Lived Experiences of Diverse Academics: An Analysis of UK Higher Education Institutions

Lyle Stephen Odendaal

A thesis submitted in partial fulfilment of the requirements of

Sheffield Hallam University

for the degree of Doctor of Philosophy

December 2023

I hereby declare that:

1. I have not been enrolled for another award of the University, or other academic or professional organisation, whilst undertaking my research degree.

2. None of the material contained in the thesis has been used in any other submission for an academic award.

3. I am aware of and understand the University's policy on plagiarism and certify that this thesis is my own work. The use of all published or other sources of material consulted have been properly and fully acknowledged.

4. The work undertaken towards the thesis has been conducted in accordance with the SHU Principles of Integrity in Research and the SHU Research Ethics Policy.

5. The word count of the thesis is 74,146.

Name	Lyle Stephen Odendaal
Date	December 2023
Award	PhD
Research Institute	Social and Economic Research Institute
Director of Studies	Jeremé Snook

Abstract

This thesis explores the lived experiences of BAME academics working in Higher Education in the United Kingdom. The thesis is intended to illuminate the experiences of BAME staff who are working in Higher Education Institutions and are attempting to progress in terms of their career. Participants were drawn from a range of different roles with Higher Education Institutions and these roles included administrative staff and also academics who are at the beginning of their career through to Vice-Chancellors of Universities around the UK. Specifically, this thesis explored the phenomenon of representation of BAME staff in post 1992, Russell Group and Redbrick universities.

The purpose of the thesis is response to a number of events that have taken place not only within the UK but within the wider global economy. Events such as Black Lives Matter and the Murder of George Floyd have been catalysts for the investigation and exploration of the lived experiences of BAME staff. This is supported by the literature and bodies such as the UCU who have questioned the role of state organisations and universities around factors that affect representation.

In order to investigate the lived experiences of diverse academics this study took an interpretivist approach to explore the complexities of representation with UK Higher Education Institutions. This study drew on critical theory as the methodology as a means to uncover the realities of working in Higher Education and this is done also in light critical race theory which would allow the thesis to draw out counter narratives that have had an impact on the careers of BAME staff. The thesis also makes use of the correspondence theory of truth to conceptualise the reality of working in Higher Education within the UK.

This study contributes to new knowledge in a number of different ways. The first of which highlights that structural and covert racism are still prevalent within the UK and in Higher Education institutions and this has contributed to a lack of representation within UK institutions. A significant proportion of BAME staff are still employed on fixed term contracts. The findings also highlight how BAME staff still form part of the out group and individuals in senior positions make use of and withhold resources for

personal gain. Fundamentally, the data would suggest there is no integrity behind universities and institutions use BAME staff to enhance their image.

The findings are significant because there are several practical recommendations that have been identified that can contribute to creating more representation and in particular line managers have been identified as an effective means to improve representation by providing BAME staff with the resources they need to progress but have been shown to be important with regards to communication important information such as progression opportunities that are not always communicated by Higher Education Institutions. Finally, communication in of itself of opportunities has been deemed as significant as the findings have shown that taking a more targeted approach in terms of providing that information to BAME staff can contribute to improving representation within Higher Education Institutions.

Acknowledgements

I first of all would like to thank all of the participants that took the time to be a part of this research project. Their stories and insight that the participants allowed me to get a deeper understanding of their experiences which painted a deep picture without which this study would have been impossible.

I would also like to thank my director of studies, Dr. Jeremé Snook and my Supervisors Dr. Ellen Bennett and Dr. Claire Taylor for their support throughout the thesis and my research journey. I would especially like to thank my supervisory team for stepping in after the numerous changes along my PhD journey. Dr. Jereme Snook for taking over as my Director of Studies and Dr. Ellen Bennett and Dr. Claire Taylor for stepping in during the change of supervision team. Your guidance has been invaluable both academic and for morale. I would also like to thank Dr. Mel Bull and Dr. Tony Bennett for their support at the beginning of my PhD.

I would also like to thank all my colleagues who have also been supportive along the journey and provided encouragement and motivation and offered a friendly chat in the office which always helped provide clarity.

Above all, I would like to thank my friends and family, I could not have done this without you. I would like to thank Dr. Paul Allan who has been a pillar of strength from the beginning in more ways than I could give justice to. To my sister Michelle whose encouragement, support and belief has been unwavering. I would like to thank my mother Ruth whose love and support has been the foundation of this whole journey and would need a thesis in of itself.

Lastly, I would like to acknowledge all my family I have lost along the way. I wish you could have been here. I would like to dedicate this to you.

Table of Contents

Abstract 2
Acknowledgements 4
Table of Figures 10
Table of Abbreviations 11
Chapter 1: Introduction 12
1.1. The Purpose of the Study 14
1.2. Research Aim 16
1.3. Research Question 16
1.4. The Research Puzzle 17
1.5. The Moral Case for Diversity 19
1.6. My Personal Interest in the Research 20
1.7. Methodology 21
1.8. Thesis Structure 24
Chapter 2: Literature Review 26
2.1. Introduction 26
2.1.1. Power and Identity 26
2.1.2. Human Resource Management 28
2.1.3. Practice vs. Impact 29
2.1.4. Employer Branding 31
2.2. Factors Influencing Career Progression 33
2.2.1. Life Opportunities in Higher Education 33
2.2.2. Social Class 35
2.2.3. The Resource Based View 37
2.2.4. Motivation 39
2.2.5. The Role of Line Managers 40
2.2.6. The Challenges of Devolution 40
2.3. Diversity Management 41
2.3.1. Organisational Commitment 42
2.3.2. The Business Case for Diversity 43
2.3.3. Approaches to DM 44
2.4. Intersectionality 48
2.4.1. The Approach Towards Intersectionality 49
2.4.2. Criticisms of Intersectionality 50

2.4.3. Class and Social Structures 50
2.4.4. Potential Areas of Discrimination 51
2.4.5. The Significance of Intersectionality 53
2.4.6. Critical Race Theory 54
2.4.7. Voice in Qualitative Research 57
2.4.8. Ingroups 59
Chapter 3: Theoretical Framework 62
3.1. Critical Theory 64
Chapter 4: Methodology 68
4.1. Introduction 68
4.1.1. The implications of Critical Race Theory (CRT) 69
4.1.2. The Nature of Truth and Reality 72
4.2. Ontology and Epistemology 73
4.2.1. Ontology 73
4.2.2. The Social World 74
4.2.3. Personal Ontology 74
4.2.4. Epistemology 75
4.2.5. Steps taken to Meet BonJour's Conditions 76
4.2.6. Personal Epistemology 76
4.2.7. The inductive Approach 77
4.3. Hermeneutics 80
4.3.1. The Hermeneutic Approach 83
4.3.2. The Hermeneutic Cycle and the Relationship between Themes 84
4.3.3. Alethic Hermeneutics 85
4.4. Life Histories and Stories to Understand Experiences 87
4.4.1. Life Stories 89
4.4.2. The Significance of Life Histories 92
4.4.3. Valuing Participants Lived Experience 93
4.5. Ethical Considerations 95
4.5.1. Obtaining Ethical Approval and Informed Consent 96
4.6. Method 97
4.7. Data Collection and Sampling 99
4.7.1. Data Collection 102
4.7.2. Semi-structured Interviews 103

4.7.3. Data Collection in the Field 105
4.7.4. Limitations of interviewing 106
4.7.5. Alternative Methods Considered 107
4.8. Sample 108
4.8.1. Sample Size 111
4.9. Data Analysis 113
4.9.1. Coding and Memo-writing 114
4.10. Thematic Analysis of the Data 116
4.10.1. Phase 1: Getting Familiar with the Data 117
4.10.2. Phase 2: Identifying Initial Codes 117
4.10.3. Phase 3: Themes 118
4.10.4. Phase 4: Reviewing Themes 118
4.10.5. Phase 5: Naming Themes and Relationships between Themes 125
4.10.6. Phase 6: Writing the Report 125
4.11. Limitations of the Method 126
4.12. Conclusion and Reflection 127
Chapter 5: Research Findings and Analysis 129
5.1. Introduction 129
5.1.1. Participants and their Bio-demographic Data 130
5.1.2. Brief Descriptions of Participants 133
5.2. The links between Objectives and Classifications 137
5.2.1. The Context and Associated Themes 138
5.2.2. The Individual and Associated Themes 139
5.2.3. The Team and Associated Themes 140
5.3. Conclusion and Summary 141
Chapter 6: Theme 1: Tackling Diversity in HE 143
6.1. Definition of Diversity 143
6.2. Integration of BAME in HE 145
6.3. Navigating Discrimination 146
6.4. Skepticism of Attaining Promotion 148
6.5. Race and Racism in HE 149
6.6. Concluding Thoughts 149
Chapter 7: Theme 2: Higher Education 151
7.1. Power Dynamics of Working in HE 153

7.2. The Role of Line Management 155
7.3. University Diversity Policy 157
7.4. The Lecturer as a Role 159
7.5. Concluding Thoughts 161
Chapter 8: Theme 3: Ambition in HE 162
8.1. Opportunities for Career Progression 162
8.2. Glass Cliff Roles in HE 165
8.3. The Impact of Gatekeepers 166
8.4. Perceptions of Self 167
8.4.1. Identity 167
8.4.2. Perception of Others 168
8.4.2. Concluding Thoughts 169
Chapter 9: Theme 4: The Barriers to Working in HE 170
9.1. Discrimination in HE 170
9.2. Society and Discrimination 171
9.3. Structural Inequality 174
9.4. The Influence of the Media 175
9.4.1. Social Media 176
9.4.2 Communication of Policy and Opportunities 177
9.5. Educating Society 179
Chapter 10: Discussion 182
10.1. Introduction 182
10.2. Society and Discrimination 183
10.2.1. Stereotypes and biases 183
10.2.2. Structural Inequality 184
10.2.3. Social Media 186
10.2.4. Tackling Discrimination 186
10.2.5. Navigating the Challenges of Diversity 187
10.2.6. Race and racism 188
10.3. Higher Education as a Sector 189
10.3.1. Power 189
10.3.2. Line Managers Promoting Diversity and Inclusion 191
10.3.3. Policies 193
10.4. Perception of Self 195

10.4.1. Identity 195
10.4.2. Ambition 197
10.4.3. Glass Cliff Roles 198
10.4.4. Gatekeepers 200
10.4.5. Concluding Remarks 201
10.5. Discrimination in HE 202
10.5.1. Communication of Policies and Practices 203
10.5.2. Educating Society 205
10.5.3. Implications for Practice 206
10.5.4. Education 206
10.5.5. Structures of Power 207
10.5.6. The importance of Line Managers 208
10.6. Conclusion 209
Chapter 11: Conclusion 211
11.1. Introduction 211
11.2. Contribution to new Knowledge 213
11.3. Recommendations for Future Research 218
11.4. Limitations of the Research 219
11.5. Personal Reflection 227
12. References 231
Appendices 256
Appendix 1 256
Questions to HR Directors and Trade Union Members 256
Questions to Academics 257
Biodata 257
Experiences in HE 257
Equality Diversity and inclusion 258
Draw interview to a close 260

Table of Figures

Figure 1: The Hermeneutic Cycle 84
Figure 2: Relationships between Codes 120
Figure 3: Superordinate and Sub-ordinate Themes 122
Figure 4: Bio-demographic Data 130
Figure 5: The Objectives and Data Classifications 137
Figure 6: The Context 138
Figure 7: The Individual 139
Figure 8: The Team 140

Table of Abbreviations

BAME – Black Asian and Minority Ethnic

BME – Black and Minority Ethnic

DM – Diversity Management

HE – Higher Education

HEI – Higher Education Institution

HR – Human Resource Management

HRM – Human Resource Management

MBA – Master of Business Administration

SHRM – Strategic Human Resources Management

Chapter 1: Introduction

This study will focus on the experiences of Black, Asian and Minority Ethnic (BAME) staff that are working in Higher Education (HE) within the United Kingdom. This study will investigate circumstances surrounding BAME staff working in academia. The investigation will look at the perspectives of individuals working in HE who are at different points in their academic career, but the study will also look at the experiences of non-academic staff who also work in HE. This study aims to explore the complexities surrounding BAME staff working in HE and their experiences in relationship to being employed within the sector, the routes to progression and the opportunities BAME staff have taken in terms of navigating HE as a sector with regards to gaining employment and subsequently routes to progression.

There are a number of phenomena and questions about the nature of reality, working in HE and the social sciences that have contributed to the exploration of BAME staff working in HE (Mason, 2017). These questions have taken both an ontological nature, for example in the case of this research, social actors and their experiences as well as institutions and structures that make up reality. In terms of an epistemological position, the study has taken an interpretivist approach in which the study seeks to understand how people make sense of their lives and experiences and that entails the investigation seeking out and interpreting BAME staff meanings and interpretations.

This ontological and epistemological position has led me to question what factors contribute to BAME staff being employed in HE but also how BAME staff navigate the complexities surrounding employment with HE. I came to understand this can be conceptualised as an experiential puzzle in the sense that this thesis will focus on how BAME staff experience life in academia, how different phenomena interact and influence what we constitute as academia in its current form (Mason, 2017). Therefore, the research puzzle of the study will be seeking to explore the narratives of BAME staff and how the worlds of BAME staff are as well as their experiences are interconnected.

Equality and representation have been a contentious topic of debate for a number of decades. Numerous activists have campaigned across the world have called for

greater inclusion. Campaigners such as Nelson Mandela and Martin Luther King Jnr. have contested the status quo in terms of racial equality. In the UK calls for more equality have ranged from the movements in the 1980's with regards to diversity and inclusion for the LGBTQ+ community and there have also been calls for more inclusivity from an organisation perspective with regards to becoming more diverse in the composition of the employees within their organisation.

There have been a number of reasons for organisations to become more inclusive of people who have different and multiple characteristics. This can be divided into 3 main areas which can be defined as the business, the legal and the moral case for having diverse staff within the organisation. The diversity of staff members in organisations has been linked to the positive performance of the business (Çelik, and Çelik, 2017). In terms of a definition, diversity management has its origins in the private sector but has transitioned over to the public sector with the aim of increasing the financial performance of the organisation. However, the literature would question what this actually entails in terms of practice when recruiting diverse individuals with the aim of improving performance.

Given that organisations take a stance of improving financial performance through the employment of diverse staff, it is prudent to question the motives of diversity practices particularly from the perspective of managing diversity. In particular, when looking at diversity from the perspective of the business case, the primary concern of organisations will be the bottom line (O'Leary and Weathington, 2006) and Georgeac and Rattan, 2022) and therefore will not have sincere motives behind improving representation within organisations. In the case of this study, the bottom-line constitutes financial profitability. When organisations take this perspective and the organisations' primary motive is to make profits for shareholders, such organisations would not have genuine motives for improving representation in organisations.

In an attempt to create more representation societies, have enacted legislation to protect individuals with diverse characteristics but to ensure there is more representation within organisations (Kirton and Greene, 2016). There have been many iterations of this over the years ranging from Affirmative Action policies to Equal Opportunities. The UK in 2010 implemented the Equality Act aimed at creating

more inclusivity and giving individuals and groups of individuals with certain characteristics more rights. Whilst the literature has argued that the Equality Act (2010) has contributed to creating more inclusivity authors such as Crenshaw (1980) have identified a number of challenges in relationship to the characterisation of individuals through legislation such as the Equality Act, in that the Act does not take into consideration people who occupy multiple characteristics or what has been defined as intersectionality (Crenshaw, 1980). This has meant there may be scope for discrimination for individuals who occupy multiple characteristics and who do not fit neatly into prescribed boxes.

The literature would also argue should organisations engage in diversity and inclusion initiatives in the absence of good intentions, there is a risk these organisations may employ people with diverse characteristics as a tick box exercise and therefore this would have negative effects on organisations as there will be no trust and no feelings of inclusion. Therefore, diverse employees may not contribute wholeheartedly which may in turn affect performance. Further to this, the approach that organisations take in relationship to their stance or policies around diversity and inclusion are determined by the governments at the time. For example, in the UK, should the governments' stance on diversity be unfavourable towards people from different ethnic backgrounds, organisation policy around diversity and inclusion may mirror national legislation in order not to antagonise national policy.

1.1. The Purpose of the Study

The introduction will delve into a discussion of the purpose of the thesis. The introduction will outline what the study aims to achieve and will also highlight the approach with which this was carried out. The study has multiple objectives which it aims to address. Diversity has been a challenge for different sectors in the economy. Whilst the literature has investigated the challenges faced people from different backgrounds in the private sector (Carstens and De Kock., 2016), I will look at what have been the implications of diverse employees in public sector organisations and in particular working in the HE sector. One of the challenges that I came across when starting out on the process is how I would define and categorise diverse individuals and because the study would be paying particular attention to academics, how would I come to categorise diverse academics. The work of Kandola and

Fullerton (1998) and Kirton and Greene (2016) has been influential in relationship to providing a means to define diverse people. The next section will provide a conceptualisation of diversity.

There have been numerous definitions of diversity which aim to categorise diverse individuals with different characteristics (Holck et al., 2016). Previous definitions and in particular those definitions that have had come from studies that have aimed to investigate the complexities of inclusion in the private sector have tended to distinguish the readily observable differences from those that are hidden. Other definitions of diversity have aimed to highlight the socio-bio-demographic differences in order to categorise individuals. It, therefore, becomes very difficult to take into consideration intersectional differences (let alone invisible difference). The definition of diversity for the purpose of this study is taken from Kandola and Fullerton (1998) which defines diversity as those aspects that take into consideration both visible and invisible differences such as age, gender, sex but also education and career experience. Therefore, the study aims to investigate these complexities with regards to discussing the implications for BAME staff.

The choice and justification of sample is discussed in the method section (Chapter 3), but the study aimed to focus individuals who identify as Black, Asian and Minority Ethnic. This was done to get their perspective on what constitutes their social reality and the complexities in terms of gaining entry and subsequently having a career within HE. The reasons why this definition resonates with this study is that although it is easy to categorise individuals based on their visible characteristics, the experiences of British born black academics for example may be different from those of academics who have migrated to the UK and structures of power may influence these academics differently (Acker, 2006).

The study aimed to get the participants to develop narratives around their experiences of working in HE (Clandinin, 2014). Therefore, the study made use of semi-structured interviews to allow participants to discuss their experiences of working in HE and what this has meant for their careers and progression (Saunders et al., 2019). This allowed the participants to discuss other aspects of their

experiences that may not have been on the interview schedule but may have been deemed as significant by the participants.

1.2. Research Aim

Crafting and refining the research aim was done over a number of years. Initially, the study of diversity in HE was done as a pilot study, and I wanted to carry on the research as part of a more in-depth study. The research aim for this study is:

- The study aims to investigate the academic experience of complexities surrounding BAME staff working in Higher Education and whether these complexities are endemic across the sector or the experiences of BAME staff are isolated.

1.3. Research Question

The research question has been informed by the discussion on the puzzle that the study seeks to explore. This has been derived from the ontological and epistemological position of myself. The overarching research question is therefore as follows:

- How Black Ethnic Minority Asian (BAME) staff experience the actions and interventions designed by Higher Education Institutions (HEI's) in relationship to inequality?

With that in mind I looked at a cross section of universities that identified themselves as Russell Group, Red Brick and post 1992. I do acknowledge the study is not generalisable to wider population. However, in terms of the application of the findings, it is my hope that the work can be of value for BAME staff who find themselves working in these institutions and to provide an opportunity to navigate HE as sector and to progress in their careers.

In terms of the objectives of the study, there are 4 main goals which I aim to achieve as part of this study. These have also been derived from theory but highlight the purpose of the study and what I aim to achieve as part of my research. The objectives of the study can therefore be described as:

a) To understand the challenges faced by BAME staff in terms of career progression.

b) To explore the interventions Higher Education Institutions have put in place in order to address the challenges faced by BAME staff.

c) To investigate the impact the broader aspects of diversity have had in relationship to BAME staff career advancement.

d) To explore challenges faced by BAME staff in post 1992, Russell Group and early 1960s universities.

These objectives helped guide the research process in terms of the population and sample but also helped in developing the interview schedule which was used when interviewing the participants for the study. These objectives also guided the approach that was taken with regards to the methodological position which I have taken in order to acquire the data but also with regards to my philosophical position. I will now explore the three aspects that contributed to my interest in this topic and why I chose to embark on this study.

