be underway: Conditions constitute Chances and Borders of Diversity Learning

(Building: Lecture Centre, room: LC 211)

Chairs: Iris Koall (University of Wuppertal, Germany) and Verena Bruchhagen (Technische Universität Dortmund, Germany).

Diversity as a cross border business culture in Europe? – Representational voices of diversity management in stock exchange-listed companies in the European Union. Regine Bendl & Bärbel S. Traunsteiner (WU Vienna, Austria).

The Global Integration of Diversity Management: Cultural Diversity within Western Multinational Companies in China. Yu Fu (Lancaster University, UK)

Stream 15 The new territories of gender equality: corporate boards, feminine networks and pro-women employees resource groups

(Building: Lecture Centre, room: LC 213)

Chairs: Rey Dang (ICN Business School, France) and Maria Giuseppina Bruna (I'IPAG, France).

The impact of women leaders on organizational culture: Will they break down the borders women managers face today? Regina Palmer (Universität der Bundeswehr München, Germany).

“Using Care Ethics to fill the void between Formal Equality and Substantive Equality for Women Solicitors in the UK.” Nicola Zoumidou (University of Strathclyde, UK).

Stream 18 Doctoral Colloquium

(Building: Lecture Centre, room: LC 217)

Chairs: Dr Victoria Showunmi (UCL IOE, London, UK).

In A Man’s World? The Continued Under-representation of Academic Women in Nigerian Universities. Joy Umekwe (University of West England, UK).

Workshop 3 Building Strategies, Bridging Differences: An Intersectional Dialogue about Individual and Institutional Strategies to Advance (all) Women at Work

(Building: Lecture Centre, room: LC 216)

Chairs: Mateo Cruz & Wiley Davi (Bentley University, USA)

Aim of Workshop: The purpose of this workshop is to create dialogue across intersecting identities about individual and institutional strategies to advance all women at work.

Context: Earlier this year, more than one million women and their allies marched to protest the incoming Trump administration and promote a comprehensive social justice platform. Of the 16 goals outlined by March organizers, five directly address economic justice and workforce equality across intersecting identities (The Women’s March on Washington, Guiding Vision and Definition of Principles, 2017, January 21). While bold and admittedly ambitious, the process of clarifying a vision defined by and designed for “Black women, Native women, poor women, immigrant women, Muslim women, lesbian, queer and trans women” (p. 2) symbolizes a call to action that bridges social identity differences to advance systemic change. As diversity scholars and management educators, we are well-positioned to champion such a vision. Our work over the past two decades has helped fuel a movement replete with TEDTalks, trade books, and hashtags encouraging women to lean in, stand tall, and push back. On the positive side, these efforts have galvanized a generation of women to demand a seat at the table. At

the same time, the advice women receive about how to navigate a successful career in the male-dominated workplace remains individually-focused and implicitly white. That is problematic when the barriers that impede workforce equality are institutionally embedded (Eagly and Chin, 2010) and differently experienced depending on a woman's access to social capital (Sanchez-Hucles and Davis, 2010).

- *How then can we support an intersectional platform that transcends the traditional approach to career advancement and gender parity?*
- *In what ways are our individual strategies for navigating threat effective and when might they become harmful in limiting institutional change?*
- *What can we do to shift the focus from individual and interpersonal tactics to strategies for institutional change?* **Literature:** Although the conversation about women's leadership and advancement is becoming more nuanced (e.g., Ely, Ibarra, and Kolb, 2011), systemic change is stagnant. In 2016, women's representation at the top of the S&P 500 remained at less than five percent (4.4%), with women of color holding only three of the 500 CEO spots (Catalyst, 2017). Despite reports of ambition toward becoming a top executive (Piazzo, 2016), the underrepresentation of women of color is consistent in top-level positions across the corporate sector (Piazzo, 2016). Whereas white men hold 62.6% of senior executive level roles and white women 24.3%, women of color comprise less than 13% despite representing more than 1/3 of the private sector workforce (AAUW, 2016). Described as a "concrete ceiling," results from survey data conducted by LeanIn.org and McKinsey & Co. indicate that women of color are discontent with their work environments, and are less likely to cite their workplace as inclusive. Black women specifically shared feeling as though they cannot bring their whole selves to work (Piazzo, 2016). These findings are discouraging, especially when one considers that minority women are rapidly increasing their employment in business and now account for 52.7% of first-time enrollees in graduate business degree programs (Ohkana, Feaster, & Allum, 2016). Thus, there is an apparent disconnect for women of color between desire to succeed, feeling supported, and advancing at the same rate as their white female peers.

