

Negotiating spaces: Equitable Participation & Progression of British African Caribbean Males in Academia

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Introduction (Platform 1)

British African Caribbean males (BACMs) continue to face challenges in relation to equitable participation and progression in workplaces in conjunction with other ethnic groups.

Thesis Central: (07/22) Original Contribution to Knowledge

This research contributes to the understanding how BACMs negotiate trajectories within HE. Exploring their employment trajectory experiences could assist in identification of pathways to progression with HE.

Literature Review (Rolling stock)

British This research primarily addresses BACMs experiences in HE through the exploration of their accounts.

Theoretical Framework

The intersectionality Framework of Crenshaw¹ (1991) & The Silences Framework of Serrant-Green 2011 will be used to underscore the lived experiences and interconnected social categories of race, Gender and Ethnicity of BACMs in HE.

Ethical Issues (Buffer stop)

Sensitivity to the subtleties with which participants use cultural values and norms to give meaning to their experience as well as avoiding creation/ perpetuation of damaging stereotypes.

Res (2) 11/19

Ethics 03/20

Lit Review 08/20



Data Coll, Trans. & Analysis 12/20

First draft 06/21

Research Questions

(What are the career experiences of BACMs HE?
Does the combination of being BACM and male affect their experiences in HE?
What factors hinder or help the career progression and promotion ?

Research Objectives

- 1) To focus visibility on the experiences of BACMs which are significantly under-represented in the within HE.
- 2) To explore the barriers restricting the participation and progression of BACMs.
- 3) To identify strategies utilised by BACMs to overcome barriers and negotiate spaces in academia.

Methodology (Signal box)

A narrative approach utilising semi-structured interviews with a purposive sample of 15 BACMs. NVIVO will be used to undertake data analysis using the Silences framework

References (Service Information)

Bhopal, K. (2018) White privilege: The myth of a post-racial society

British Educational Research Association (BERA) (2018) Ethical guidelines for educational research. 4th edn. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of colour. *Stanford Law Review*, 43, 1241–1299. DOI: 10.2307/1229039 <https://www.jstor.org/stable/1229039>

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Serrant-Green, L. (2011) The sound of 'silence': A framework for researching sensitive issues or marginalised perspectives in health, *Journal of Research in Nursing*, 16 (4), pp. 347–360. DOI:10.1177/1744987110387741