1.4. The Research Puzzle

The attainment gap between UK white students as opposed BAME is a factor that has been identified as significant in relationship to BAME candidates getting access to professional roles. Although the degree awarding gap is beginning to close educational attainment still makes a significant contribution as to why BAME staff face difficulties in terms of being recruited particularly in the case of this research into white collar jobs. This can be seen in light of academics that receive professorship within the UK; there have still only been marginal increases in the number of BAME professors with HE with Black staff being most affected (AdvanceHE, 2022). Further to this social mobility within the UK has been identified as decreasing and access to education has been a contributing factor to gaining access to professions such as HE and accountancy for example. Elitist universities are a challenging place because they are recruiting less BAME students which then has a ripple effect later on in their careers. Consecutive Labour and Conservative governments have commissioned white papers and have found similar challenges.

Historically representation within organisations of people from diverse backgrounds has been nearly non-existent. The gap of BAME staff making up senior leadership or

management positions within the UK has widened from 1.1% in 2006 to 4% in 2013 (Stewart, 2016). The previous arguments demonstrate the challenges that BAME staff face with regards to representation, and this can be traced back a number of years. These findings are endemic within employment in the UK and consistent across a variety of sectors within the economy.

Previous research and studies have also contributed to the research puzzle for this thesis, in that scholars have investigated the representation of diverse staff in organisations. There are a small number of studies (Miller in 2016 for example) that have taken a keen focus on diversity but few look at BAME staff representation and the complexities surrounding diverse staff that work in HE. Studies such as Farooqi et al. (2022), Okiki et al. (2023) and Kelly and Sankaranarayanan (2023) look at diversity and representation from the perspective of health and social care.

Therefore, the gap in the literature that the study aims to address relates to the complexities BAME staff face with regards to how HEI's continue to not recruit BAME staff and also how there continues to be a lack of progression for BAME staff into higher roles both from an academic perspective as well as administrative staff. As per the aforementioned studies and the research puzzle that has been identified by the thesis, previous studies have tended to focus on the healthcare sector from both a quantitative and qualitative perspective with regards to BAME staff entering healthcare professions; however, few qualitative studies have investigated HE and BAME academics working in academia and their progression. The literature, as well as data from AdvanceHE for example, highlight the barriers that are prevalent with regards to diverse individuals attaining representation. This has also been a historical issue that has been prevalent but as per the discussion in the literature review has not changed but instead changed form over the years. Activists such as Darcus Howe and Altheia Jones-Lecointe have faced similar challenges with regards to decolonisation as well as representation and as per the legal proceedings that were taken with regards to the Mangrove nine revealed racism as still being prevalent within structures such as the police and judicial system (Bunce and Field, 2017).

1.5. The Moral Case for Diversity

Apart from the aforementioned arguments, there is also the moral case for having diversity and diversity management policies within organisations. This perspective argues through moral conviction the exclusion of individuals based on their physical characteristics should be and is illegal (van Dijk et al., 2012). However, the behaviours and motivations of senior leadership with regards to creating more equality and inclusion within their organisations must also be taken into consideration (NG and Sears, 2018). Furthermore, existing literature also questions if middle managers prescribe to creating more diversity and inclusion as NG and Sears (2018) would suggest it is the middle managers that contribute to the culture of the organisation and ultimately operationalise the strategies put in place by senior leaders.

The literature around diversity and inclusion makes reference to the private sector. These discussions aim to uncover the challenges that diverse individuals are facing in the private sector and these arguments have been reignited by pivotal events in the media such as the Black Lives Matter (BLM) movement and gender pay discrimination. However, there has been little research done in public sector, particularly in, Higher Education institutions (HEI's) and the challenges that diverse staff face in terms of finding employment let alone the opportunities for career progression. I came to identify this as my gap in the literature as much of the discussions around diversity and inclusion were confined to the Northern America. A paper by Miller in 2016 prompted my interest in the opportunities for employment and progression of Black, Asian and Minority Ethnic (BAME) staff working in Higher Education (HE). Another area that piqued my interest was around intersectionality and what are the challenges that people with intersectional characteristics face with regards to career progression. As well as the work on diversity management which has its roots in North American literature, intersectionality is much the same in terms of origins and with few articles looking at the intersectional characteristics and the implications on the career progression for BAME staff.

Miller (2016) aimed to illustrate the current situation within the UK HE sector with regards to BAME staff progression. The paper highlighted the lack of diversity particularly the higher up in the organisation you go. This is supported by the data

that is collected and presented by the University and College Union (UCU) (2021) which discusses the disparities between BAME academics who find themselves in precarious contractual agreements in comparison to their white counterparts. This further prompted my interest in the career trajectories of BAME academics and to uncover the challenges to career progression and what some of the reasons behind these complexities.

1.6. My Personal Interest in the Research

My personal experiences contributed to the research design and also as I aimed to enter, HE as an academic this had sparked a personal interest. However, as the research was done previously, I had been reading the literature around diversity and representation and this contributed to putting the study into perspective and also what I wanted to get out of the research. Reading longitudinally was beneficial with regards to formulating and refining the research aim (Ling and Yang, 2012). This is the process that I have taken, and this has been beneficial in terms of the study and what I aim to achieve in terms of investigating diversity in HE. Previous discourse on BAME staff experiences has helped me identify a gap in the literature and has also shed light on where the dominant research is (private sector and from a quantitative perspective). I have therefore been able to position my study to address these gaps but contribute to the knowledge around diversity and BAME staff working in HE and the challenges BAME staff face.

As a migrant myself and having gone through the challenges of having to find employment within the UK. Conversely, it has also been a personal ambition to write a doctoral thesis and contribute to new knowledge. Ironically, education in my case has provided emancipation from certain structures of inequality but these structures have been predominantly from my own home country. I have developed over the years an interest in what I have come to know now as the structures that contribute or perpetuate inequality and the challenges that diverse individuals face when they come into work. In the first instance I had thought these structures were limited to migrants who had to obtain visas and permissions to gain employment with UK. However, upon further investigation and as a result of pivotal events that have taken place such as the murder of George Floyd, the gender pay gap reporting and also the revelations that were brought to light by the Covid-19 pandemic which exposed

how certain groups of people were more susceptible to contracting the virus based on their jobs raised questions as to why this might be.

As stated previously I had also conducted a study during my Master's degree which also looked at the employment opportunities of BAME staff, I wanted to further the study to gain more depth as what may be the complexities that are associated with being a diverse individual working in HE. As I was also entering the world of academia at this point, I was interested as to whether these challenges that were experienced by BAME staff were also prevalent in HE and if so, what were these challenges and how might BAME staff navigate the complexities to advance in their career. Upon further investigation, I began to uncover from the literature the benefits of employing diverse staff, but this was from a private sector perspective. There was very little literature that look at these phenomena from a public sector perspective.

Lastly, from a more personal point, of view as I come from a mixed race background and even in Zimbabwe as a mixed race person, it is very difficult to get access to economic resources and upon further research and coming across the work of Crenshaw who looked at the intersection of different characteristics and the challenge this posed for diverse individuals, I was interested to find out if people who identify with multiple characteristics face the same challenges as people who identify with one or a few characteristics. I believe, I will also benefit from the research and hopefully this study will contribute to the knowledge around diversity and how HE can put in place interventions that support diverse individuals and do not perpetuate structures of inequality.

1.7. Methodology

This next section is a short introduction to the methodology I intend to take. I want to gain an in-depth understanding of BAME academics life worlds and how they make sense of their socially constructed reality the decision was taken to undertake a qualitative piece of research. My view of the world is based on the work of Johnson and Duberley (2015), Gill and Johnson (2010) and Jacquette (2014). More detail around the methodology can be seen in the methodology chapter. However, the purpose of this section is to provide insight and context with regards to the approach taken. I also aim to investigate the effect of actions and interventions that HEI's have

put in place and the implications for BAME staff. Therefore, artifacts such as the Equality Act (2010) are physical, tangible and are out there to be observed. This has meant that my ontology is objective but because I believe that actors co-create the world in which they are living and subjectively interpret their reality, I view my epistemology as subjective. According to the article by Morgan and Smircich (1980) this would place me in the social constructionist camp. I do acknowledge the limitations that are associate with taking an interpretive approach in the sense that the interpretations of reality are bound by the people that create them and due to the sample, the findings will not be generalisable to the wider public.

My perception of the world and because I aim to understand how structures and interventions have had an implication on BAME staff, my philosophy will take a critical theory approach based on the work of Habermas with aim to trying to understand how society has developed to this point and how the processes that have been put into place have shaped the outcomes in relationship to the careers of BAME staff.

I considered different approaches towards the collection and analysis of the data. The method section will discuss in depth the data collection and the issues relating to validity and reliability of the data. I felt in order for participants to engage in an in-depth open discussion and to draw out participants experiences semi-structured interviews would be the best approach (Saunders et al., 2019). This would give myself the opportunity to break the ice with the participants but also allow the participants to focus topics which they feel are significant to themselves. The work of Clandinin (2007) was useful with regards to the research design. The interview schedule was developed in the anticipation that the questions would prompt the participants to discuss their journeys leading up to and the routes to progression within HE and their experiences of working in HE as sector as a whole. Purposive sampling will be used because I wanted to specifically focus on the experiences of participants who identify as BAME.

In terms of the data analysis, I aim to use hermeneutics to study the text that will be acquired from the data collection. The Alvesson and Skolbergs' (2009) alethic hermeneutic framework for analysing textual data will allow the study to develop

themes from the data that is collected. Thematic analysis of the data can be associated with grounded theory but using the Braun and Clarke (2006) framework for developing themes I have been able link generating themes with the hermeneutic perspective and also my philosophical position. The thesis made use of NVivo to aid the coding process and to develop the themes. The process of collecting data will be done until theoretical saturation is reached, and I felt no new data is emerging from the interviews.

The study will also aim to give a voice to participants through the use of life histories and life stories. These narratives will then be analysed using hermeneutics (Alvesson and Skoldberg, 2018) through the lens of Critical Race Theory (CRT). The objective of making use of CRT as discussed in the methodology chapter is to give participants and opportunity to have their voices expressed and also to give significance to the counter narratives of the participants against what is constituted as commonly held truth with regards to working in HE. Further to this, Alvesson and Sandberg (2022) have influenced that I have taken with regards to the participants and giving the participants an opportunity to construct their life worlds and what the participants know to be their truth.

Alvesson and Sandberg (2022) argue that researchers come with pre-determined knowledge either through prior experience or prior knowledge of the phenomena under investigation. In the case this research both are true. I have experience of working in HE and being from a minoritised background myself but also having researched the phenomenon previously as part of my Masters degree and pilot study. I have worked in HE as an academic and in professional services and therefore have some prior understanding of the complexities associated with working in HE as a BAME member of staff. However, an understanding of these limitations is vital so as not to diminish or underrepresent the significance of the experiences of BAME staff but at the same time Alvesson and Sandberg (2022) do acknowledge that it would be difficult to develop new knowledge from ground zero. The choice to incorporate the use of life histories will mean that participants can discuss their socio-historic context. This will allow the participants to articulate how and where they perceive themselves to be located in society. Life stories will enable participants

to conceptualise their current working environment and lived experiences and the complexities of working in HE.

CRT allows the participants and the researcher to develop, articulate and substantiate the voice of the participants in light of what is constituted as accepted truth (Ladson-Billings, 1998). This will give the participants an opportunity to elaborate and illuminate their experiences to develop social truths around the nature of reality and what their reality constitutes. Thus, allowing the researcher the opportunity to develop participants' counter narratives. However, this has been done in light of social context, location and nature of occupation the participants find themselves in. I, the researcher also chose to make use of the first person with the aim of removing the privilege that may otherwise be afforded to the researcher. Privilege in the context of this study entails silencing the voice of the participants that would have otherwise been done through the objective positioning of the researcher. Therefore, by using the objective voice provides insurance that the voices of the participants are not lost and are prominent in the research.

To ensure the validity of this approach as previously mentioned the interviews will be recorded and transcribed so as to capture the experiences of the participants verbatim so as to ensure as best as possible meaning is not lost and the experiences of the participants is accurately reflected (Chandler et al., 2015). This will also be critical when moving from pre-understanding to understanding when I am developing and articulating the experiences of participants through the coherence theory of truth.

1.8. Thesis Structure

This thesis is divided into 11 main chapters. The following section will discuss how the different chapters have been structured. Chapter 1 discusses the significance of the research my personal interest with regards to undertaking this research. The first chapter also touches very briefly on the methodological and philosophical position of the study. This chapter articulates the aim and objectives of the research but also establishes a gap in the literature and where the research fits.

Chapter 2 discusses the dominant literature that has informed the study and provided context as to the discourse around diversity. Chapter 2 looks at diversity

from different perspectives and the different approaches countries have taken with regards to managing and employing diverse staff. This chapter also looks at the role of human resource management (HRM) and the role HR has to play in relationship to diversity and inclusion. As this study took an inductive approach the literature review was done prior to the data. However, Braun and Clarke (2006) do suggest caution so as to not skew the data analysis, which may lead to biases when developing themes from the data. Chapter 3 discusses the theoretical framework that has supported the study.

Chapter 4 presents the ontological and epistemological position of the study. This has underpinned the worldview that I have, and this serves as the underpinning of the philosophical position of the study. This has formed the foundation of the research design and the methodological choices that I have taken. There have been a number of key texts that have contributed the philosophical position such as Nietzsche and Morgan and Smircich (1980). Chapter 4 also looks specifically at the research design of the study. In particular this chapter focused on the choice of participants, the approach taken to acquiring participants and this chapter also included a discussion of the choice behind the population, sample and sample size. This chapter also discussed the methods for collecting the data and why this approach was chosen and is significant for this study.

Chapters 5 engages in a discussion of the themes that emerged from the data and the initial, whilst chapters 6 through 9 discuss in more detail the results from the 4 themes that have been derived from the data. Chapter 10 forms the discussion of the themes and findings in relationship to the data and finally Chapter 11 concludes the thesis.

Chapter 2: Literature Review

2.1. Introduction

This chapter will take into consideration the dominant discourse with regards to the complexities surrounding BAME staff working in HEI's. The aim of the research very much informed the authors' approach towards crafting the literature with regards to an understanding of HRM, what this means for BAME academics and how post 1992, Russell Group and Red Brick institutions have implemented actions with regards to address the challenges faced by BAME academics.

Further to this, with regards to addressing the objectives of the study I approached the literature from the perspective that I felt would be most appropriate with regards to tackling the aim of the study but also meeting the objectives of the study. The first part of the literature review discussion looks at HRM from a broad perspective in an attempt to set the current context of HRM and the implications of HRM for organisations. The literature review then discussed HRM in the context of diversity management and the challenges that organisations face from managing heterogenous staff both from a private sector and public sector perspective and finally the chapter discussed intersectionality and staff who identify as having intersectional characteristics and how organisations may develop interventions to create more representation.

This chapter also looked at literature from a European, North American and African perspective with aim of being objective with regards to taking into consideration multiple perspectives and how different contexts approach managing diverse staff. The following section will, therefore, begin with a discussion of HRM and the current arguments around the management of staff. The chapter will firstly explore the discourse around power in the context of HRM and its implications for BAME staff.

2.1.1. Power and Identity

Organisations are governed by structures that are largely determined by the individuals that work within organisations. However, as per the discussion on Critical Race Theory (CRT) later on within the chapter, other aspects such as societies and the historical foundations of institutions can play a significant role determining power interactions within both public and private sector organisations. Power in this context

can be defined as the ability to influence the behaviour of others whilst at the same time being able to resist unwanted influence (Colquitt et al. 2021). Public sector organisations are faced with a unique situation in the sense that public sector organisations have an implicit and unique purpose that can influence the power dynamics within organisations (Hoggett, 2006). The implications of this are felt with regard to the governance of organisations particularly around how individuals identify with their organisations. Over-identification has potentially negative consequences for individuals as if staff in positions of influence identify and espouse the values of the institution, such as those for example in Western organisations like North America whose foundations were derived from slavery could see diverse or racialised staff as interlopers. In order to understand power dynamics from a minority and racial perspective, there first needs to be an understanding or conceptualisation of what race is. Race in the form of classification through skin colour is a social construct that has consequences for those who are negatively racialised. Race and racism have therefore been developed to justify the inequitable distribution of power (Daniel, 2019).

Whiteness and power have become even more embedded with HEI's and society which comes across as divergent from the decolonisation rhetoric of the current context. Institutions within the UK are advancing structural inequality and racism by using BAME metrics that are beneficial to appear to be tackling inequalities or meet the objectives that are set out by wider society but also to marketise fashionable metrics and buzzwords to appeal to the wider population (Doharty, 2021). Power therefore within HEI's is still very much consolidated amongst a select few. This power is also facilitated and supported by institutions within the UK and there is very little evidence to suggest the situation has changed as a result of any interventions that have been put in place. Whilst it can be acknowledged there have been slight increases in the representation of BAME staff racism has shifted in terms of its approach and how HEI's use race as a means to navigate the underrepresentation of BAME staff.

In fact, policy as well contributes to the segregation of racialised staff and their experiences of working in HE. For example, with the enactment of the Race Equality

Charter, the aim was to ensure greater representation with regards to influencing policy. However, the individuals who ultimately had to enact the tenets of the Race Equality Charter were white and the people that the policy aims to support were not involved in the policy making process. Therefore, people in positions of power such as managers could allude to contributing to diversity and they themselves being fair so long as their privilege remained intact and unopposed (Bopal and Pitkin, 2020).

HEI's should therefore be championing diversity and inclusion through the development and implementation of policy and practice that facilitates inclusivity. However, though HR might have the best intentions extenuating circumstances such as government policy, the foundations of the University and business needs for example contribute to this not being the case, which have a negative on representation of BAME staff. The data from AdvanceHE for example illustrates how HEI's are attempting to deal with equality issues as there have been slight increases in the representation but comparatively given the low representation the role HR is playing in relationship to increasing representation is questionable. This also has implications for the Equality Act (2010) as the objective of the Equality was to remove prejudice and pay gaps in the workplace but given the low numbers of BAME academics in comparison to their white counterparts there is a discrepancy between policy and practice.

This section on power privilege and identity is placed at the forefront of the literature review as power and politics permeate the subsequent discussion. HRM has taken into account the role of diversity and the implications this can have on organisations. Public and private sectors need to understand how individuals use diversity to further their own agenda so long as this does not threaten the status quo.

2.1.2. Human Resource Management

The section around Human Resources Management (HRM) aims to illustrate the current context of HRM. The purpose of this section is to highlight relevance of HRM with regards to the management of people. This chapter will also illustrate the challenges that HRM faces in relationship to managing diverse staff. This section is also concerned with the approaches taken with regards to how people are managed but where the gaps in the literature are in terms of managing diverse staff. Therefore,

the discussion will begin by attempting to conceptualise HRM and its purpose which can be defined as how people are recruited, selected and how their work is more effectively managed in organisations. Further to this, HRM needs to take into consideration the strategic orientation of the organisation which entails an understanding of the external environment and internal resources that give organisations their competitive advantage (Garcia-Carbonell et al., 2018 and Metz et al., 2018).

In an increasingly competitive environment Alhawari et al. (2018) suggest organisations have become aware of the importance of developing effective HRM practices in order to develop a sustainable competitive advantage. In an increasingly globalised world where competition between organisations has intensified, having a competitive advantage without an effective HRM practices (Alhawari et al., 2018) will result in the organisation being very easily imitated.

2.1.3. Practice vs. Impact

The literature around HRM discusses the implications of the policies that are put in place for employees. Whilst the literature discusses intended outcomes of policy and practice it can be difficult determine what impact this will have in BAME staff. Therefore, the author will investigate and highlight current practices, and these will discussed later on in light of BAME staff and if these policies have had the intended outcome of creating more inclusivity but also in terms of the business case for HRM and diversity management. An important aspect to consider in relationship to effective HRM is the relationship between practice and the impact this will have on employees. It is important not only to have the appropriate HRM practices (Allen et al., 2015) but they must be effective, and the negative consequences associated with these two aspects being absent could result in lack of motivation and this could inhibit employees applying their knowledge and skills to the organisation. The current discourse on HRM argues the position for not focusing on a particular area of human resource management but rather organisations need to bundle together different facets of HRM in order to provide a more holistic package that will ensure the most comprehensive and effective means by which to manage staff (Şendogdu et al., 2013). There is a body of research that looks at how performance management (PM)

influences competitive advantage in organisations and the influence human resource management has on PM.

However, Gorman et al., (2017) question PM practices and are beginning to rethink the efficacy of PM practices. The reason being, as managers, in certain instances have a significant amount influence with regards getting staff to contribute to organisation should this process be biased or should managers have ulterior motives such as withholding resources for personal gain can demotivate staff and cause ill feelings with regards to seeking future opportunities. Further to this, when looking at PM and the implications for BAME; the most effective PM approaches are developed in consultation with all concerned parties. However, if PM policy has not been developed in relationship and in consultation with BAME staff and should perceptions of bias creep in BAME staff are less likely to participate further alienating BAME staff from progression opportunities (Gorman et al., 2017). This serves to emphasise some of the discrepancies that exist between academia and practice and that is how academia should inform practice and vice versa. Some practices still exist within industry despite of lack of empirical evidence to support this.