The statistics and experiences of women and women of color are further complicated by their varied identities. Gender minorities, such as gender non-conforming and transwomen, as well as sexual minorities (*i.e.*, women who identify as lesbian, gay, bisexual, or queer, LGBTQ) are an important nexus when considering how institutions such as higher education influence women's success in business. In addition to encouraging a major or focus, undergraduate and graduate education programs also provide social support, networking, and professional development skills that will eventually be used once an individual enters the workforce. Remarkably, reports indicate only 3% of MBA students identify as out lesbian, gay, bisexual, transgender, or queer ("Reaching Out," 2016). In an exploratory study with transgender students, Dugan, Kusel, and Simounet (2012) reported differences in perception of support and efficacy in leadership (Dugan, Kusel, and Simounet, 2012). In particular, transwomen (MTF) reported a lower capacity for leadership, attainment of leadership roles, and leadership efficacy (Dugan, Kusel, and Simounet, 2012).

Whereas white women (who are also treated as if they are heterosexual and cisgender) have made some progress towards leadership advancement (Zweigenhaft and Domhoff, 2014), women of color, queer women, and transwomen remain notably absent from upwards trends and nearly invisible in the literature on effective strategies for leadership development (Godwyn and Stoddard, 2011). Of course, this conversation is not new, women at the intersection of minority identities have been advocating for visibility and representation for decades (Shields, 2008). Their work and the work of allies have illuminated valuable insights about ways women navigate careers in high-threat environments differently depending on social identity and access to power (*e.g.*, Bell and Nkomo, 2001). Yet, there remains a gap in understanding how the confluence of racial identity, gender identity, and/or sexual identity influences a woman's goals for managing threat and the effectiveness of her strategies. Though studies suggest gender and racial identity moderate perception of and response to stereotype threat at work (Block, Koch, Liberman, Merriweather, and Roberson, 2011), how that process unfolds in the workplace is still under investigation.

What we do know is that the advice women receive about strategies for advancement is focused at the individual or interpersonal levels. It is less common to find studies that identify and examine organization-level strategies that equip women to lead systemic change. This is interesting when one considers that researchers consistently

conclude that institutional discrimination is responsible for stagnation in women’s advancement, more than “human capital variables” or “structural factors” (Eagly and Chin, 2010, p. 217). Moreover, the emphasis on individual strategies for success wrongly places the burden on the woman to effectively navigate, further promoting the fallacy of exceptionalism in the face of struggle. This may be in part why women who make it to the top fail to change the systemic barriers that keep women of color, queer women, and transwomen out. The Women’s March organizers understood that. Not only are they advocating a movement for workplace equality that is led by multiple minority women, but also one that emphasizes the shift from individual strategies to collective action for systemic change.

Are we ready to follow their lead?

Workshop Format (90 mins): The purpose of this workshop is to create dialogue across intersecting identities about individual and institutional strategies to advance all women at work. As multiple minority scholars who study gender, diversity, and leadership in business, our goal is to design an interactive session that allows participants to share their strategies for navigating threat at work. To do so, we will first engage participants in a “self-diagram” activity where they can create a “web” of their identities/characteristics that inform how they experience threat at work and inform their behaviors in response. Then, drawing from the research on stereotype threat and career preparedness for women, women of color, and LGBTQ women, we will work together to identify practical solutions to systemic problems that undergird our shared experiences with barriers to advancement.

11.30-12.00 **Coffee Break** (Building: Lecture Centre, room: LC 215)

12.00-13.00 **Plenary Talks and Closing** (Building: Lecture Centre, room: LC D, Mezzanine Level) – Chairs of streams to report back

13.00-14.00 **Fare well and light lunch** (Building: Lecture Centre, room: LC 215)

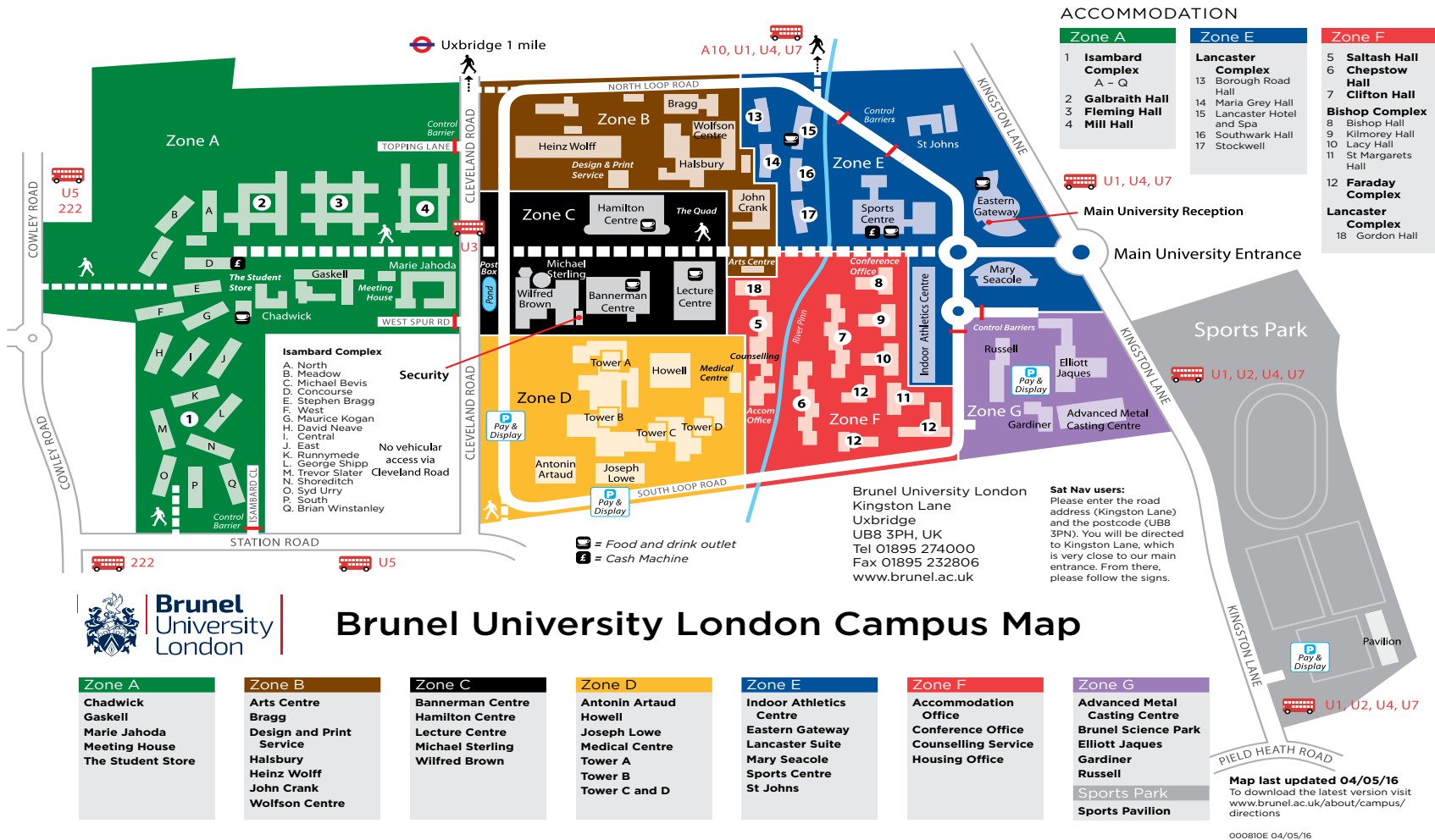
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**All conference rooms are located in the Brunel Lecture Centre.
Please see maps on the next two pages for orientation**