That being said, there is also a body of literature that delves into the arguments that centre around the value that is placed on staff within organisations. Wadhwa and Guthrie (2018) suggest in employee-centred organisations there will be positive long-term spill overs associated with staff being given top priority. These include positive attitudes and behaviours which will be passed on the form of customer satisfaction. Wadhwa and Guthrie (2018) go on further to suggest this should lead to improved financial performance. This shift comes as academics and practitioners recognise the importance of effective HRM practices. In the past HRM was seen as merely an administrative function that did not have any real bearing on the organisation's performance or creating a sustainable competitive advantage. However, it is no longer sufficient for practitioners and HRM departments to remain in the background (Guo et al., 2011). In light of the current context of constantly changing external environment, HR departments must take a proactive role in relationship influencing and supporting agency efforts in order to meet the challenges associate with a constantly changing environment. The result is that organisations need to align the

behaviours and attitudes of employees with the mission and objectives of the organisation in order to develop a sustained competitive advantage.

2.1.4. Employer Branding

The research around recruitment and selection is limited with regards to HEI's. Public sector organisations have come under increasing pressure to ensure they eliminate discrimination and advance equality of opportunity for people with and also those that do not have protected characteristics. This should also include intersectionality and those individuals that have intersectional characteristics. That is one of the criticisms of the Equality Act in the sense that the Act does not take into consideration people with multiple protected characteristics.

The branding of the organisation plays a significant role with regards to new members of staff first of all being recruited into public sector organisations but more specifically in terms of their retention. The culture in public sector organisations determines the socialisation of staff and also their engagement and commitment to the organisations (Afful, 2018). BAME staff often sit outside of this homogeneity and therefore it becomes difficult to progress when BAME staff are seen as the outgroup. Policy and practice have an impact of the culture of an organisation and the policies of HEI's are grounded in institutional racism this will have a direct implication for BAME working in academia. The challenge here for public sector organisations is that discrimination is systemic and takes place right at the recruitment and selection phase. The reason this is a challenge (Peat, 2014) is due to the fact that the people themselves that sit on the councils that govern policy and commission and regulate these services are not representative of the people they intend to benefit, and this has impacts on factors such the recruitment of staff (Peat, 2014).

In terms of the selection of BAME staff into academia, there are a number of phenomena that influence the attraction of staff into the sector. One of the challenges and as per the previous discussion representation at senior leadership has an implication on the constitution of staff within the organisation (Arday et al., 2018). Senior leaders are not being held to account failings, in the case of academia for example are slow to adhere to adhere to increasing representation and this is evident in the proportion of BAME staff in academia in comparison to their white

counterparts. This further echoes the discussion on the role of line managers and senior in being influential with regards to improving the state of diversity within HEI's.

Therefore, BAME academics as well as BAME staff in wider society face significant challenges in relationship to career progression and these are due to factors that are systemic or institutional. It becomes more challenging for diverse staff to first of all enter into HE as a sector but subsequently the culture and a number of other institutional and structural factors prohibit BAME staff from progressing up the career ladder. In terms of senior leaders, factors nepotism and personal discretion are a few of the causes of BAME staff not being able to further their career and his is even more evident when senior leaders are gate keepers to resources that can contribute and facilitate career progression.

In terms of the development of BAME staff public sector organisations have also demonstrated they have failed to meet the minimum requirements of the Race Relations Acts and the Equality Act. Public sector organisations can be defined as snow-capped organisations in which senior leaders are predominantly white. Some of the reasons for the lack of BAME staff in leadership positions can be attributed institutional racism and the discrepancy between policy that are in place but what is actually happening in practice (Kalra and Esmail, 2009). Public sector organisations therefore are not taking enough steps to ensure there are progression opportunities for BAME staff. The challenges in terms of social mobility for BAME staff exist both at the recruitment stage but also at the advancement stage.

BAME staff receive very little development opportunities to support their progression; in fact, often in public sector organisations opportunities are often sporadically applied and BAME staff often experience racism in the advancement process. BAME staff were given less opportunities for training and development as opposed to their white counterparts and this led to stagnation with regards to their careers as a result having access to training and other support mechanisms for example (Pendleton, 2017).

2.2. Factors Influencing Career Progression

2.2.1. Life Opportunities in Higher Education

In terms of opportunities within Higher Education and subsequently career progression within the field of education, particularly in relationship to diverse individuals, the ability to at the very least attend university is determined by the distribution of opportunities within a given state or society. The myth of equal opportunities is attractive but has manipulated by institutions and politicians alike. The opportunities Konstantinovskiy (2012) would argue that are available to individuals at each stage of individuals development are often the subject of manipulation. There are a number of different complexities that come to play within the Higher Education sphere, and these range from demographics, social structure and economics to name a few. Therefore, these contributing factors can play a significant role in the experiences of diverse academics as if diverse individuals face challenges from attaining an education and further education. The life opportunities of diverse individuals become limited due in part and in particular from an Eastern European perspective was due in part underpinned by social status and therefore the reproduction of inequality was continued, and the other is the misconception of the necessity of education and the potential social and economic returns. The study aims to understand the extent to which these issues impact on BAME staff.

O'Shea (2016) furthers the arguments with regards to the challenges that students face from different backgrounds and the implications this has on their success. Higher Education institutions fill students with knowledge that is deemed to be of value by society (O'Shea, 2016). However, if we refer back to the arguments that are put forward by Billings (2005) and Patton (2016) if these Higher Education institutions are a product of inequality and are complicit in the creation of inequality then these institutions will be furthering the agendas that have led to their creation. Much of the research surrounding students from diverse backgrounds have shown to be negatively affected by socio-economic factors and Elder (1998) has argued that life choices are contingent upon what opportunities are presented to individuals from diverse back grounds and this in turn is mediated by social structure and culture. Therefore, as per the aforementioned arguments if society can manufacture diversity either coercively or by allowing individuals to do so by choice then this can impact

the trajectories of diverse individuals through history and stratification through economic, social or cultural means.

However, Loveday (2018) takes a different approach in terms of an understanding of life chances and in particular the opportunities with regards to academics within Higher Education in the UK at the moment. Moreover, the expansion and marketisation of the UK Higher Education system has also played a part with regards in terms of the opportunities that are available to academics in terms of career progression. Loveday also goes on further to suggest that the majority of the participants that took part in the study were predominantly white which reflects the wider under-representation of BAME or diverse academics within the sector. The marketisation of Higher Education and increasing amount of academics on fixed term contracts (Loveday, 2018) constrain the outcomes of academics working within Higher Education under the pretence of flexibility limits the opportunity for and development not only for BAME academics but academic staff in general.

Bryson (2004) looks at the career opportunities for women with the Higher Education sector and also takes a view of the nature of the casualisation of contracts and the implications for women. Bryson argues that structural barriers have a significant part to play in terms the opportunities that women face within Higher Education. These structural barriers are at the point of entry within Higher Education and at every point selection thereafter. Whilst the Bryson (2004) article only makes reference to one axis of power i.e. gender if we overlay the discussions of intersectionality (Crenshaw, 1980) we would have to take into consideration the impact these different axes of power and categorisations play in terms of the opportunities that are available for diverse and BAME academics.

Estrada et al. (2016) argue some of the challenges North America faces in terms of attaining more diverse representation within STEM and whilst this did not specifically focus on Higher Education the underlying issues would appear to be similar in relationship to creating a more diverse workforce and that lies in the failure of the pipeline with regards to getting more individuals from a diverse background into Higher Education. Whilst there are a number of reasons that this can be attributed to Estrada et al. (2016) would suggest financial reasons do play a significant part and

by providing financial support and incentives to these diverse students Higher Education institutions can therefore ensure a steady flow of underrepresented individuals into sectors like Higher Education which have been seen to be underrepresented.

Therefore, as a result of this, education and further education shapes the fabric of society (Schudde and Goldrick-Rab, 2015). One of the functions education institutions is to sift and sort individuals within a society and the literature would argue this can be an opportunity for education institutions can affect social inequality, however as per the arguments of Espada et al (2016) if diverse individuals, for example do not have access to resources this can have a negative effect on inequality regimes and exacerbate the negative aspects of social inequality. Therefore, in order to address the issues that relate to representation; society would need to address the underlying causes of social inequality reproduction, which education systems form a part of.

2.2.2. Social Class

The research around stratification and social mobility particularly within the context of the UK has shown there is a direct impact on the occupational destination of graduates. Jacob and Klein (2019) argue the occupations offer better upward mobility than others. Therefore, the literature would posit; social inequalities may have an impact on the career progression opportunities for some individuals and these may aggravate over time. However, in certain fields the impacts of stratification may decrease over time. Fook and Ross in an article for the Times Higher Education in 2016 argued stratification still plays a significant role particularly the higher in the organisation academics find themselves in. Fook and Ross in 2016 have suggested that only 6.4% of staff from a BAME background were in senior leadership roles within Higher Education institutions emphasising Jacob and Klein (2019) points. However, the authors do go on to suggest the mitigating factor with regards to career progression and stratification within the majority of industries would appear to be education and the literature would further argue given sufficient education, social class should have less of an impact in relationship to career progression. Ryan and Mooney (2020) argue access to influential networks that can have a positive influence on the progression opportunities for women. The literature would argue

networks in themselves have been gendered and access to these influential networks who are predominantly white, and male can have positive implications on career progression which in the case of the Ryan and Mooney (2020) article would disadvantage women. This echoes the earlier arguments with regards to the role of gatekeepers and in particular with reference to Higher Education institutions and BAME staff the importance of having an individual who can provide access into the world of academia.

Further to this the literature would suggest, from a European perspective with regards to occupations and career progression, social stratification can play a significant role conversely this would only seem to apply to women and there is a less significant impact in terms of career progression for men particularly once we have accounted for education, social stratification has less of a significant impact (Manzoni et al., 2014). Further to this, it would appear the inequalities in terms of career progression and the inequalities with regards to diverse individuals depend on the inequalities at career entry, the rate of career progression and the duration of career progression. Therefore, as per the previous and based on the arguments put forward around intersectionality the opportunities for career progression or lack therefore are mediated by the three preceding phenomena in particular with regards to BAME staff. Manzoni et al. (2014) go on further to suggest most of the literature that explores the topics around social stratification and the implications of backgrounds, and the effect of parent occupational status do not take into consideration the impacts of other categorisations and such as the intersections between the different axes of power such as age, gender and race how these characteristics can shape career inequalities. The literature would suggest that is generally unclear at what stage of the career these factors have the strongest impact.

Harkonen and Bihagen (2011) concur with the previous arguments and posit intergenerational mobility is affected by class origin. The reason Harkonen and Bihagen (2011) would suggest is that class origin affects one's educational attainment which has implications on the first job that individuals have. However, the authors take a different approach to the study social stratification and education. In

the latter stages of people's careers, people would generally tend to revert back to their origin classes particularly if this class was relatively high. This would indicate that in relationship to the career lifecycle towards the latter part of an individual's career the effects of social class and education invert and social class tends to exert a stronger influence than education.

In particular with regards to Higher Education and career progression within academia Boyer et al. (2022) a significant amount of progress has been made with regards to the career progression of women but there is still a discrepancy between the reality of lived experiences and the equal representation. For instance, Boyer et al. (2022) would suggest policy base approaches attempting to influence or create more representation within Higher Education would still favour masculine competitive approaches towards career progression. Pringle et al. (2017) would also propose that class is a poignant yet hidden identity that confers privilege and but also this can produce inequality. Class when combined with other forms axes of power such as gender would produce stratification in society but also within the professional careers like Higher Education. Therefore, in terms of social stratifications these become an important aspect when taking into consideration the impact that that different forces will have with regards the career progression opportunities of diverse academics and in particular BAME staff.

2.2.3. The Resource Based View

This section will first of all engage in a broad discussion HRM to gauge the current state of HRM and with the context of HE. The discussion will apply these concepts to diversity and the implications with regards to achieving a more representative society from a HR perspective in HE. The foundation of the strategic HRM approach lies in the Resource-Based View (RBV) (Kaufman, 2015) that has become very influential amongst management researchers. If the arguments for a strategic approach to HRM are to be robust then it is critical that the justification for strategic HRM itself needs to be solid. However, Kaufman does question the Resource-Based View given that the RBV was studied 30 years ago and the use of the RBV with HRM is 25 years old. That is not to say there is not any scope to look at the RBV alongside HRM from a different lens.

Less attention has been paid to the factors that influence the implementation and subsequently the functioning of High-Performance Work Systems (HPWS) (Ngo et al., 2014). HRM competencies and the external fit of the organisation, that is the competitive advantage, need to have synergy (Ngo et al., 2014). Thus, the HPWS need to be aligned with the overall strategy of the organisation to ensure the firm meets the strategic objectives of the firm. There is also literature that questions the RBV and SHRM approach to gaining competitive advantage in the sense that, how would organisations know at which point they have acquired the human capital resources that are valuable, rare, inimitable and no-substitutable (Shaw et al., 2013). Organisations can invest in training, sophisticated recruitment methods and financial incentives to create competitive advantage. The assumption here is that firms have the financial resources to invest in these practices. In organisations that do not have the financial resources, employees are treated as a commodity which Shaw et al., 2013 would suggest does not necessarily foster competitive advantage from a HRM perspective.

Nyberg et al. (2014) concur with the arguments put forward by Ngo et al. (2014) and Shaw et al. (2013) and go on further to suggest there are two dimensions that need to be taken into consideration particularly competency and skill levels of individuals as they will contribute to individual performance, but aggregate knowledge and skills will feed into unit level performance. Empirical research on SHRM has tended in the past to have come from private sector organisations (Knies et al., 2017).

The literature would argue in most countries public sector organisations tend to be the biggest employers. In this case, HE institutions present a unique challenge in that HE institutions sit in the middle of the public private divide, and this is further compounded when the challenges that are associated with managing BAME staff are factored into the equation. As with any organisation and as per the previous arguments; performance in these organisations depends on the employees. In the current climate, and preceding COVID-19, public sector organisations were and are still facing challenges with regards to improving performance and efficiency whilst at the same time experiencing a decline in resources. A recent article by the UCU (2020) posits due to the COVID-19 crisis UK universities could potentially hit a £2.5

billion blackhole as a result of 111,000 fewer UK students and 121,000 fewer international students, leading to, at the very least, a lack of financial resources. The argument put forward by Knies et al. (2017) suggests that given the resourcing challenges faced by public sector staff and coupled with the fact that public sector staff are still expected to provide the same level, if not a more efficient service with less resources. Therefore, private sector approaches to Strategic Human Resources Management (SHRM) in the public sector may not have the most beneficial outcomes (Knies et al., 2017). The reasons are attributed to the nature of public sector staff and the accountability these organisations have with regards to public sector spending.

2.2.4. Motivation

The literature would also argue in public sector organisations financial incentives may not be the best approach in terms of providing intrinsic motivation. That being said, Raineri (2017) argues measures such as selective hiring, performance feedback and opportunities for training and development are means by which these organisations can develop HPWS. Consideration must be given again as to whether such measures are suitable for public sector organisations where objectives may be different but also for BAME staff who may have other aspirations in terms of their career. The current discourse would also question the effectiveness of HPWS in terms of motivating staff (Raineri, 2017). The author argues HPWS can have diverse effects on employees such increasing motivation for some, whilst improving the knowledge and skills of other employees. Thus, consistency in approach could become challenging. The question then becomes how you would, particularly in the case of this study, ensure a consistent approach to policy when there may be discrepancies in terms of BAME representation amongst a number of other factors. Ulrich's 1996 argument supports the suggestion put forward by Raineri (2017) in that it is no longer sufficient to hire, train and retain employees. These activities must be taken in the interest of creating organisational capabilities but the way these activities are undertaken should fulfil the strategic objectives of the organisation. A counter argument to the HPWS literature focuses on organisational ambidexterity (Glaister et al., 2015). The authors define Organisational Ambidexterity (OA) as the ability for organisations to pursue multiple contradictory processes and have the

flexibility to make changes based on those processes. The challenge associated with adopting such an approach is making sure that the organisations' strategy and HRM objectives are in sync. Although the research on OA is in its infancy initial findings suggest is this approach is adopted correctly and consistently organisations should see an increase in market value.

2.2.5. The Role of Line Managers

Line managers are significant in relationship to managing staff from any background. In terms of the objectives and the aim of this research; the question around line managers relates to whether line managers have the skills and capabilities to effectively manage BAME staff. In part this may not be the fault of managers. Previous arguments put forward demonstrate the flaws that are inherent within HEI policy and also national policy which would ultimately have an impact on how BAME staff are managed and their access to opportunities.

It goes without saying, when discussing SHRM, the role of line managers has become pivotal, particularly, in the operationalisation of the strategy throughout organisations. This will become ever more pertinent when the discourse focuses on diversity management (DM) and later intersectionality as well.

2.2.6. The Challenges of Devolution

The discourse on HRM has focused predominantly on the devolution of responsibility to line managers, for example disciplinary matters, communication and the management of pay (Townsend and Hutchinson, 2017). The implications for BAME can be potentially adverse. HR is seen as having functional control of processes such as ensuring equity and representation. However, devolution of such processes could lead to a loss of control. It would become challenging for organisations and institutions to ensure they have control of these processes (Gooderham et al., 2015). If equal opportunities and representation is a strategic objective for HEI's should agency be given to line managers to meet these objectives? The argument here relates to whether line managers have the appropriate capabilities and resources to enable them to meet the objectives of the institution but also national policy. This is particularly significant when evidence illustrates how line managers are given greater responsibility for functions like PM and this feeds into career progression and representation. Organisations would need to take into consideration unconscious

bias and how this will impact on PM and the opportunities BAME staff are presented with. This has meant line managers are taking on ever more complicated roles and compounded on to that are the complexities that are associated with the management of a diverse staff. Regulation is an important aspect to take heed of with the regards to not only the experiences of the managers but subordinates as well. This is determined largely in part by the interactions that these managers have with regulations. This presents a whole host of issues not least related to the changing conditions set about by governments in response changing labour conditions (Townsend and Hutchinson, 2017). The sphere of HRM is changing and authors such as Rubery et al. (2018) suggest HRM must acknowledge that the workplace encompasses a diverse set of individuals which have to be taken into consideration when integrating HRM with overall strategic objectives. The question, however, does have to be put forward; by highlighting gender issues does this legitimise gender inequalities. These are some of the risks that are associated with adopting a particular lens such as gender.

2.3. Diversity Management

Having investigated the overall discussions with regards to HRM, this section will now narrow the focus specifically on diverse staff and having taken the previous arguments into consideration what this means for diverse staff. This section will discuss these challenges both from the private sector as well as the public sector in order to gain an understanding of what the complexities might be and whether they differ across the sections. This section will look at how organisations may increase commitment from diverse staff, how diversity can contribute to performance and also the different approaches organisations can take to manage diverse staff. In order to first of all understand diversity management (DM) a definition of diversity would provide context. There have been numerous definitions of diversity and these different conceptualisations have had a significant impact on the policies and practices those organisations take (Kirton and Greene, 2016). For the purposes of this study diversity will be described as a descriptor of the workforce, as a policy approach to managing the workforce and a paradigm highlighting the significance of socio-bio-demographic differences (Kirton and Green, 2016). DM has drawn on the

work put forward by Kandola and Fullerton (1998), therefore the concept of managing diversity accepts that the workforce consists of a diverse population of people, and these encompass visible and invisible differences. DM then becomes ensuring that all people maximise their potential and contribution to the organisation (Kandola and Fullerton, 1998). Jabbour et al. (2011) concur with the definition put forward by Kandola and Fullerton (1994) but add DM practice includes hands on approaches that actively embrace and include minorities that have been previously marginalised. The authors as well do concede there are a multitude of definitions with regards to DM, but the consensus is that DM usually entails and often require HR activities that recognize, promote and encourage the differences between groups and people. The shift from Equal Opportunities (EO) to DM aims to encourage a more holistic approach the management of groups and individuals in organisations and the benefits that can be derived from this approach.

2.3.1. Organisational Commitment

An important aspect to take into consideration in relationship to DM is how committed the organisation is to supporting individual and collective differences. Sabharwal (2014) argues organisations and in particular public institutions are ever more hiring diverse employees. Diverse employees can contribute to the performance of organisations by utilizing the various skills, talents and cognitive abilities of employees. Sabharwal (2014) does suggest employing diverse employees merely for the sake of fulfilling quotas can be counterproductive and hinder a firm's performance. There is also the argument that builds on the Equity Theory perspective. Towards this argument, Kim and Park (2017), suggest employees in organisations change their contributions based on how fair these employees perceive the organisations to be. That is to say organisations may adopt DM policies in order to fully engage employees throughout the firm. Therefore, DM continues to grow and continues to influence HRM management practice.

There are a number of criticisms of diversity management and the approaches different organisations take with regards to how operationalise DM. If we look at DM from a post structural perspective, diversity can be looked at as a form of truth with regards to the self and others. DM then can be used for divergent purposes such as an idea or a means of classification (Holck et al., 2016). This then leaves

opportunities for organisations to manage diversity in the way that suitable for that organisation. DM can then become a biased tool used to fulfil the objectives of the firm or meet statutory requirements and not for the purposes of inclusion.

There are also negative effects that have been found to be associated with DM. For instance, Olsen and Martins (2012) have argued in some institutions a diverse workforce has had a negative impact on organisational outcomes. Examples of these negative consequences include conflict amongst employees and a lack of communication. A number of suggestions have been put forward as to the reasons for these issues arising. Scholars like Olsen and Martins (2012) argue factors such as similarity attraction theory could be a potential cause i.e. diverse employees may not feel comfortable engaging with employees who they do not identify with. DM is considered to be part of the SHRM school of thought in the sense that social exchange theory would come into effect. The argument is that should organisations enact policies and practices that benefit diverse staff, there should be a tangible improvement in organisational performance. However, DM has been criticised for being primarily supportive of the position of the minority group and the danger then becomes organisations alienating employees that do not fall into that category (Ashikali and Groenveld, 2015).

2.3.2. The Business Case for Diversity

The aim behind DM is to enhance employee's perception being included in the organisation and by so doing organisations would see this being reciprocated and the overall performance of the organisation should increase. In some instances, Ashikali and Groneveld (2015) suggest DM practices must be operationalised in a particular way so as to not alienate other members of the organisation and the aim should be to create an inclusive environment. Particularly in public organisations DM may still be based on affirmative action and/ or equal opportunities which is where the flaws in DM may begin to surface. Among the academic literature this drive towards performance and efficiency through appropriate and effective DM is often referred to as the business case for diversity (Carstens and De Kock, 2017). The objective of improving organisational performance can be achieved as a result of better problem solving, better recruitment and retention practices and improved marketing strategies as a result of DM. This approach towards DM then takes us

back to the arguments around the RBV and the ability for organisations to create a sustainable competitive advantage as a result of the firms' internal resources (diverse staff). The argument here centres on the idea that a diverse workforce will bring with it heterogeneity of cognitive ability, experiences and educational attainment that will enable the firm to be flexible and approach complex problems from a variety of perspectives (Carstens and De Kock, 2017).

A delicate balance has to be struck in order to ensure firm performance increases as a result of DM practices. Diversity can also be seen as a double-edged sword (Shen et al., 2014) and if employees perceive their differences are not valued by the organisation there could be potential negative consequences that could result in the organisation becoming uncompetitive. This is where HRM becomes critical in order to ensure there is an inclusive environment. Shen et al. (2014) go on further to suggest should firms get their DM practices right the potential benefits are considerable with one of the most significant being communication.

2.3.3. Approaches to DM

Diversity Management (DM), having originated, in America had its fundamentals based on capitalism and thus the implementation of such policies in other societal contexts proved challenging. In the sense that there were growing calling calls from influential North American authors such Kimberle Crenshaw but also industry was beginning to recognise the importance of diverse staff to reach new markets and the potential for more profits. Boxenbaum (2006) argues from Danish perspective the concept of DM did not fit in well with the Danish approach, which was used to having homogenous individuals, but the people were not comfortable with discussing treating people differently. Therefore, practitioners of DM from a Dutch perspective had to alter their approach. Corporate social responsibility, however, was chosen as an approach to make sense of DM practices and incorporate DM into Danish working life (Boxenbaum, 2003). This highlights one of the pitfalls that is associated with DM in that if employees perceive there to be preferential treatment being given to certain employees this will alienate the other employees. Howarth and Andreouli (2016) posit the conceptualisation of diversity into distinctive categories can be very dangerous in the sense that it fails to incorporate the interdependence of different perspectives in complex societies. This then falls back to the original arguments put

forward on leveraging the skills and capabilities of heterogenous staff in order to not only make sense of these complex societies but to find new methods in which to navigate those environments or markets that may have been previously untapped. However, that is not to say that the business case for DM is not problematic for equality and antidiscrimination practices. Knights and Omanovic (2016) argue if managers are sceptical about DM and how this contributes to the business case for diversity, then it is possible these managers will abandon their efforts towards pursing equal opportunities and possibly so far as antidiscrimination practices. DM can be mismanaged in the sense that organisations may recruit underrepresented groups in the anticipation this will lead these organisations to open up new markets from these underrepresented groups where previously none existed (Knights and Omanovic, 2016).

The challenges that are associated with DM in contemporary society relate in particular to how organisations go about specifically managing a diverse workforce. Whilst there have been steps taken to recognise and acknowledge the importance of diversity and the benefits that can be associated with managing a diverse workforce, organisations tend to take a one size fits all approach and manage all diverse employees in same way and very rarely take into consideration individual differences and also intersectional characteristics (Dennissen et al., 2020).

There are very few studies that challenge the DM practices that organisations engage with and there is also a gap in the literature around the complexities of different identities, inequalities and how these intersections impact on the practical approaches that organisations take in relation to managing individuals and intersectional structures that emerge within the workplace (Crenshaw, 1991). The arguments for and the discussions around DM contribute to the research puzzle and also form part of what constitutes a gap in the literature from the perspective of all organisations but in particular as is the purpose of this study to investigate how BAME staff are managed in HEI’s and if the intersections of power and identity are taken into consideration when managing diverse academics.

A critique of the literature around DM and DM practices is that the literature tends to focus on a single aspect of diversity when investigating the approaches towards

managing staff effectively and perhaps need to take a more holistic approach towards the investigation DM practices taking into account the multiple characteristics that diverse academics for example have. This critique can also be applied to this thesis as the research focuses in particular on BAME staff but looking at BAME staff through the lens of their career in higher education (Tatli, 2011). However, Tatli (2011) does question mainstream research around DM which has tended to concentrate on performance and outcomes of BAME staff and how management approaches have influenced BAME staff performance. To some degree as well, this research aims to investigate the outcomes in terms of career progression in relationship to BAME staff but this thesis aims to investigate how BAME actors co-create and design their life worlds but also what part do they have to play in relationship to influence diversity management policies. Further to this it must also be acknowledged the dichotomic nature of the research around diversity and these arguments can be applied to this thesis as well (Tatli, 2011). This suggests a neoliberal shift from equal opportunities to diversity management and the problematic of managing diverse effectively but not from a critical perspective or underpinning.

That being said, when conceptually think about diversity, in the very least, there are an infinite number of dimensions of diversity. However, the focus of the dimensions of diversity has been narrowed down by the power and strength of the social movements. This case of the UK for example this can be attributed to the legislation in the form of the Equality Act 2010 which focuses on the 9 protected characteristics but also social movements such as Black Lives Matter, the murder of George Floyd in the U.S. and the gender pay reporting gap in the UK (Kollen, 2021). One therefore, has to question the impact these diversity management practices can have if the characteristics of diversity are being narrowed down and do not encompass the characteristics employees will identify with. This can be evidenced by the dichotomy of phrases and terminology that is used in diversity research and also in organisations. For example, the differences that have been assigned to the terms gender and sex, the former denoting identity and the latter a biological function. When looking at these arguments from the perspective of trans persons, where there is a mismatch between their gender identity and biological sex; can the

policies and practices effectively manage individuals with these characteristics. Kollen (2021) would argue this becomes increasingly complex and organisations would tend to group people together with sexual orientation often dismissing the complexities of these individuals. It must also be acknowledged that an individual or a groups' status within a hierarchy of an organisation is determined by context specific categorisation such as for example if a person identified as being from black background in the UK, they would form the minority. The implication of this being that the policies and practices that are put in place to manage diverse individuals is contingent on these groups or individuals being in the minority or the majority status. This also does not take into consideration the intersectional attributes.

In practice the acceptance and implementation of diversity management initiatives and the alignment of DM with corporate strategy can be attributed to senior HR leaders who have experience in DM practices. However, when investigated in more detail there appeared to be no significant progress in rate of women for example being promoted to senior leadership positions even with a senior HR director who has experience of diversity practices (Turner and Merriman, 2022). Therefore, one has to question the significance of top management teams with regards to creating an inclusive culture that truly values diversity. Furthermore, Turner and Merriman (2022) put forward the argument that whilst contemporary literature looks at DM through the lens of the resource-based view (Barney and Clarke, 2007) for example, it is still important to acknowledge the human element when taking into account DM practices and the implication on organisations. This school argues the importance of the knowledge, experience and values to name a few are just as important in terms of creating a diverse workforce but also operationalising the workforce to become a critical part of the organisation and to contribute to the effective and efficient running of the organisation. That is not to say that these competencies and skills cannot be learned. Senior leadership teams, particularly when exposed to the right information, can develop the attributes that afford the leadership team the ability to be implement DM strategies and create policy and practice that values diversity at the strategic level.

Whilst some organisations have readily admitted that DM is more concerned with conforming to legislation and the recruitment of diverse groups is for PR as opposed to for genuine reasons such providing a positive social impact. On the other hand, Otaye-Ebede (2018) suggest if organisations do intend to argue the business case for diversity, then it becomes important that organisations develop effective metrics that will assist organisations in determining which aspects of diversity effectively contribute to performance. The challenge then becomes how does one effectively measure diversity or aspects of diversity. Authors also argue DM is a result of controls that are embedded in an organisations material and discursive structures (Zanoni and Janssens, 2007). Thus, management in these organisations create power structures that act as a means by which to control diverse staff. Zanoni and Janssens (2007) go on further to diverse staff should not perceived as passive beings that are on the receiving end of control mechanisms but rather as agents that are more or less compliant towards DM practices who then socially construct their social worlds that enable diverse staff some form of emancipation.

2.4. Intersectionality

The following section will discuss the concept of intersectionality and the importance of intersectionality in relationship to the theory and the implications for managing BAME staff. The concept of intersectionality has been gaining momentum in the field HRM and diversity management. The following section will discuss the importance of managing staff who identify as having multiple characteristics and the implication for public sector organisations in terms of managing these diverse individuals.

Intersectionality first emerged in the late 1980's with the aim of focusing attention on the dynamics and complexities of difference and the unity of sameness. First introduced in the field of politics intersectionality attracted the attention of a variety of antidiscrimination scholars and practitioners (Cho et al., 2013). Intersectionality has played a significant role particularly in relationship to understanding the complexities associated with difference and sameness in recognising how the different axes of power such as age, gender and race have engendered debates around these topics. A key proponent of the discourse around intersectionality, Kimberle Crenshaw (1991) recognised the significance of identity categorisations and how these

categorisations can be used as a means of bias or domination of minorities. Crenshaw (1991), however, does criticise the intersectionality discourse as it either intensifies differences or ignores these differences completely for example race or class. Canham and Maier (2018) concur the points put forward by Crenshaw in 1991 and argue discrimination and the study of discrimination recognises that identity categorisations are not mutually exclusive of one another. That is to say; the axes of power by which discrimination comes about are interwoven as human beings we are simultaneously gendered, classed, and categorised by race. Therefore, in their study of women in banking Canham and Maier (2018) in terms of career progression, recognised the impact intersections of race, gender and class had to play. Authors such as Shields (2008) suggest that the most important contribution of intersectionality and its study is to the understanding of gender. Shields (2008) goes on further argue that an individuals' social identity strongly influences their beliefs around gender and therefore power relations that are as a result of social identities must be taken into consideration when attempting to investigate intersectionality in particular with regards to power.

2.4.1. The Approach Towards Intersectionality

The feminist approach towards intersectionality and in particular drawing on the arguments put forward Crenshaw in 1991 does present a number of issues. Intersectionality's preoccupation with gender and race with regards to the discrimination faced by black women does not take into consideration how other factors of social categorisations of individuals such as class, nationality and sexuality affect these women's lived experiences (Nash, 2008). The literature would also further question who is intersectional? Generally, the scholarship on intersectionality has tended to focus on diverse subjects and has excluded those subjects that are imagined to be wholly or partially privileged. Therefore, the question remains is intersectionality concerned with the generalised theory of identity or that of diverse individuals or groups of individuals. Within the European context there are a number of criticisms that relate to the tackling of discrimination. Verloo (2016) argue from their study of the approach taken by the EU commission in terms of its approach towards tackling discrimination, the first question is whether the different inequalities are given equal attention. This would appear not to be the case as different

inequalities get different levels of protection and policy which contradicts the purpose of the measures which aims to ensure equality on all grounds.

Verloo (2016) posits the interventions taken by the EU in order to address the issues that relate to discrimination and intersectionality are insufficient. The approach taken by the EU would appear to be somewhat oblivious to the various structural antecedents that contribute to inequality and policy would appear not to recognise the competition between equalities and would go so far as to suggest gender may be used to guide the approach towards addressing other inequalities but itself risks being left out.

2.4.2. Criticisms of Intersectionality

The research around intersectionality tends to focus on the experience of BAME women and their experiences of diversity. Callender (2018) then criticises the discourse on intersectionality highlighting arguments around the experiences of BAME men. The views of men are obscured and even absorbed into the discussion of the ethnic minority and in her study Callender (2018) goes on further to suggest in the American educational system whilst there is great demand for BAME male staff often these BAME staff face hostile professional environments from the very schools that are calling out for them.

2.4.3. Class and Social Structures

Ruiz Castro and Holvino (2016) take a different perspective in relationship to their study of intersectionality from a Latin American perspective and specifically in the private sector. Ruiz Castro and Holvino (2016) suggest the study of intersectionality should take into consideration race, gender and class among others as simultaneous processes that constitute how individuals socially construct themselves and how they are perceived by others, organisational structures and procedures that are taken for granted but contribute to inequalities and societal practices in which organisational practices are located. However, much of the literature on intersectionality from a private sector perspective fails to acknowledge how class and social structures are replicated within organisations, where factors like educational attainment and soft skills like spoken language are often attributes that are given preference when organisations are recruiting staff.

Acker and Sayce (2012) further the arguments put forward Ruiz Castro and Holvino (2016) and argue the most likely cause of segregated organisations in even today's climate with strong movements such as Black Lives Matter (BLM) can be attributed to the invisible processes of organisational life. For example, Acker and Sayce (2012) argue, gendered assumptions about men and women are embedded within organisations and these biases are reproduced and gender inequalities perpetuated. Among other factors, the very nature of how jobs are designed can serve to perpetuate inequality. For instance, in terms of gendered identities women in managerial positions may come under increased pressure to manage in a masculine way, that is women are forced to manage staff in a way that has been typically seen in organisations that have been led by men. This then gives the impression that the masculine way of leading organisations is the right way, therefore reinforcing the gendered divide.

2.4.4. Potential Areas of Discrimination

However, Wells et al. (2015) do challenge the dominant discourse on intersectionality. The authors do acknowledge the significance of factors such as gender and race but also highlight from a Western perspective nationality plays an important role as a power structure. That is to say, western modes of communication and organisation are used as a means of constructing workplace privilege and inequality but other factors such as gender and educational attainment play an important role.

In terms of BAME staff taking up leadership positions within organisations, Sweetman (2018) would argue, this can be quite challenging. Studies relating to race and leadership have generally tended to focus on perceptions and judgements on the capacity of BAME staff to lead business organisations as well as BAME staff's capacity to lead from a political perspective (Sweetman, 2018). The findings put forward by suggest as in other areas of life; stereotypes and preconceived judgements play a big part in determining the capacity for BAME staff to lead organisations. Rodriguez et al. (2016) suggest intersectionality and thus discrimination can be embedded in the structures of organisations. These very structures can highlight and make visible the inequalities through subject's perceptions and societal categorisations of members of organisations. Rodriguez et

al. (2016) go further to posit; it then becomes very difficult to create an environment that is equal in terms of opportunities through policy change because policy is likely to be subject to structures and processes that it is designed to disrupt. Therefore, if discrimination is engrained in the organisation from a structural point of view it then becomes difficult to institute change, which draws similarities with the arguments put forward by Crenshaw in 1991.

Lucke et al. (2018) would suggest the categorisation of staff has transcended national boundaries and we see international organisations such as governments embody business masculinities such as age, gender and class. These organisations use categorisations like gender and class as a form of power and influence and the study by Lucke et al. (2018) has demonstrated this to be present in multinational organisations as well. In relationship to public organisations there are a number of shortcomings with regards to the study of intersectionality and the impact this has on power structures within these public sector organisations. For instance, Breslin et al. (2018) would suggest there is a significant gap in the literature with regards to BAME women and their experiences of leading public organisations as well as the biases and stereotypes that characterise their experiences. Breslin et al. (2018) go on further to suggest the processes that produce and maintain inequalities for diverse groups warrant further investigation as these have been linked to the structural categorisations of actors. Johnson Garcia and Otto (2019) concur with the aforementioned arguments and question the gender policies and procedures that have been put into place with aim or dealing with discrimination propagate marginalisation of minority groups and Johnson Garcia and Otto (2019) suggest this partially due to the fact that these policies frame their targets as those that already have privilege.

Woodhams et al. (2015) take a different approach to their study of intersectionality. The authors look at the experiences of men who are minorities in predominantly roles that are dominated by women. Men found in these positions are able to take advantage of their gender and capitalise on their token experience resulting in a better experience than women who find themselves as minorities in roles

predominantly occupied by men. This phenomenon is known as the glass escalator effect.

2.4.5. The Significance of Intersectionality

Atewologun (2018) posits intersectionality as a framework has important significance both for scholars and practitioners in the sense that intersectionality attempts remove the implicit biases that are ascribed to individuals based on characteristics such as age and gender without taking into consideration how other factors influence what constitutes an individual. Intersectionality provides an opportunity not only to understand how power, disadvantage and privilege affect individuals but also how allows the conceptualisation of the heterogeneity of between group actors (Atewologun, 2018). In their study, Healy et al (2018), argue organisations are key to the understanding of segregation of actors along multiple facets such gender and class and therefore it becomes important to study organisations and how they approach intersectionality as these organisations form the basis of capitalism. These organisations are constitutive of how systems of power operate within communities. However, informal interactions between actors within these organisations can also have a significant impact on the reproduction of inequalities at work. For example, Healy et al (2018) suggest factors such as sexual harassment in male dominated organisations form part of the control mechanisms that reproduce inequality and undermine policies for equality.

Tariq and Sayed (2018) argue that intersectional tensions are not only created within the work environment but particularly in the case of Asian women these tensions may come as a result of the pressures that are placed on these women from a cultural perspective. These women may not be afforded the opportunity to attend HE as it may be believed that these women may then not be able to fulfil their responsibilities to the family. Thereby, the talent that could be offered by these women is lost. Thus, Tariq and Syed (2018) would argue in certain instances intersectional pressures can be on two fronts and can be perpetuated by both organisational structures but also from cultural factors. However, Kamasak et al. (2019) argue intersections of race, class and gender should not be considered as independent and given different significance based on some form of hierarchy. Intersections are intertwined and have a significant impact on individuals. For

instance, class will not have implications on the wealth of individuals, but it will to an extent determine the occupation individuals will pursue, family structure and social relations, therefore one aspect such as class can have implications that far exceed economic inequalities.

Coupled with the aforementioned arguments Rosette et al. (2016) suggested women who assume leadership positions may be stereotyped based on their gender and this is compounded if these women come from non-white backgrounds. Consequently, women in leadership with the propensity to lead organisations are penalised for not behaving in a stereotypical way as with the example put forward by Rosette et al. (2016) women are expected to behave nice. These factors have implications not only for BAME staff but for women as well but within these intersections' discrimination can happen within the group contexts.

2.4.6. Critical Race Theory

Understanding diversity and intersectionality within Higher Education, Critical Race Theory (CRT) has highlighted some of the challenges that Higher Education institutions have faced in an attempt to become more representative. CRT emerged in the mid-1990's and had its root in the North American post-secondary sector. Ladson-Billings and Tate published their paper in 1995 highlighting the challenges of race within the Higher Education and the implications on the opportunities for education and career progression for non "whites" in the sector. Although it must be mentioned that CRT has its foundations in positivism but also in legal scholarship and has since been adapted across Higher Education. Although there have been attempts by society to marginalise race in much of the public the political discourse around race still continues to be a significant social construct that plays a part in society (Ladson-Billings, 1998). Morrison (1992) would further posit; race is just as important now as it was during the enlightenment period. Morrison (1992) argued race has a much more important position within society and a use far beyond that of economy but instead has separated one class from the next and also permeates our daily discourse.