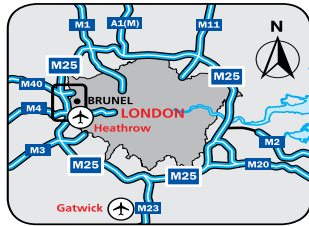


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Brunel University Campus Map



How to get to Brunel University



Getting to Brunel University London

BY BUS

From Heathrow Central: A10 "Heathrow Fast", every 15 minutes, journey time approx 25 minutes (alight Hillingdon Rd at 'The Greenway' and use footpath to campus).

From Stockley Park: A10 "Heathrow Fast" as above, journey time approx 10 minutes.

From West Drayton railway station:
 U3 (alight Cleveland Road)
 U1 (alight Kingston Lane)
 222 (alight Cowley Road and use path via Zone A, see campus map).

From Uxbridge (underground) station:
 U3 (alight Cleveland Road)
 U1 (to West Drayton) U4 and U7 (alight Kingston Lane)
 222 and U5 (alight Cowley Road and use path via Zone A, see campus map).

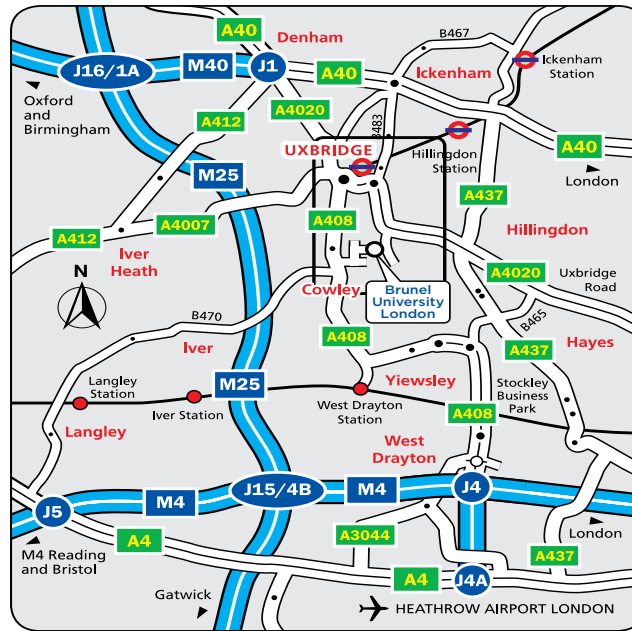
BY UNDERGROUND

(Transport for London) For Uxbridge Station take the Metropolitan Line from central London (and Piccadilly Line during peak hours). Then take a taxi, or bus U1, U3, U4 or U7. (Alternatively use the 1-mile walking route shown on the right.)

BY RAIL

West Drayton (First Great Western Link) is the nearest main-line station (approx 1.5 miles from the campus). Services from London Paddington or the West (Bristol). From West Drayton station take a bus towards Uxbridge: 222 (alight Cowley Road), U5 (alight Station Road), U3 (alight Cleveland Road) or U1 (alight Kingston Lane).

West Ruislip Station (Chiltern Railways) is the main-line service from London Marylebone and the North (Aylesbury, Banbury and Birmingham) and is approximately 4 miles from the campus. From West Ruislip Station take the U1 bus towards West Drayton, alight Kingston Lane.



BY ROAD

Entry by car is via Kingston Lane only.

Sat Nav users: Please enter the road address (Kingston Lane) and the postcode (UB8 3PN). You will be directed to Kingston Lane, which is very close to our main entrance. From there, please follow the signs.