We see this more prominently now and again referring back to the Miller (2016) argument, the lack of representation within the Higher Education sector and

particular within the upper echelons is evident. A further criticism of CRT particular as put forward by Kandola and Fullerton in (1998) is that CRT only takes into consideration one aspect that makes up an individual and that is race. There is more than one force that is acting on individuals and these other forces can collectively have an implication on the career progression opportunities of academics within Higher Education (Kandola and Fullerton, 1998). Ladson-Billings (1998) argue the human conceptualisation of race has changed over time and whilst the categorisation of race has gone through a number of permutations two categories have always remained and that is the categories of Black and White. However, we cannot deny the impact race plays on society either from ideological and/ or from an objective standpoint. For example, if we think of race strictly as an ideological construct then we deny the reality of a racialised society but on the other hand thinking of race as an objective condition denies the race problematic in the sense that how do we decide who fits into which racial categorisation. The concept of race will be further developed and discussed within the methodology as CRT has informed the philosophical underpinning and research design.

In terms of the evolution representation within Higher Education in a paper published in 2005 Ladson-Billings acknowledges that the Higher Education Sector still has not changed significantly from Ladson-Billings and Tate's original paper in 1995. The literature does discuss the role and significance of time being an important factor in the racialisation of Higher Education. As CRT has its foundations in North American and the United States education system has its roots in slavery, Ladson Billings, would suggest academics and students alike are subject to these forces even before these individuals enter the post-secondary education system. However, the significance the black/ white binaries still have to play in Higher Education. Therefore, in the 10 years since the concept of CRT was put forward, there has not been a significant change in the Higher Education sector from a racial perspective.

Patton (2016) goes on to further argue that Higher Education institutions are in fact complicit in the creation of racial inequities. In a post industrialised world where education is seen as an opportunity to help societies promote the development of skills which should ultimately promote social equity, structural inequality has had an

impact on scholarship within Higher Education. Academics, even those writing on marginalisation tend not to cite articles authored by diverse groups (Harper, 2012). These factors can have negative effect on policy as these authors have made incomplete or inaccurate conclusions with regards to diverse individuals and the complexities surrounding diversity and the impact these decisions or investigations can have. Therefore, racism and institutional factors were rarely name as factors that contributed to racial differences.

Cabrera (2018) also acknowledges that racism still permeates the inner workings of modern contemporary institutions and that also includes Higher Education institutions in the sense that racism is embedded within economic, cultural and metaphysical spheres of life and therefore oppression has not vanished but has simply changed to another form. Cabrera (2018) argues “whiteness” has changed from an ideology of supremacy to that of normality and anything outside of the norm is different. It is this normalcy that has enabled privilege to continue within society as this allows the “normal” to be invisible and unmarked and therefore maintain this socially dominant category.

The state and institutions such as Higher Education Institutions maintain stratification and social domination through coercion and consent (Cabrera, 2018). That is, the state can force people to comply, but the state can also manufacture consent and does so through ideologies like capitalism. A common-sense approach towards capitalism would suggest that poor people are poor because they lack the proper work ethic to succeed. However, in order to further manufacture compliance, the state and institutions make use of constructs such as tokenism to further entrench social structuration by incorporating diverse groups into systems of power and their advancement is used to reinforce the myth of society’s inclusiveness. Therefore, Cabrera (2018) would suggest in order to move to a position of more equality particularly within Higher Education, these institutions need to understand how race produces inequality. Thus, race does not produce inequalities but rather race is a marker of difference and attributes. Value can then be acquired through incorporating people from specific backgrounds. Race therefore becomes a property and in the absence of White supremacy can we therefore have equality. The

example given by Cabrera is in the absence of capitalism, money is just paper therefore in the absence of white supremacy Whiteness losses its societal value.

2.4.7. Voice in Qualitative Research

Voice is also an important aspect to take into consideration with regards to the experiences of minoritised groups working in HE. Voice can be defined as honouring the participants own words as generative of meaning and knowledge (Chandler et al., 2015). The study aims to make use of CRT with regards to the methodology and the data analysis. The study aims to provide an alternative voice or counter-narrative to BAME academics that are working in HE. Therefore, voice when applied to the context of this study needs to be conceptualised in terms of the singular individual but also what voice means when evaluated as a collective and how this collective experience impacts on the conceptualisation of BAME staff working in HE.

Voice is paramount to the qualitative paradigm, as voice is used as an expression of truth or socially significant meaning (Chadwick, 2021). Therefore, voice is fundamental for the purpose of the study as voice becomes the medium by which participants can convey their meaning and truth with regards to their lived experience and how the participants portray themselves and their socially constructed worlds. In the context of this research voice can be used to put perspectives and experiences into words which researchers (myself) can then be analysed and dissected to reveal social truths and hidden meanings (Chadwick, 2021). The aim of this research is to get participants to articulate their life worlds which will be recorded as transcripts and through the hermeneutic approach (Alvesson and Skoldberg, 2018) to develop meaning from the perspectives of the individual and the collective.

The choice behind making use of CRT will further underpin the voices of the participants as the literature around making use of CRT will serve to provide a counter-narrative for the taken for granted narrative and shed light on the experiences of BAME staff. The use of multiple perspectives and multiple voices will allow the researcher to accept a multiplicity of understanding with regards to the phenomena that BAME staff are experiencing that will help the researcher understand an increasingly complex working environment and how participants have navigated these complexities with regards living and working in HE. In that regard

voice can be conceptualised as a conveyor of meaning and therefore it would be reduced to just a language. This emphasises the importance of voice in the context of this study is more than just a conduit of information but rather an expression of affective and socio-historic experiences that serves to create the worlds that the participants find themselves in and an opportunity to express their perceptions amidst the commonly held rhetoric (Gallagher, 2020). Further to this, Morrison (2011) suggests that employees are faced with scenarios where they are presented with the decision to speak up (to have a voice) or to remain silent. This study aims to investigate the voice of participants in relationship to those scenarios and what will be the implications for BAME staff working in HE and the implications for their careers.

However, the limitations of making use of transcriptions when analysing qualitative data must also be taken into consideration. Gallagher (2020) argues transcription dematerialises the voice of the participants and does not convey all of the meaning. However, as per the Braun and Clarke (2006) model which I aim to follow when analysing the data calls for the researcher to immerse himself in the recording to ascertain meaning the participants are aiming to convey and to capture that within the transcription. This should facilitate and afford the researcher the opportunity to capture as much information and meaning as possible.

The literature would also suggest that we need to take into consideration factors such as style and fluency for example when engaging with participants particular when giving weight to the voice of participants with regards to the participants constructing their life worlds as this particular significant in relationship to CRT and ensuring the voices of participants can provide an accurate in-depth representation of their counter narratives (Henderson et al., 2012). Further to this as the participants will be constructing their life worlds through life histories and life stories over a period of time this adds further complexities around the representation of experience and the approaches taken to analyse the data need to reflect these challenges.

The objective of making use of life histories and life stories and looking at the voice of participants through CRT can support the researcher create counter narratives in which new understandings of the world can be developed and provide an opportunity

in the case of this research for participants to construct what the participants understand to be their truths. Darder (2018) argues in order to understand the full scope of the socially constructed realities of participants and in order to substantiate their voice with regards to their lived experiences of working in HE it is also important to take into account the material conditions, location and social realities that constitute the worlds of the participants. In so doing, the voice of the participants can be reflected against what would be constituted as the taken for granted reality that participants are engaged with and live in.

That being said, it is also important to acknowledge my position as a qualitative researcher and myself coming from a minoritised background and the implications this will have on the research (Chandler et al., 2015). Taking that into consideration, is one of the reasons that I have chosen to write the research in the first person as this removes the privileging of the single objective voice which may otherwise silence the voice of the participants in the study. Therefore, by using the first person and intending to make use of quotes in the results chapter, I am acknowledging the voice of the researcher, and the participants are not the same but highlighting that we are still interconnected. Thus, positioning the voices of the participants in a way that puts their experiences at the forefront of the discourse and as an alternative truth to commonly held assumptions about the reality of working in HE from the perspective of a minoritised group.

That being said, the subjectivity of the researcher in terms of disseminating the knowledge that is created must also be acknowledged due to the researcher having the power to choose what goes into the research. However, I aim to record the interviews and transcribe these interviews verbatim which Chandler et al. (2015) argue will help to maintain the integrity of the data. This should also help portray the experiences of the participants more accurately and provide an opportunity to effectively reflect the true lived experiences of the participants.

2.4.8. Ingroups

Stratification and groups are a feature of everyday social lives, and these social groupings are a common feature that permeate or social life. We would thus find ourselves communicating and interacting with people from different backgrounds and

that different characteristics. The challenge however, for organisations, institutions and societies tends to be that discrimination can sometimes occur between ingroups and outgroups. Balliet et al. (2014) would suggest that people would tend to evaluate ingroup members more positively than outgroup members and this can tend to create friction between ingroup and outgroup members. The resulting discrimination according to Balliet et al. (2014) can have serious consequences for both the ingroup and the outgroup. For instance, with regards to the ingroup, this can foster a greater work ethic, however, with regards to institutions where communities might be multiethnic these biases could lead to disengagement.

In order to understand intergroup discrimination, we should therefore first have an understanding of what social identity is and therefore the implications of social identity with regards to intergroup discrimination. Chen and Li (2009) define social identity as an individual's sense of self, derived from a perceived membership of a group. Further to this Balliet et al. (2014) would go on further to argue that rewards are perceived and distributed more favourably between ingroups as opposed to outgroups and can thus contribute towards discrimination. Intergroup relations and social identity theory was initially investigated by Tajfel and Turner in 1979. The authors argued there were a number of different phenomena that contributed to ingroup bias and factors like rewards and competition need not always be present for these biases to permeate intergroup relations. Merely belonging to a group has implications on the performance of the groups and can be the only element needed to ignite intergroup discrimination favouring the ingroup.

Although this study is looking at the experiences of diverse academics within a Higher Education setting the concept of ingroup and outgroup discrimination has implications for Higher Education itself. Taking into consideration the statistics put forward by the Times Higher Education in 2016 and taking into consideration the lack of equal representation in higher up in the university institutions you go this would appear to suggest that there is to some degree intergroup categorisation.

Tajfel and Turner (1979) would then question the reasons within their experiment for this intergroup discrimination to take place. The authors would question whether specific factors would lead to intergroup discrimination or would the mere fact of

group membership be sufficient to contribute to intergroup discrimination and would this be sufficient to foster discrimination. However, Guth et al. (2009) would suggest in terms of decision making ingroups can play a part in particular with regards to how individuals make decisions.

In the case of Higher Education Institutions this could have an implication on recruitment and selection practices and but also opportunities for promotion but the experiences of diverse academics. The reason being within inter-group situations individuals would strive to achieve or maintain a positive social identity and therefore social identity theory would argue that in group contexts cause in-group favouritism and therefore preferential treatment of one's in-group in comparison with the relevant out-group. This in part may offer an explanation to the research carried out by Fook and Ross (2016) and Miller (2016) in relationship to the number of diverse academics that occupy senior leadership positions. That being said, Guth et al. (2009) would question the research around Social Identity Theory with regards to what exactly motivates individuals in relationship to favour an in-group member is inconclusive and although the phenomena have been studied across a variety of disciplines the literature is still unclear as to the driving factors. Guth et al. (2009) would question whether the positive effect on the individual of a common group identity the main motivator for the inter-group conflict and the cause of the unequal representation of BAME academics within Higher Education institutions is indeed.

Chapter 3: Theoretical Framework

The following section aims to explore the resulting theoretical framework, which has been derived from the theory that has been explored within the literature review. The theoretical framework has informed the thesis and the approach with regards to the methodological and philosophical position. This chapter aims to first of all engage in broad discussion of HRM and the nature of HRM within a contemporary society. Subsequently, the chapter then narrowed down the discussion to focus on managing diverse individuals and also groups but lastly the chapter engaged in a discussion of individuals who embody multiple characteristics the implications for theory and practice. This section aims to outline the why the research problem and therefore the research question exists.

The current discourse around HRM and diverse staff highlights the importance of diverse individuals and the contributions that diverse employees can make to any organisation (Bradley, 2011). Given the previous arguments if diverse academic staff contribute significantly to organisations, this made me question why there is disparity in representation of BAME staff and their white counterparts. Also, much of the literature that has been used has predominantly consisted of western authors who give their perspectives on the state of diversity, but CRT allows for counter-narratives and to get the perspectives of the individuals that are subjected these phenomena which may not come across in the traditional literature.

The RBV of HRM would suggest HPWS can contribute to organisations achieving competitive advantage by implementing a combination of valuable and inimitable, (Kaufman, 2015), however the RBV does not expressly take into account the diverse staff and the complexities with regards to inclusivity and BAME staff in the HE sector. The aforementioned discussions, touch on the challenges faced by HR in terms of managing staff however, the theoretical framework in relationship to this study, the discussions around BAME staff have changed over the years and the spotlight has tended to focus on diversity management (Kandola and Fullerton, 1998 and Kirton and Greene, 2016). Therefore, in the case of this thesis in particular what are the interventions that have been put in place to manage more effectively academic staff from diverse backgrounds and are these policies and practices equitable for BAME

staff but also intersectional staff. The arguments for incorporating a DM approach towards HR relate to creating an atmosphere of inclusivity and commitment but further to this, the literature would argue the business case for leveraging staff with heterogeneous capabilities (Carstens and De Kock, 2017). The aforementioned research, apart from the moral case for adopting heterogenous staff highlights there is a business case for inclusivity. There are still significantly less BAME staff being employed particularly in HE when compared to their counterparts. It was these arguments that prompted the research question and informed the research puzzle. Further to this, the literature tends to address these complexities through a private sector lens arguing the benefits for the bottom of employing diverse but there still exists challenges around the implications for public sector institutions and the implications for managing staff from different backgrounds. The theoretical framework and the research puzzle provided a unique opportunity to explore counter-narratives through CRT which would enable me to explore the experiences working in HE and to look at these experiences in light of the current discourse that has been put forward.

The thesis also took into consideration the criticisms of the DM approach and the ability of DM to take into consideration people or employees who identify as having multiple characteristics and how organisations public or private can manage these individuals. Power and the distribution thereof as seen in the literature review can become a point of contention particularly in the pursuit of a more inclusive environment. Therefore, the choice of making use of critical theory and CRT affords the researcher the opportunity to uncover power dynamics and power relationships. This therefore would allow me to critique the current discourse. Critical theory also enables the research to make recommendations, this however being dependent on the findings. CRT does enable the study to question institutions, structures as well as the status quo. Other factors such as intersectionality and DM as per the discussions in the literature review impact power dynamics and the potential for employers to attribute greater significance to characteristics that would constitute difference. Such factors include age, gender and ethnicity also contributed to the theoretical framework and this is why I chose to investigate these phenomena and the impact they have on BAME staff (Kamask et al., 2019, Crenshaw, 1991).

This study also acknowledges the importance of CRT in light of this study and the significance this has for HE. When CRT is discussed in the context of intersectionality and in particular the work of Crenshaw there still exists a fundamental question as to how organisations especially HEI's design and implement their interventions given the context in which some of these institutions receive their funding. This has also had implications for the administrative staff as well as academics (Patton, 2016) with regards to perpetuating inequalities which is where this study aims to position itself.

3.1. Critical Theory

In terms of the philosophical underpinnings of the study, numerous perspectives were taken into consideration for example critical realism. However, for the purposes of this study critical theory will form the philosophical underpinning. Habermas's critical theory is a diagnostic theory of rationalisation, this is the attempt to understand the evolution of modern society and how the processes leading up to this point have shaped society (Braaten, 1991). The aim thus of critical theory is to explain the way that modern capitalist societies have emerged but also how society has evolved. CRT also to reveal the nature and causes of systematic failures. Therefore, with regards to this study and as per the literature review, there is a suggestion of failure with regards to the representation of diverse staff within Higher Education but also with regards to their experiences of working in Higher Education institutions. McCarthy (1978) would go on further to suggest the goal of critical theory for this research is to be free from domination in all its forms. In order to understand domination from the perspective of diverse academics the consensus theory of truth is undertaken by attaining a collective understanding of the subjective experiences of diverse academics and construct a "truth" in relationship to the systems of oppression to understand domination (McCarthy, 1978) with regards to diverse academics working in HE.

The consensus theory of truth from the perspective from Habermas's perspective entails developing an understanding the competence of (in terms of this study) academics with regards to how a mutual understanding s developed between them (Braaten, 1991). It is from this consensus theory of truth that we would be better able to understand how the "society" i.e. Higher Education has developed and therefore

attempt to understand of the failings, if any.

Given the aforementioned arguments and having established the study will occupy the south-west quadrant of the Johnson and Duberley (2000) i.e. an objective ontology and subjective epistemology, the study will therefore make use of critical theory with regards to the philosophical underpinning. There are a number of important points to take into consideration however with regards to critical theory. Firstly, Johnson and Duberley (2000) suggest the consensus of meaning must be a democratic process. This, however, raises a number of questions in the sense that those in positions of greater authority may impose their own "knowledgeable" preferences in order to marginalise those actors that are not particularly in positions of power. The use of critical theory in relationship to the study of actors' experiences within Higher Education according to Alvesson and Willmott (2003) offer a number of potential approaches with regards to analysing decisional asymmetry, power imbalances and other costs for the actors in question. However, critical theory does also offer the opportunity for more open participation as a result of being able to predict future occurrences through collective shared experience. Therefore, whilst the research may not be generalisable, the research should still be transferable to diverse groups working in HE. The use of critical theory as a theoretical framework according to Grey and Willmott (2005) enables not only for an understand of "life" but also how organisations impose themselves in and on that "life". Therefore, the term Higher Education Institutions represents the organisation and Higher Education Institutions will serve as focus of our analysis and these organisations serve as the metaphor we use to collectively organise our thoughts and reflections.

Klikauer (2015) would suggest the use of critical theory is based on a number of fundamental principles in relationship to creating knowledge. Critical theory focuses on an empirical-analytical interest in organisations control over time, resources and workers. In that respect and in relationship to this particular study the research seeks to understand the approach with which Higher Education Institutions interpret and therefore influence and/ or interpret the Equality Act (2010) with regards to the experiences of diverse academics and the implications of these categorisations.

However, for Klikauer (2015) critical theory also takes a hermeneutic-historical, which entails understanding how social phenomena is located in space and time and how this has implications participants and therefore, understanding of meaning in its historical continuation. This becomes poignant with regards to the discussions and protests that have taken place with regards to the Black Lives Matter movement and also the gender pay gap within organisations. The final aspect that critical theory is concerned with is a critical-emancipatory interest in those forced into production and that are being dominated and therefore how they might be able to free themselves. Critical theory in this regard allows myself as the researcher but also actors to dissect systems of oppression such as policy and therefore identify areas to change or engage with in order gain emancipation from those factors that are enabling oppression.

Heilman and Sementell (2020) would argue a similar yet a different perspective and approach towards critical theory and the justification for taking a critical theorist perspective towards the application of critical theory particularly in relationship towards this study. Heilman and Sementell (2020) suggest we as individuals and participants within our socially constructed world are mired in a system that gives us little time to think about our plight that is the phenomena that is oppressing us. Heilman and Sementell (2020) go on further to suggest that managers participate in coercive systems and influence our critical understanding how organisations control factors of production, how institutions make sense of reality and how we might be able to emancipate ourselves (Klikauer, 2015), through this we can understand how organisations and managers attempt to coerce or constrain our understanding of reality and what actions are most rational. This is because the world is increasingly complex and social, technological and institutional processes impede our judgements.

Callaghan (2016) would further argue the advantage of making use of the critical theory paradigm. Previous studies would have attempted to make use of the natural science methodology with regards an understanding of social phenomena, but Callaghan (2016) would suggest the benefit of using critical theory is precisely the digression from the natural sciences which would allow us to identify hidden

structures that manipulate and thus oppress actors. Kersten (2000) would further argue the use of the Habermasian critical theory allows us as researchers and actors to articulate our public sphere which should afford us the opportunity to critique and question our life worlds. Kersten (2000) would also argue with regards to critical theory and diversity management is that the way race in society and organisations is managed is political. The rhetoric around diversity management and the images of group dynamics and teamwork is contradictory. Diversity within organisations is portrayed as a patchwork quilt, and or harmonious orchestra versus the traditional imagery of conformity and cohesion which is much less tolerant heterogeneity and identity politics. The critical theory perspective would then seek to question the motivations behind diversity management interventions. The dominant discourse around the justification for diverse staff is to enhance the competitive advantage of the organisation, thus diverse staff have become commodified.