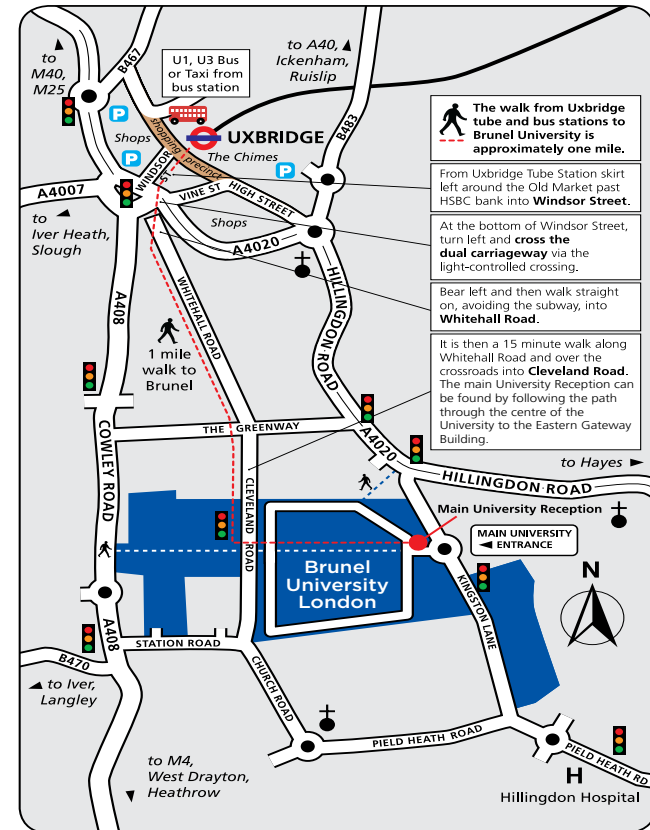
Parking on the Uxbridge Campus and in the local area is very restricted. Barriers control access to the site and all vehicles must display a valid permit. On arrival, pay-and-display parking is available. In addition, parking may also be pre-booked (restrictions apply).

Parking Charge Notices will be issued for illegally parked vehicles and vehicles not displaying a valid Brunel parking permit or Pay & Display ticket.

M4: Leave M4 at Junction 4 and follow signs to Uxbridge (A408). Straight across Brunel is right at the next roundabout.

first set of traffic lights, continue on A408, crossing four roundabouts. Turn right at the next set of major traffic lights. Continue ahead to next set of lights and, almost immediately, take the right filter lane at second set of traffic lights into Station Road. Continue straight on into Church Road and take the first exit at a mini-roundabout into Pield Heath Road. Turn left into Kingston Lane and left into the University. Follow signs for Main Reception as you enter the campus.

A40/M40: At Swakeleys Roundabout take B483 exit to Uxbridge. Follow signs across two mini-roundabouts. At major roundabout bear left onto A4020 (Brunel sign), straight ahead at the first lights, then almost immediately take second right filter turn onto Kingston Lane (signposted Brunel). The main entrance to Brunel is right at the next roundabout.



The walk from Uxbridge tube and bus stations to Brunel University is approximately one mile.

From Uxbridge Tube Station skirt left around the Old Market past HSBC bank into Windsor Street.

At the bottom of Windsor Street, turn left and cross the dual carriageway via the light-controlled crossing.

Bear left and then walk straight on, avoiding the subway, into Whitehall Road.

It is then a 15 minute walk along Whitehall Road and over the crossroads into Cleveland Road. The main University Reception can be found by following the path through the centre of the University to the Eastern Gateway Building.

Follow signs for Main Reception as you enter the campus.

M25: (From North or South) Join M40 or M4 then see above.

VISITOR PARKING FOR DISABLED BLUE BADGE HOLDERS

Accessible parking bays are available at various locations around the campus. Please collect a permit on arrival from Main Reception, Eastern Gateway Building.