Critical realism was taken into consideration as the philosophical approach however as it is the aim for the study to put forward suggestions for interventions and due to the aforementioned reasons that I have undertaken critical theory as the philosophical underpinning as critical theory provides the best opportunity initiate change and affords diverse groups the opportunity to have their voices heard.

Chapter 4: Methodology

4.1. Introduction

The following chapter will discuss my philosophical position and the methodological choices that have informed the research design. The methodological choices that have been taken by me as the researcher, have been influenced by the objectives of the study but also what I aimed to achieve by engaging in this research. This chapter draws reference from the introduction and the purpose as set out by the introduction. The objectives of the study have been illustrated below but the central research question and the purpose of this study is to understand how the experiences of Black Ethnic Minority Asian (BAME) staff influence the actions and interventions that have been designed by Higher Education Institutions (HEI's) to address the challenges and complexities inequality.

I have set out the objectives below by means of a reminder with regards to exploring the experiences of diverse staff within Higher Education Institutions (HEI's) are as follows. This section will focus on the first and last objectives with regards to how these objectives have informed the research design and methodology. As a reminder the objectives are below:

-To understand the challenges faced by BAME staff in terms of career progression.

-To explore challenges faced by BAME staff in post 1992, Russell Group and early 1960s universities.

The investigation aims to explore the subjective experiences of Black, Asian and Minority Ethnic (BAME) staff through the lens of critical theory, through the explorations of narratives of BAME staff working in Higher Education (HE). This chapter will justify the approach and methodology in relationship to conducting the study. The thesis aims to investigate the individual sense making of participants and how participants frame truth and reality. This study made use of semi-structured interviews in order to gain an understanding of participant experiences and therefore will provide an overview and justification of the research strategy.

4.1.1. The implications of Critical Race Theory (CRT)

In terms of the study of Higher Education and the experiences of diverse academics, Higher Education needs to be investigated in relationship to the role of racism and white supremacy within society at the point of the investigation (Patton, 2015). The decision to make use CRT gave me as the researcher the ability to understand the complexities of working in Higher Education. It may be the case that Higher Education Institutions (HEI's) have a part to play in influencing the experiences of staff from diverse backgrounds. The literature questions HEI's particularly in North America and questions the origins of these institutions and the implications of their foundations on their perspectives on inclusivity (Patton, 2015). There have also been other studies that have looked at Higher Education from different backgrounds such as Jawitz (2012) who concur the effect of racism on the Higher Education sector but from a South African perspective, questions whether the phenomena of representation been influenced by Apartheid. Jawitz (2012) has argued the Higher Education system in Southern Africa was designed to serve the white minority. For example, racial descriptors still permeate everyday life, and these social exchanges are also used to make sense of peoples' lives.

The underlying theme within race studies as it would appear in Higher Education both from a Western perspective but also from an African perspective is the categorisation of both student applicants but also academics. The justification of using racialised stereotypes is to facilitate the implementation of employment equity policies. Here Janis (2012) argues that white academics still occupy the majority of positions within Higher Education organisations. Racism thus goes beyond categorisations of colour but also includes institutionalised components. For instance, the internationalisation and the approaches that HEI's have taken to incorporate a more inclusive curriculum for example is seen as evidence of demonstrating compliance and not addressing the underlying issues of inequality regimes such as the language that perpetuates structures of inequality. These structures such as the language also influence the interventions that HEI's put forward and thus the lived experiences of the participants are important in order to investigate BAME experiences of working in HE. Thus, in themselves, although the

people that occupy these positions may not be racist but the organisations in themselves are racist.

Harper (2012) would also posit that not only are these institutions racist in terms of how they conduct themselves but in particular with regards to this study; the discourse and literature around racism in Higher Education and post-secondary study subvert the discussion around racism and these studies do not sufficiently categorise and mention racial phenomena. The methodological implications with regards to this study would therefore paint a softer picture of racism which would distort the effects of racism on the academics who are subject to these experiences. Therefore, this study aims to address those methodological challenges by exploring and articulating the structures of power and how these perpetuate inequality.

The implications of using CRT from a methodological standpoint are challenging, not least in the fact that this study has its methodological underpinnings in critical theory. The challenge lies in the fact that CRT strives to determine how society is constructed in the face of racial powerlessness. This adds a number of key considerations from a methodological standpoint, as this approach then seeks to further understand how academics construct their life-worlds. This is done in relationship to the perception that academics have little power as a result of their racial categorisation.

Critical theory attempts to delve into and question the failings of institutions and bring to the forefront these failures so that they might be changed. Nyika and Murray-Orr (2017) do however, acknowledge there can be some advantages of using multiple methodological standpoints with regards to the analysis of societal issues, whilst this might be the case particularly with regards to investigating complex phenomena, this chapter will discuss the role critical theory and CRT with regards to investigating diversity in HE. Although the classical philosophers such as Nietzsche (Kaufman and Nietzsche, 1976), Hume as well as Habermas are Western and the critical theory methodology is also Western, the advantage of using the methodologies is that they allow for the for the critical study of human-created realities and determinants that CRT would have otherwise omitted or poorly stressed (Nyika and Murray-Orr, 2017).

It is also useful to acknowledge that much of the literature around HRM and diversity management takes a quantitative approach towards the study of issues relating to and regarding diversity and this is true within the Higher Education sector. This study has chosen to take a qualitative approach because the study aims to gain deeper insight into the complexities surrounding diversity in HE. James et al. (2021) however, present a different methodological approach that can be implemented in relationship to uncovering how race and race relations have had an impact on Higher Education which has also been compounded by the COVID-19 pandemic.

James et al. (2021) argue a qualitative methodological approach would enable the exploration of complex experiences of diverse people, however when the qualitative methodology (which would allow for methodological rigour) is used in relationship with CRT allows the research to also focus on justice and also the relevance of categorisations that are used as the basis for marginalisation. A qualitative CRT methodology therefore affords the study the opportunity to recognise the intersectionality and intercentricity of race, gender, background and immigration as the basis for subjugation in education towards ending oppression within the sector.

Parker and Lynn (2002) suggest when making use of CRT and qualitative inquiry from a methodological standpoint the researcher must widen the lens with regards to the investigation of oppression within Higher Education. Parker and Lynn (2002) go on to further suggest by widening the lens we take into account different perspectives of race and racism other than the black-white paradigm. However, it must also be taken into consideration particularly with regards to CRT and qualitative inquiry, that CRT has its foundations in Northern America and although CRT was developed and applied to North American post-secondary education, the foundations of North American Higher Education were based on different principles than were UK Higher Education Institutions. In particular, the North American Higher Education system as previously mentioned has its roots in the American Founding Fathers whom in themselves were built on slavery.

Miller et al. (2020) argue the advantages of making use of CRT as the CRT methodology advocates for the use of narratives and in particular the counter-narratives of oppressed individuals in society in order to understand the complexities

around the experiences of diverse academics within HEI's. Therefore, the purpose of this study is to delve into the counter reality of diverse academics as opposed to those in power. CRT also recognises that the world is not fixed, and participants and diverse groups construct their worlds through the use of words, stories and silences (Miller et al., 2020). The use of CRT and counter-stories as a methodological approach therefore enable me as the researcher the ability to expose and critique the normalised dialogues that permeate diverse groups but to bring to light the experiences of diverse groups. This in juxtaposition to the stories of the privileged which are seen as normal and neutral.

4.1.2. The Nature of Truth and Reality

The next section will discuss my perception of truth and reality as this has influenced the research design. However, it is also important to determine how actors interact and engage with their social reality as this has implications on the policies, practices and also how participants engage with the social environment. It is therefore important to understand how make sense of their environment.

The nature of how humans frame their reality as discussed by Nietzsche comes about through equating what is unequal (Kaufman and Nietzsche, 1976). Therefore, truth is a summation of human relations, metaphors and therefore illusions which have been given meaning through sensory input. Stoll (2018) would suggest there are two types of knowledge. That is the factual knowledge and the richer more epistemic state of having knowledge by constructing the proof of the knowledge in what we see through the stimuli that we take onboard. Mabille and Steenkamp (2021) go further to suggest in as long as humans have developed consciousness there have been groups i.e. racial, gendered and societal. It is by these groups, that arguably can influence, the subject object dualism and shape the truth that is developed. Therefore, the study aims to understand the individual interpretations of participants in order to develop an understanding of the group as a whole. The truth or untruth of knowledge and therefore what we would come to understand as warranted knowledge with regards to the subjective experiences of BAME staff within HE according to Nietzsche lies in the method with which the study was undertaken (Jaspers, 1966). The choice of the methodology therefore becomes an attempt to ensure consistency with regards to capturing the experiences BAME

academics. Therefore, Nietzsche (Kaufman and Nietzsche, 1976) would suggest the more feelings we invest into and express through words the complete our conceptualisation of the phenomena that is taking place.

Landy (2002) suggests that the narratives and thoughts that all consciousness relies on is an over-simplification of existence and reality, that is falsifications of a reality that is complex, and one should not forget the individual differences and disregard the distinguishing aspects that make up the reality. In order to “acquire” truth and the drive for truthfulness should be grounded in a methodology and philosophy that gives direction or the result will not have a “right to exist” (Jenkins, 2015). This has implications for the study as different participants will interpret their individual contexts differently. Therefore, by understanding that participants interpret their experiences differently, interviewing a number of different participants and coming to a point of theoretical saturation will enable me to develop a consensus of meaning in order to develop an understanding of the state of HE and the implications for BAME academics.

4.2. Ontology and Epistemology

I will now move on to a discussion of my ontology and epistemology. The ontology and epistemology have formed the foundation of the methodology. I will therefore also discuss the implications of the ontology and epistemology and how this has contributed to the research design. This will also inform the analysis of the data.

Gill and Johnson (2010) suggest as researchers and in terms of our philosophical commitments we have to make assumptions about the nature of reality and human behaviour. Gill and Johnson (2010) go on further to suggest researchers need to have an awareness of their pre-understanding i.e. what we are studying (ontology) and how can we then know that we have warranted knowledge about our chosen area (epistemology). The objective of the study is to attempt to enable the investigation of the social constructions of reality that are situated in the different practices and behaviours that constitute a group of actors’ sense-making activities.

4.2.1. Ontology

In order to understand actors’ sense-making we would therefore need to have an understanding of what it means to “exist” in the “real” world. Therefore, to determine

what exists or does not, it is the role of the researcher to search for an explanatory account of what does not assume the existence of something or not (Jacquette, 2014). In order to suggest that something exists, we must therefore argue that an actual world exists rather than nothing because logically there is a maximally of combinatorially elements that justify the existence of the world (Dale, 2014). That being said, the inductive approach is located in the object-constitution activities of actors or human beings that give life to meaning (Gill and Johnson, 2010). The aforementioned arguments would support the justification of the Equality Act (2010) as a physical construct and basis for which to define actors within the frame of the study. This collective sense-making (Johnson and Duberley, 2000) would therefore give reality as the collective understanding of the subject-object would make it tangible.

4.2.2. The Social World

Morgan and Smirchich (1980) would concur with the arguments put forward by Dale (2014) with regards to ontological assumptions. In terms of this investigation the social world i.e. reality can be thought of as hard, concrete and external to actors. Reality is, thus, composed of a network of constituent parts and reality is also formed through this relationship comprised of behaviours and actions. Morgan and Smirchich (1980) would then go onto argue any phenomena that cannot be observed would therefore be called into question and it would be difficult to view this as reality. Cumpa and Tegtmeier (2011) take a different perspective in relationship to their articulation or understanding of what constitutes reality. Cumpa and Tegtmeier (2011) argue reality, and in particular concrete reality, can be framed around four fundamental categories i.e. objects, kinds, attributes and modes. Where modes will be looking at attributes along a spectrum for example.

4.2.3. Personal Ontology

My world view is based on the objective ontology would therefore allow the study to give the Equality Act (2010) tangibility on which we will be basing the categorisation of participants and in order to avoid the limitations of ascribing nothingness to the object (Cumpa and Tegtmeier, 2011). Valore (2016) would argue that the Equality Act (2010) is conceivable and thus would have existence in this world and allow us to define our participants in terms of their objects, attributes and modes. This would

then allow us to differentiate between actors who may have the same attributes, but their modes may be slightly different or may not exist within our tangible world i.e. hidden characteristics. Adams (2011) argues that one cannot simply separate ontology and epistemology and the two must be linked and have a relationship. Adams (2011) argues the subject and object are not distinct but rather interwoven and therefore to have knowledge is to have knowledge of an external reality and one which constitutes beings and their modes of being and the natural object i.e. the Equality Act (2010). The ontology therefore is just as important as the socio-historical context we find our participants.

4.2.4. Epistemology

The aim of this research is to understand human cognitive experience and human behaviour in relationship to actors' experiences of diversity within Higher Education. In terms of the epistemology according to Johnson and Duberley (2000) is the study of the criteria that we can then come to know what is constituted as warranted scientific knowledge. Furthermore, Johnson and Duberley (2000) would argue epistemology should be about analysing human cognitive experiences through the use of empirical research. The difficulty with the analysis of the subjective experience of individuals within a given context as put forward by Wiegner and Nowakowa (2005) is with regards to the nature of the phenomena in question. Unlike physical phenomena which must take place in space and time, mental phenomena (experience) can only take place in time and there are a number of other aspects that need to be taken into consideration with regards to mental phenomena i.e. mental phenomena exist as the content of an individual's consciousness and therefore can only in principle be observed by one person.

As per Hume's (2009) argument this would draw into question the validity and reliability of what would constitute warranted knowledge, however, Wiegner and Nowakowa (2005) would offer a counter argument with regards ensuring the reliability of the research through introspection and reflexivity. To understand what is warranted knowledge, BonJour (2010) would suggest three criteria must be fulfilled. These are 1) a belief or acceptance condition, 2) a truth condition and a, 3) justification condition. As per Johnson and Duberley's (2000) once these criteria have been satisfied, we can develop knowledge.

4.2.5. Steps taken to Meet BonJour's Conditions

In order to satisfy the first condition, Wiegner and Nowakowa (2005) suggest the person in question would need to be in a continual state of questioning and assenting to the proposition at hand. In terms of the truth claim, the aim of the cognitive being is to acquire knowledge, that is, truth and Wiegner and Nowakowa (2005) would argue one such approach to achieve this is by seeking beliefs for which we have good reasons or sound justifications for and when this is accomplished, we have knowledge. Finally, in order to satisfy the last criteria, one must have a reason for and one that increases the likelihood of the belief to be true. Abel and Conant (2011) argue knowledge that cannot be attributed to any subjective or cultural perspective is pointless.

The objectification of knowledge that entails the removal of all subjective and personal interventions leads to knowledge that has no position. The epistemic perspective of this particular study would lean towards the subjective in order to highlight the different views of others. It is from this perspective that we can therefore come to understand individual subjective understanding of experience of Higher Education from the perspective of different individuals. We are therefore interested in the relation to the object in question, which in this case, would be experience. The objective therefore of the subjective epistemological point of view is the detailed acquisition of knowledge and the use of multiple participants is a result of humans lacking the possibility of simultaneously comprehending and accounting for all relations in all their dimensions and relative to all purposes at once (Abel and Conant, 2011).

4.2.6. Personal Epistemology

In terms of this study taking I am taking a subjective epistemology, the dominant reason according to Blunden (2012) is based on the notion that a concept is a unit of consciousness and therefore in order to understand participants interpretation and understanding of the concrete external world, a concept can only be understood in terms of the reality with which it exists but also with other realities with which it came into contact with and the subjective understanding that actors make of that concept. Therefore, this study will then occupy the south-west quadrant of the Johnson and Duberley (2000) model. Knowledge therefore becomes a product of social relations

where actors or participants democratically negotiate their shared social constructions of reality. This then leads to the question of how the study would come to know social constructions have not been distorted by a number of factors such as institutions and power structures for example.

In order to develop these social constructions, we therefore have to understand that we perceive the world and ourselves as imaginings and that our subjective perceptions of the world often lead to one that is different from the physical one (Joringer, 2019 and Strawson, 2006). Therefore, in order, to make sense of individual interpretations of reality and to develop a shared understanding of the shared constructions of reality the study has chosen to take a subjective epistemology. Joringer (2019) goes on further to suggest reality and meaning have far greater implications because as long as we are dependent on intersubjective interactions and relationships what is considered to be reality changes with time, language, circumstances as well as space.

4.2.7. The inductive Approach

With regards to the nature of the phenomena being investigated and the justification for the philosophy underpinning the research in particular with regards to human nature (Gill and Johnson, 2010) suggest a more reflexive approach in terms of understanding the nature of research. Reflexivity with regards to this study is important given the variety of interpretations by participants of their reality. Reflexivity will allow myself as the researcher to engage with the data in order to discern the implications of their lived experiences on the research question. Also, a reflexive approach will afford the opportunity to analyse individual interpretations of participants experiences but also to interpret the data as a whole as per the hermeneutic cycle (Alvesson and Skoldberg, 2009). The choice therefore with regards to the method embodies a variety of assumptions about the nature of the knowledge collected but also the nature of the phenomena to be studied (Morgan and Smirchich,1980). The phenomena in question can be linked back to the ontology and epistemology of the study. Tangible and objective artefacts such as the Equality Act (2010) have had an implication on the interventions designed however, I aim to explore actors' interpretations of these interventions and the impact they have had on the experiences of BAME in HE.

The approach with regards to social science research is therefore based on a set of interrelated assumptions in terms of ontology, epistemology and human nature (Morgan and Smirchich, 1980). The assumption of the inductive approach is that individuals create their own subjective realities and thus the knower and knowledge are inextricably linked, and it is through our observation of this reality can we come to make generalisations or predictions of the future (Depoy, 2016). It is, therefore, impossible to separate the outside world from the actors' ideas, language and perceptions of the world, furthermore human experience is complex, and an understanding of human experience is derived from an understanding of individuals in their physical and virtual contexts and all that implies. This would suggest that multiple realities exist as a result of our individual subjective experiences (Depoy, 2016).

The choice of the inductive approach is grounded in a number of different arguments, in particular, it is only by experience that we can reason the existence of one object to another or in the case of this research how the experiences of the participants inform the framing of reality which ultimately defines their experience of HE (Hume, 2009). The choice of using semi-structured interviews lies in the fact that we cannot argue cause and effect unless these two relations are preserved or framed in the experience of the actors that are engaging in the phenomena. Gabbay et al. (2011) and Hume (2009) would thus present the case for the inductive approach based on the argument that conclusions and opinions cannot be drawn from what we have not observed. Therefore, any conclusions made or predictions that are made in the absence of observation are not justified. Our opinions must be limited to what we can observe through memory and sensory input. It is therefore, because of these arguments I pursued the inductive approach.

The inductive approach gives the reader the opportunity to make sense of the subjective experiences of the actors. Truth, therefore, is not fixed but rather historically and culturally located in the lived experiences of the actors and it is the validity and reliability of the research methodology and method which gives meaning and understanding to experiences of the actors (Ezzy, 2002). However, caution should be taken with regards to what we constitute as warranted knowledge, Morgan

and Smirchich (1980) would suggest that as we pass from the objective to subjective understanding of human experience, what constitutes warranted knowledge changes and thus care should be taken in terms of our understanding of experience and making predictions (Hume, 2009).

In terms of conducting this research we would therefore come to a number of assumptions with regards to reality and also the participants in the study (Gioia et al., 2013). We assume that participants are knowledgeable actors in terms of how they construct their realities. In the sense that we assume participants know what they are aiming for and therefore can frame their reality. The inductive approach would also make the assumption that researchers are knowledgeable as well and researchers can identify patterns in the data and bring to light relationships that may not be immediately obvious to the participants. The problem of induction (Ketokivi and Mantere, 2010) and in support of the arguments put forward by Hume is that through the induction process we are only able to view events and not generalities and therefore are all past occurrences. The challenge then becomes how do researchers convince our audience of our truth claims. Towards justifying a claim, grounds are empirical data, we can therefore think of claims as explanations. Inferences will therefore bridge the gap between grounds and claims (Ketokivi and Mantere, 2010).

It is suggested that deductive reasoning particularly within the social sciences (Shepherd and Sutcliffe, 2011 and Jebb et al., 2017) holds greater rigour however, there are benefits that are associated with the bottom-up inductive approach in that the inductive approach allows new worlds or realities are allowed to develop through observation and by allowing the data to speak for itself. The bottom-up approach can be described an approach towards exploring the data that does not make use of an overarching theory but allows to researcher to explore every possible relationship within the data.

The choice of sample is also important and has influenced the methodology the study has taken. The study made use of theoretical sampling in an attempt to illuminate and extend relationships between phenomena and also constructs. Eishenhardt et al. (2016) further posit the use of the inductive methodology brings forward a number of benefits in the sense that the chosen methodology has allowed

the study to home in on certain phenomena i.e. the experience of diverse academics and also to create opportunities for comparison. The objective of this research project is therefore aiming to access the inter-subjective worlds of the actors in their "natural" context in order to make meaning of their life-worlds and make them understandable from the actors' behaviours and sensemaking (Johnson and Duberley, 2015 and Woo et a., 2017). Furthermore, the inductive approach allows the study to make generalisations from the given sample to a wider population.

The arguments for taking making use of the inductive approach are that conclusions can be drawn from the observations of the world (Ormerod, 2010). Therefore, this particular study and the choice of the inductive approach is to weigh up the evidence and to therefore judge the probability i.e. to generalise but as a means of proof. The study also takes into consideration the creation of these life-worlds with regards to are actors social constructs influenced at the individual level or do social groups either smaller or larger have an impact on how actors perceived their life world (Postmes et al., 2005). Life-worlds can be described as the context with which participants find themselves as life-worlds also encompassing space and time.

4.3. Hermeneutics

The study will be making use of hermeneutics in relationship to an analysis of the data and therefore the following discussion will discuss the choice behind the hermeneutic approach but also engage in a justification of hermeneutics when analysing the data.

For the purpose of this study, hermeneutics is defined as method for interpreting texts. Hermeneutics in the past has been used to interpret religious and legal texts but hermeneutics also offers an opportunity to understand human experience by gaining an understanding of meaning text. Hermeneutics is useful in the context of this investigation as human beings in themselves are irrational and interpret their experiences interpretation of their experiences through text. This offers the most appropriate opportunity to understand human beings' subjective experiences (Dreyfus and Wrathall, 2005). This study will in particular adopt alethic hermeneutics which will be discussed later in the chapter. There have been calls by researchers for different approaches towards investigating and doing research within the

management domain (Robinson and Kerr, 2015). The use of reflexivity within management research according to Robinson and Kerr (2015) allows for new insights to be drawn from the investigation management phenomena. Whilst the hermeneutic approach allows for a reflexive analysis, there have been questions with regards to the hermeneutic approach and its application in management research in particular that hermeneutics is not applicable beyond text-based research.

The intersection between hermeneutics and critical theory therefore becomes problematic, in the sense that authors on critical theory such as Gadamer and Habermas call for objectivity with regards to the analysis of phenomena, in terms of rational objectivity and impartiality (Fairfield, 2011). However, Fairfield (2011) goes on further to suggest Gadamer in particular rethought his position on the role of the intersection between critical theory and making use of hermeneutics with regards to the analysis of data. The implication of making use hermeneutics in relationship critical theory allows for me to digress from the previous school of thought. Researchers were uncritical and too conservative with regards to the analysis of social structures and their influence on diverse academics. Hermeneutics will therefore afford me with the ability to understand social structures as opposed to an unconditioned reflection of social structures that have had an impact on actors.

As this study is taking the hermeneutic approach towards the analysis of the experiences of diverse within Higher Education, what is interpreted is not facts or the data that is collected but rather text. Alvesson and Skoldberg (2009) discuss how facts can; therefore, emerge is through the interpretation of the text which comes about through the dialogue between myself and the participant. According to the Alvesson and Skoldberg (2009) approach; each part of the text be it letters or symbols are laden with deeper and richer meaning and therefore this will influence the approach that I took in relationship towards an analysis of the data. I must then adapt and change his analysis of the text with regards to what the text and the research entails. The data must also be understood in terms of its socio-cultural and historical context i.e. the current discourse around diversity within all sectors of the economy and not just in Higher Education. The current sentiments with the context of equality and diversity must be taken into consideration such as the murder of

George Floyd and the implications this has had on a global stage but in terms of the wider context of representation (BBC, 2020).

The advantage of adopting the hermeneutic approach in relationship to this study is that hermeneutics allows me to understand the historical contexts of the phenomena in question. This is significant with regards to this study in the sense that the hermeneutic approach allows me to take into consideration a number of forces that would come to act on the phenomena of human experience and in particular with regards to diverse academics within Higher Education (Uggla, 2010). This is of particular significance because this allows me to reflexively look at applying consensus theory of truth to establish the relationship between forces such as context, space, history and time. As an approach towards data analysis the fundamental role of hermeneutics is therefore concerned with the analysis of text. Uggla (2010) suggest this analysis has changed over time and has its roots in the Protestant Reformation and was concerned with the analysis of scriptures as the scriptures were a central part of religious belief. This has led to a number of different approaches with regards the analysis. In terms of this study the Alvesson and Skoldberg (2009) approach towards the hermeneutic analysis of text which will be discussed in a subsequent section. The advantage of adopting the critical theory and hermeneutics alleviates the previous concerns the subject object dualism but instead places the participant within the world they and we are trying to understand and thereby allowing us to move away from coming to theoretical conclusion around the experiences of diverse staff and therefore develop practical criticisms and analysis of experiences.

Prasad (2015) would denote two possibilities towards the use of the hermeneutic approach towards subjective inquiry. Prasad (2015) would illustrate this as hermeneutics in the weak as well as the strong sense. In the case of this research and with regards to the wider philosophical underpinnings of this research, the stronger hermeneutics is the engagement of the active interpretation of text. This; however, has to be informed by the epistemological insights of the hermeneutic philosophy. This study however, as per the above mentioned ontological and epistemological arguments will draw insights from the critical theory school of

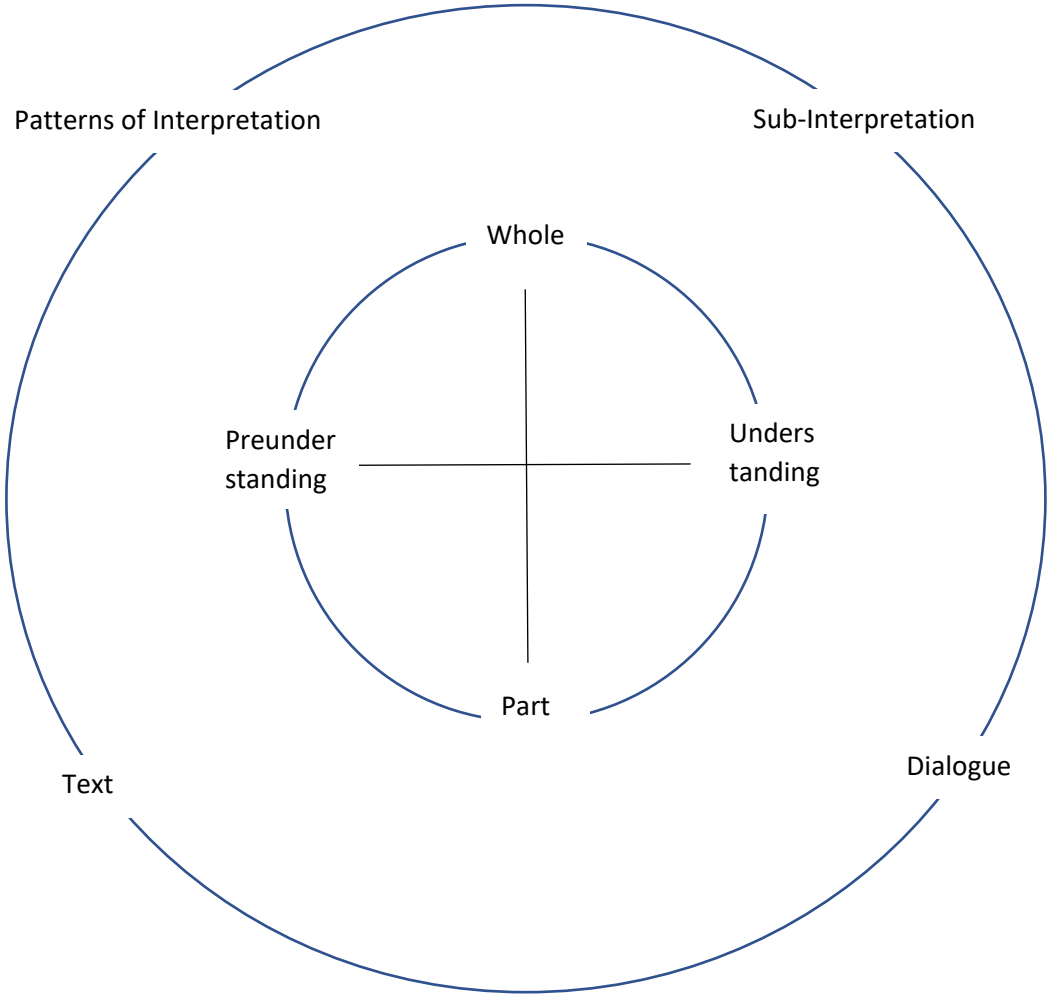
thought but also from the philosophy put forward by Habermas. Cassell et al. (2018) would further go on to suggest as it is aim of this study to adopt the strong approach towards the study of text, hermeneutics would exert a direct influence on the methodology of the study.

4.3.1. The Hermeneutic Approach

As I have applied the hermeneutic approach to the study of BAME academics as a result of transcribing the interviews that have taken place, I have to take into consideration a number of different aspects with regards to making use of the hermeneutic perspective. Alvesson and Skoldberg (2009) and Symon and Cassell (2012) argue the hermeneutic perspective was intended for the analysis of biblical text but Symon and Cassell (2012) also go on further to suggest that the hermeneutic approach is more closely associated with the grounded theory approach and in particular the work Charmaz has influenced the hermeneutic approach in relationship to the analysis of qualitative data. Symon and Cassell (2012) do however acknowledge that hermeneutics as a method can be applied to other aspects of qualitative research, and this is further supported by Braun and Clarke in 2006 who argue the hermeneutic method should be seen as a method in its own right and as such can be applied to any aspect of qualitative research so long as the approach framework is applied.

4.3.2. The Hermeneutic Cycle and the Relationship between Themes

Figure 1: The Hermeneutic Cycle



Source: Alvesson and Skoldberg (2009)

The following section will discuss the hermeneutic cycle (Figure 1) and the application of the cycle to the study of BAME academics and how I have made use of the cycle in relationship to the study. The above illustration is a visual representation of the hermeneutic process which I applied to the analysis of the data. This is taken from the work of Alvesson and Skoldberg (2009) who discuss the analysis of qualitative data and the application of the hermeneutic cycle to qualitative data. However, there is a limitation of the hermeneutic process with regards to methodological position that I have taken. Alvesson and Skoldberg (2009) as well as Symon and Cassell (2012) argue hermeneutics has been most commonly used in the grounded theory approach. I have has attempted to bridge this gap through the framework that has been put forward by Braun and Clarke (2006) which provides an approach for applying codes and memo-writing to my methodological position. With regards to the aforementioned gap, this refers to making use of hermeneutics for the purposes of this study. This was addressed by implementing the Braun and Clarke (2006) to ensure the data analysis was rigorous. The hermeneutic cycle calls for myself the researcher to move from a position of preunderstanding to understanding but if we apply this to the Braun and Clarke 2006 model this would call for me to analyse individual interviews and the data as a whole in order to generate themes but also to find correlations or relationships between the 4 super-ordinate and subordinate themes. This would then allow me the opportunity to identify the connection between the themes by reviewing the themes holistically in Phase 5 of the data analysis process.

Figure 1 illustrates how I was able to generate codes by making use of the hermeneutic cycle as illustrated above. This involved reading and re-reading the raw data in order to find meaning in the text.

4.3.3. Alethic Hermeneutics

As previously mentioned, the objective of the study is to develop an understanding of individual experiences of Higher Education but at the same time the study should also be able to develop an understanding of the whole i.e. the collective experiences of academics. I do however aim to make use of a specific type of hermeneutics and the objective and choices of making use of alethic hermeneutics will be discussed further below. Alvesson and Skoldberg (2009) argue the implementation of alethic

hermeneutics discourages the subject-object dualism but instead focuses on undercovering hidden meaning from the analysis of the text. That is not say that the natural science, that is the objective approach, should be rejected but rather the analysis of text to uncover hidden meaning and the objectivity of the natural science approach should be seen as complementary. Therefore, I should move between a state of preunderstanding and understating in a circular motion.

Wilson's 1978 argument on acquiring understanding from the hermeneutic process is grounded in the work of Hirsch who was of the position that genuine textual understanding can only take place through reconstruction. Wilson (1978) goes on to further suggest that reconstruction can only take place with the reproduction of the life-worlds of the academics within Higher Education in order to gain an understanding of their experiences and this can only be done through the interpretation that takes place through the researcher. Whilst Alvesson and Skoldberg (2009) would suggest there is no agreed principle on the exact process of how the alethic hermeneutic process should take place, validity with regards to the hermeneutic approach is grounded in the conception of textual meaning.

For authors like Alvesson and Skoldberg (2009) meaning is stable but significance with regards text and in particular with the experiences of diverse academics can change as a result of history and context but also should we take into consideration CRT the significance can change depending on the socio-cultural considerations that are prevalent at the time. However, building on the aforementioned cycle of alethic hermeneutics, given the aforementioned discussion we can now add more parts to the hermeneutic circle with regards to our interpretation of meaning. Firstly, the approach to how the data from diverse academics is interpreted should be consistent across all parts so as to have a coherent approach towards the findings. This will also add to the validity of the hermeneutic approach. I can make reference to participants social connections, their cultural and contextual settings, and also similar individual in order to determine whether their discussions i.e. their reality is consistent and the closer we can get to the participants in terms of similar individuals the more likely the data would reflect "truth". This approach when deriving meaning from the experiences of diverse academics would give us the alethic hermeneutic

approach towards our interpretation of the data. Therefore, by interpreting the meaning of the text this also counters the arguments as put forward by Hirsch in 1972 when he suggested those scholars who follow the Heidegger school of thought and would argue the hermeneutic approach is doomed because all text and interpretation is historic and therefore would render the data obsolete.

The advantage of adopting the hermeneutic approach towards the study of issues relating to diversity and representation within Higher Education is with regards to the hermeneutic circle or as Tomkins and Eatough (2018) would suggest the hermeneutic circle is whatever I want to make it to be, by this the authors suggest there are no set principles on what the hermeneutic circle should. The use of the hermeneutic circle allows me to move away from data analysis and interpretation being a linear process but to one that is more iterative. Understanding then becomes a process that is more relational, we therefore understand something or phenomena when we connect this to other phenomena through comparison, contrast or juxtaposition (Tomkins and Eatough, 2018). This approach would give me the flexibility to determine what his hermeneutic circle would be depending on what I am aiming to achieve but also this would enable me to work with hermeneutic circles that emphasise his own interests.

4.4. Life Histories and Stories to Understand Experiences

In terms of an approach towards the data collection and to understand the life worlds of the diverse academics within Higher Education. The study has taken the approach of life histories to gain a contextual understanding of what led participants to this point in their careers, with that being said, I have taken a slight detour in contrast to the traditional empiricist approach and opted for life histories. The aim of the research is to gain an understanding of the socio-cultural and historical context that diverse academics find themselves in and Dhunpath's (2000) life histories afford not only myself but also the participants the opportunity to be aware of their social and ideological roots so as to gain a better understanding of themselves but to also grasp their views of the world so as to either accept reject or to validate their position within that world. Whilst arguably the research undertaken by Dhunpath in 2000 was aimed at learning the foundations of life histories as a methodological stance are applicable within the study of Higher Education. Life histories according to Dhunpath (2000)

should enable participants to theorise about their own professional practice in order to improve the of their own position within Higher Education but that of other actors as well. The life history approach will therefore allow me as the investigator to understand the intersection between institutional and individual experiences of academia from a Higher Education perspective. I will be looking hermeneutically through this lens to capture the experiences of BAME academics.

I have taken this route because of the benefits of implementing life histories from a methodological perspective in the sense that life histories disrupt the taken for granted assumptions that we as researchers in the case of this study hold with regards to diverse academics within Higher Education (Goodson, 2001). Life histories force researchers to confront participants subjective perceptions in order to develop a more critical understanding of individuals realities and their experiences of academia in a break away from quantitative approaches that would strive for objectivity and to create the ideal. Therefore, the use of life histories from a methodological perspective should have a number of implications for the outcomes of the research and by virtue Higher Education in the sense that Higher Education institutions and those in power should listen to the academics that they claim to serve.

The use of life histories has drawn ever more significant attention in recent years and the justification for the use of life histories amongst others and the ones already mentioned is that narrative is rooted in our everyday life. Diverse academics are therefore attempting to find voice and in by so doing develop the counter-stories in the recollection of memories (Issler and Nixon, 2007). In by so doing, we are able to set better examples for the future to right the wrongs of the past. However, making use of life histories and therefore counter-stories in research, reflexivity becomes essential so as to understand power imbalances and how I have placed myself within space and time would have an impact on the research and Issler and Nixon (2007) suggest this is of particular importance when researching diverse groups. Researching diverse academics within Higher Education it is important to recognise, respect, understand and articulate the viewpoints of all the parties concerned and therefore the next section argues in part the choice behind the use of alethic

hermeneutics as hermeneutics calls for an understanding of individual perspectives and to give voice to individuals but also that of the whole collectively.

4.4.1. Life Stories

Life histories will enable participants and myself as the researcher to locate participants spatially and also with the context with which participants are located i.e. HE. This serves to illustrate the environment with which HE finds itself and the journey HE has taken to get to this point. Life stories on the other hand demonstrate the current context of HE and how BAME staff are embedded within HE at the moment. When discussed in light of CRT this allows myself as well as participants to develop counter-narratives.

That being said, my aim is to gain an understanding of individuals experiences which can be located in space and time and by affording the participants the opportunity to discuss their experiences and their journeys up until the point of the interviews in order to gain an understanding of the phenomena that have contributed to the complexities surrounding working in HE. To gain a critical understanding of the experiences of diverse academics within Higher Education and making use of life stories and life histories affords diverse academics the ability to construct a coherent and purposeful self-concept that is embedded in a sociocultural context (Clandinin, 2007). In terms of a methodological approach this allows the participants and myself the ability develop comprehensive and meaningful understanding of diverse academics based on psychological and social dimensions amongst other characteristics. This methodological approach coupled with CRT allows me the methodological underpinning to investigate experiences of diverse academic staff counter to the narrative of Higher Education that has come to be seen as the norm.

However, Sankaran (2018) would argue life stories as a methodological approach do have their limitations and these are mainly due to the accounts of academics are individual subjective accounts of experiences and there would need to be further corroboration of these accounts in order to establish the validity and reliability of the research. This is where Habermas's critical theory and coherence theory of truth would alleviate some of these issues and provide the reliability and validity of the proposed methodology. Further to this the advantage of the narrative affords me the

ability to explore the issues of human centredness and in the case of this particular research, this allows me to understand and explore the complexities of academia from the perspective of diverse individuals whose stories may not always be told and left on the fringes (Grenier and Collins, 2016).

The implications of making use of use of the narrative inquiry for example and in particular with the use and application of counter-stories underpinned by critical theory allows for the effects to be felt at the individual but also at the societal level as the narrative inquiry allows individuals to learn and grow consciously and unconsciously which would then challenge the normalised narratives of academia and bring to the forefront the experiences of diverse academics (Miller, 2016 and Grenier and Collins, 2016). If we are to understand the forces that are acting upon diverse academics and therefore be able to explain these forces, i.e. complexities, that are acting upon diverse academics we would first need an understanding of what these complexities are. Lorino et al., (2007) would suggest complexity when applied to diversity in Higher Education as a high number of system elements, the connection between those system elements and the diversity of the interrelation rules between those elements.

Therefore, the use of life histories and life stories allows for the telling and retelling of stories that have had an impact on academics but through coherence, I am able to determine the complexities from those experiences and provide a critique (critical theory) of those complexities surrounding the experiences of diverse academics and the implications for diverse academics.

The thesis took a hermeneutic approach towards the analysis of the data. A hermeneutic perspective, Alvesson and Sandberg (2022) would argue that we can never truly develop knowledge from ground zero but instead, but this would come from some prior understanding either individually or through some form of experience of the phenomena under question. This is certainly the case for the researcher who has experience coming from a mixed-race background but also from the prior reading around the literature for the study. This aspect would fit into the pre-specific as I have gotten insight into the phenomena through my personal experience but also having worked in academia, I understand what this what this entails.

However, there aspects of pre-pattern understanding as I have personal experiences of coming from a minority background and entering into employment and the implications of this. The researcher also engaged in a pilot study of diversity and diversity management and therefore had prior knowledge of the phenomena under question in the study. This would fit into the third element of pre-understanding which can be described as the pre-frame element in which the researcher has an understanding of the phenomena through the prior reading and research I have done.

Therefore, the researcher needs to be conscious of his own pre-understanding and how this could constrain understanding and developing new knowledge from the data. However, Alvesson and Sandberg (2022) do put forward a number of approaches to ensure the voice of the participants come to the forefront. In terms of voice of the participants. The lived experiences of the participants are not determined by personal historic experiences but rather have been determined by their socio-historic experiences. This has particular significance for the research in terms of positioning of the data as the knowledge that is being generated and the pre-understanding should be flexible as new insights are drawn from the interaction with the participants (Alvesson and Skoldberg, 2018).

As I move through the hermeneutic cycle, from pre-understanding to understanding (Alvesson and Skoldberg, 2018), the literature would suggest that the positioning of the voice of the participants should become more significant as I move from a position of pre-understanding to a position of understanding where the lived experiences of the participants comes to the forefront as their socio-historic experiences illuminate the participants reality and what the participants consider to be their truth. This then moves away from the 3 notions of pre-understanding as the lived experiences of the participants contribute to the development of new knowledge which has been informed by the participants.

In relationship to the study, life histories also become significantly important, although Alvesson and Sandberg (2022) suggest socio-historic factors are significant life histories play a significant role in the context where the participants find themselves with regards to their experiences of coming from a minoritised group and

the implications for working in HE. Life histories play a significant role from the perspective of data analysis in the sense that Clandinin (2014) argues this will to some degree determine how participants will experience the world and how participants will also perceive the world.

4.4.2. The Significance of Life Histories

The application of the life history approach has enabled the thesis to view the participants life at a societal level but also to take into consideration the role that history has had with regards to determining the lived experience of participants living within the UK and also working in the HE sector. This is particularly significant and one of the reasons that I chose to make use of the lived experience and life history methodology because this approach emphasises the voice of the participants and gives voice to people and in the case of this research the participants that are not able to influence public policy (Sadam et al., 2019).

The use of the life history approach towards analysing the data is to enable the myself as the researcher to understand human experience in different contexts with regards to demonstrating the links between society and the personal experience of the participants. The objective is to give power to the participants with the aim of positioning the data to reflect what BAME academics are living through in light of what society has projected to be reality and what history has recorded as “truth”.

As narratives are the primary way in which humans convey meaning and give meaning to phenomena in their lives, narratives are ideal for comprehending human experience in time and in culture (Wickes and Whiteford, 2006). Life histories are unique in the fact that the narratives that are used in life histories are life stories. Life histories therefore give the study and the participants a voice in the sense that we are able to understand how society came to be at present, but the use of life stories therefore give participants the opportunity to comprehensively locate their experiences in space and time. Further to this, life stories also illuminate individual experiences but would also allow the researcher the opportunity to understand the experiences of BAME staff lives interact with each other on the whole (Wickes and Whiteford, 2006, Morrison, 2011). This fits in with the philosophical position of the study by which I aim to take the correspondence theory of truth by which the

collective experience of participants collectively gives significance to the phenomena under investigation and therefore power to the voices of the people. Through the use of CRT, I aim to identify the encounters which determine when and how employees use their voice and how what voice means for participants in relationship to being a counter narrative (Morrison, 2011).

However, it would be remis not to acknowledge the limitations of making use of this methodological position with regards to interpreting the experiences of the participants. It must be noted that the experiences of the participants are their interpretations of the things that have been done and influenced by their personal perspectives and experiences. However, if life history research is conducted correctly, this approach can serve to disrupt commonly held beliefs and what society would constitute as truth regarding a certain group of people which would give power to their voices and their experiences, so as to ensure voices are heard and also not misinterpreted. Furthermore, the use of life histories from a methodological perspective allows the reader and societies to confront the subjective discourses which may serve to oppress those individuals and by so doing give significance to their experiences.

4.4.3. Valuing Participants Lived Experience

The thesis also looks at the complexities of coming from a BAME background and this is done through the use of lived experiences which are articulated through life histories and life stories as per the discussion above. The aim of using this approach is to bridge the gap between what is accepted by society as “truth” and what are the actual experiences of BAME staff working in HE (Ishaq and Hussain, 2022). Through the exploration of lived experience of BAME experiences of working HE in the context of Acker’s (2006) framework around inequality regimes and recognising how organisations serve to perpetuate inequalities, the use of lived experience serves as a counter narrative to give a voice to minority individuals who otherwise might not be heard.

The use of the consensus theory of truth through the lived experiences of participants allows the participants personal experiences to be used as primary data and also to provide the counter narrative to the narrative on the state of diversity in

HE. The consensus theory of truth through lived experiences strengthens the qualitative approach through the incorporation of multiple voices and perspectives and therefore providing a voice to participants and facilitating a more in-depth understanding of the rich data that is collected and the experiences of participants (Garvey et al., 2023).

The importance of establishing voice in the study and giving a voice to participants is important due to the counter narratives that the study is aiming to bring to the forefront. Institutional racism and oppression came to the forefront in response to the murder of Stephen Lawrence, but the concept of institutional racism is still questioned given the complexities surrounding institutional racism and its conceptualisation (Wright et al., 2007). This is significant as this highlights the challenges that permeate society with regards to minoritised groups. This further supports the need to establish a voice for the participants and a counter narrative in order to bring to the forefront the experiences of BAME staff working in HE who otherwise might not get an opportunity to have the voices heard (Wright et al., 2007).

These aspects mentioned above when taken into consideration in light of CRT serve to demystify the stereotypes and inequalities that are prevalent within society today by highlight the challenges that historically minoritised groups have faced. CRT serves to provide an alternative perspective to the notion of what was considered to right from the perspective of race and racism and highlight the different perspectives that constitute modern society (Hartlep, 2009). However, in order to use CRT in this perspective the literature argues that race in the context of society and therefore institutional racism is a social construct and even though we have instruments such as the Equality Act (2010) structures and divisions are still prevalent in society. Therefore, through the use of lived experiences and allowing participants to explore how they conceptualise themselves in society and society itself can bring to the forefront the alternative voice of the participants and bring to light the participants “truth” outside of what society would constitute as the truth.

4.5. Ethical Considerations

Ethical issues are an ever-present concern for researchers. The need for consistent and practical ethical considerations permeates the entire research process from conception, data collection and through to analysis and dissemination of the research findings (Iphofen and Tolich, 2018). In particular when conducting any piece of research, the potential for the negative consequences for myself as the researcher and also the participants is of constant concern. Iphofen and Tolich (2018) argue ethics are of a more pressing concern for qualitative researchers, given the nature of qualitative research and the dynamic interactional relationship between myself and the data. Whereas quantitative researchers can temporarily pause their ethical considerations by dealing with neutral numbers, this becomes more challenging for qualitative researchers.

The advantage of making use of qualitative research and semi-structured interviews is that this gave me the opportunity to gather in-depth rich data from the participants that are involved in the research. This means that potentially sensitive issues will be studied and therefore it becomes essential for ethical practices to maintained as qualitative research often means that participants will have to relive potentially distressing events. Silverman (2021) would suggest that appropriate ethical practices will ensure there is trust between the participants and myself. However, for diverse participants such as in the case of this study, the questions that are asked could be deemed as insensitive and therefore we have to take into consideration the nature of the research and the impact on the societies that are part of the research. It was also important for myself at the commencement of the study to ensure that the participants that were taking part of the study were not vulnerable and this was done through Sheffield Hallam University procedures and obtaining consent through the University research committee.

In the case of this particular piece of research, Sheffield Hallam University has an ethics policy which all research candidates are expected to adhere to. Therefore, prior to commencing the research the study had to partake in Sheffield Hallam University's ethics approval process through the research committee in order to ensure the researcher, and the study is adhering to the policy's as defined by Sheffield Hallam University. There are a number of aspects with regards to ethical

practice that the researcher is expected to maintain and achieve in order to maintain ethical compliance. In terms of collecting data, participants that decide to take part in the study should provide informed consent (Cassell et al., 2018). The Economic and Social Research Council (ESRC) (2022) sets forward a number of principles that researchers should adhere to, and one aspect pertains to ethical consent. Informed consent pertains to providing participants with sufficient information so as to ensure that there is no explicit and/ or implicit coercion so as to ensure that participants are making an informed and free decision with regards to their participation within the research (ESRC, 2022 and Cassell et al., 2018). In order to ensure informed consent, drafted a participant information sheet along with a participant consent form in accordance with the University rules and regulations and adhering to the guidelines and templates provided by Sheffield Hallam University. These forms were then distributed to participants prior to the prior to the interviews taking place. This was to ensure transparency but also the purpose of the study was explained before commencing the interviews and the opportunity was given to the participant ask any questions.

The other aspect with regards to good ethical within business research is to ensure that participants are aware of their ability to withdraw from the research at any point (Silverman, 2021). The information given had outlined the participants ability to withdraw from the research at any point within the study and this was documented within the participant information sheet and also through the discussions prior to the interviews taking place. In terms of recruiting participants for the study I did encounter a participant who after reading the participant information sheet had decided that they were not particularly comfortable with participating in the study and through discussion it was then decided that the participant would not take part in the study due to their not being comfortable with research.

4.5.1. Obtaining Ethical Approval and Informed Consent

In order to proceed with the data collection and the study, all researchers have to obtain consent from Sheffield Hallam University's Ethics Approval Committee. Silverman (2021) would suggest in terms of commencing research it is beneficial to seek the advice of an individual or individuals who have experience in research ethics who can uncover any aspects that may breach research ethics. To that effect,

the research approval process at Sheffield Hallam University entailed first obtaining consent from my Director of Studies and then followed by obtaining consent from the independent University research committee. This study has therefore followed SHU policy and procedure around ethics and approvals. This is to ensure that any potential threats to participants can be identified and addressed so as to ensure no harm is caused to participants. Secondly, this would also provide reassurance to participants that I had been trained and that the study has the backing of a legitimate research institute.

Further to this, Iphofen and Tolich (2018) argue it is imperative that researchers do no harm to participants. The objective of research from this perspective should be to ensure that through participating in the research the balance of the risk of harm of individuals against the potential benefits that can be associated with taking part in the research should be in favour protecting the participants and the reducing the risk of the individuals, organisations and society of taking part in the research.

Silverman (2021) suggests with regards to ethical research practice that it is important to protect participants from any negative consequences that can be associated with the research. Therefore, within the participant information sheet and also after the interviews had been completed, I assured the participants that their anonymity would be maintained and that the participants would be given pseudonyms to ensure that participants could not be identified which could have implications on their careers and also cause potential harm.

4.6. Method

This subsequent section builds on the arguments that were put forward in the methodology chapter as well as the literature review chapter. This next section will aim to discuss how the philosophical and methodological position of the research have informed the approach that I have taken in relationship to collecting, recording and analysing the data that was collected. In terms of a qualitative study there are a number of different approaches that I could have taken but given the nature of the phenomena in question an interpretivist methodology informed the data collection methods and approach for analysis. The choice and justification for making use of semi-structured interviews and qualitative analysis is discussed but also the choice

to make use of coding and memo writing in order to make sense of the data that was acquired. The decision with regards to the research design i.e. the use semi-structured interviews and purposive sampling was informed by the epistemology which is also covered in the methodology chapter. In brief, the decision to make use of semi-structured interviews in relationship to collecting empirical primary data has been informed by a number of different reasons but also a number of different scholars. Given the nature of the phenomena that is, the experiences of BAME staff within Higher Education, purposive sampling was used (Saunders et al., 2019) and this was supplemented by the use of snowball sampling in order discuss the issues around BAME experiences and the implications of these experiences in Higher Education.

This section will evaluate interpretivism in relationship to conducting management research in a Higher Education setting. This section also takes reference from the literature around HRM and the discussions around conducting research in the HRM domain. Much of the research around HRM and in particular in relationship to diversity and Diversity Management concentrates on the quantitative methodology and quantitative methods (for example Carstens and De Kock, 2017) the objective of these papers is to make use of the quantitative perspective in order to leverage diversity as a competitive advantage. This section as well as the methodology chapter has addressed the reasons for adopting the inductive qualitative approach, but this next section will aim to address some of the limitations of the chosen methods.

I have chosen to make use of thematic analysis with regards to the analysis of the data. This entails that I make use of codes and memo writing. However, Gill and Johnson (2010) would suggest this approach comes with its own limitations. Gill and Johnson (2010) argue when we are interpreting phenomena I as the researcher will interpret the data making use of his own cultural and linguistic tools which carry their own social biases. These biases will therefore influence my ontological and epistemological position and influence my perception of what is “out there”. In that respect the I do acknowledge my biases and in order to maintain rigour with regards to the data collection and subsequently data analysis I will be implementing the

framework put forward by Braun and Clarke in 2006 with regards to analysing the data.

There are also further instances where bias could come into consideration, and this is down to the approach that I took with regards to the selection of participants for the study. Purposive sampling is beneficial when participants are hard to find but this approach is also beneficial when tackling specific research questions.

I do also acknowledge that bias can be a significant factor with regards to conclusions that are drawn (Saunders et al., 2009) resulting in a homogeneous sample. Whilst the results may not be generalisable to the population of academics within higher education the methodological approach taken by the research may have significance for academics who identify as BAME working in the Higher Education sector. Therefore, as the researcher I have used critical theory, this has informed the approach that I have taken in terms of the data collection. This coupled with CRT provides participants with the opportunity to discuss alternative narratives and bring the experiences of diverse staff to the forefront.

4.7. Data Collection and Sampling

This next section will discuss the choices made by myself in relationship to how I collected the qualitative data and the choices made with regards which approaches were taken by myself in terms of collecting data. The choice of data collection method was taken in light of methodological position of the study which informed the approach towards how the data collected. The Covid-19 pandemic also played a significant role with regards to the data collection. At the point that I began to collect data the UK went into lockdown, and this meant that I could not as per the University guidelines at the time, conduct face to face interviews. This meant that the data had to be collected via Zoom. There are, however, a number of advantages that are associated with online data collection methods. At the time, one of the most significant advantages given that the university had prohibited face to face data collection, online data collection methods enabled me to continue to collect data. Further to this Ward et al. (2014) argue a number of benefits can be attributed to collecting data via online methods which include financial and time savings but also in the case of this study I was able to collect data ethically during the pandemic.

However, collecting data using online methods did mean there were some challenges. For example, the non-verbal cues were somewhat lost (Lefever et al., 2007). These non-verbal cues are important particular around gathering life histories as this gives me greater insight into the phenomena being discussed. This also meant there was a lack of depth and the inability to put together a rich picture of the topics being discussed but also this could lead to the distortion of data and thus misinterpretation due these cues being perceived over the screen (Novick, 2008, Clandinin, 2007 and Saunders et al., 2019)

The impact therefore of collecting data remotely was the challenge around building a rapport with participants. Whilst the I was able to collect the data in some cases participants were providing shorter answers in order to complete the interview in the shortest possible time. Further to this the non-random nature of the sample meant that data was collected from a particular group of people by nature of the study, but the choice of sample and population is discussed later in the chapter.

The use of semi-structured interviews for the purposes of this study is also informed by the work of Clandinin (2007) who emphasised the use of life stories and narratives to investigate social phenomena. This allowed the participants to explore their experiences of working in Higher Education but also to narrate how they locate themselves within these phenomena. Clandinin (2007) goes on further to suggest that narratives are living things that are created by participants to explore how they have, in the case of this study, navigated their experiences of working in the Higher Education sector. Clandinin (2007) would argue that these phenomena happen to particular people at a particular time, at a particular place and who will be engaged in particular events. These events can be explored by narratives and life stories.

The following section will discuss the approach I took in relationship to the data. There are also number of aspects that need to be taken into consideration with regards to business research and the approach that is taken in terms of collecting data. Bryman (2004) posits research methods are closely linked to my vision of how the social reality should be studied. Secondly, Bryman (2004) suggests the research data is collected in relation to something. That is to say, the there is a burning social problem that the research is aiming to address. In the case of this research and with

regards to the methodology chapter my epistemological position researcher is subjective and in terms of social phenomena to be investigated I undertook a study of the subjective experiences of BAME staff within Higher Education. However, business research and its methods do not take place within a vacuum (Bryman et al., 2019). Factors such as the theories social scientists develop to understand the social world will ultimately influence what is researched and how the research findings are interpreted, existing knowledge, assumptions and views about how research should be conducted to name a few will all influence the research approach.

That being said, there are a number of approaches that I could have used in relationship to investigating the aforementioned phenomena. In terms of this research given that this study will take a qualitative research approach. The purpose of this study is to take an inductive approach and ultimately culminating in the generation of theories from the data once the analysis has taken place. Bryman et al. (2019) also suggest with regards to taking an inductive qualitative research approach the study has rejected the practices and norms of the scientific methods for inquiry and also rejects the correspondence theory of truth in favour of attempting to understand how individuals and in this case of how BAME academics interpret their social world i.e. their experience of working in Higher Education and the implications of this on their experience. Lastly, this study also is of the view that social reality is not fixed but rather located in time, context and in history and therefore is constantly changing.

Silverman (2004) argues as a qualitative researcher it would be prudent to acknowledge that there are a number of different ways in which the qualitative research process can be undertaken. I will have to acknowledge the different orientations of the various qualitative approaches and also that of the different qualitative researchers. In the case of this research the philosophical underpinning of the approach is derived from authors such as Habermas, Nietzsche and Alvesson and Skoldberg (2009) who influenced the epistemological and ontological position and therefore my view on the nature of reality which defined the design of the research and thus how the research into the experiences of BAME staff was carried out. The philosophical position of the study is discussed in the methodology chapter.

The next section will discuss the specific methods that were undertaken in order to investigate the research question and address the objectives of the study.

4.7.1. Data Collection

The aim of the interpretive study is to gain an understanding of the experiences of diverse academics within Higher Education. Therefore, I aimed to understand the experiences of diverse academics to establish a narrative so as to discuss their experiences of working within Higher Education. The aim of establishing a narrative was to get participants to discuss their experiences of working in HE but also to tell the story of their career trajectory. Clandinin (2007) argues the narrative is conscious and therefore consciousness directs the narrative. The event of reflecting on one's experience of working within Higher Education therefore allows the participant to create their truth or life world with regards to their experiences of working within Higher Education. It is these experiences I am looking to tap into and develop theories from. The choice of using interviews was to enable myself as the researcher to ask the participants questions about what they think, feel and do (Collis and Hussey, 2014).

In terms of carrying out the data collection, there are a number of interview techniques which I could have taken. These range from structured, unstructured and semi-structured interviews (Collis and Hussey, 2014). I therefore chose to use qualitative interviews to enable participants to develop their life histories but also to map and navigate their experiences without being confined. This has meant that the benefit associated with conducting interviews is that I can identify key respondents in relation to the phenomena that is under investigation (Quinlan and Zikmund, 2015). The advantage of using semi-structured interviews for the purposes of carrying out an investigation of the experiences of diverse academics within the UK Higher Education sector, particularly making use of open-ended questions is this approach allowed me to investigate complex and challenging phenomena (Hair et al., 2020) in the case of diverse academics their experiences are different given their background, institution and other socio-economic factors. This enabled me to develop a rich picture of participants experiences, whilst at the same time allowing participants the flexibility to explore different topics and phenomena.

I chose to conduct one-to-one interviews to allow the participant the opportunity the space and time to express their individual perspective on diversity and their experiences of working within a Higher Education institution (Quinlan and Zikmund, 2015). The participant would also be the sole focus of the interviewer. In the planning stage of the research, I aimed to conduct the data collection using face to face interviews to allow myself to gather in depth the detailed testimony of the participants. However, before I began collecting data the Covid-19 pandemic took hold of the UK and I was forced to change the research approach. As opposed to conducting the interviews in person, I then moved the data gathering online using conference tools such as Zoom in order to meet and conduct the interviews with participants. In the case of this study the interviewer used a mixture of synchronous and asynchronous interviews. In particular, 16 of the interviews were conducted synchronously over Zoom whilst the last interview was conducted asynchronously in which the participant was sent a list of questions and the participant recorded and sent the interview back. Given that the final participant was out of the country and due to time constraints, an asynchronous interview allowed the participant to engage with the study but also challenges relating to time were not so much of an issue as was the case with the online face to face interviews. However, I was unable to make use of the data from the last interview.

4.7.2. Semi-structured Interviews

I will now outline the choices behind the research design and also engage in an analysis of the literature that underpinned the study. This thesis made use of interviews and more specifically semi structured interviews of which the rationale will be discussed in further detail.

Given the views that I have with regards to in relationship to the nature of reality and my views of what is warranted knowledge, the interpretivist paradigm would allow me to explore data on understandings, feelings and opinions that people have in common (Collis and Hussey, 2014). Husband (2020) argues there are also a number of considerations that need to be understood particularly when conducting qualitative interviews and these relate to the balance of power that is associated between the interviewer and the interviewee but also it must be taken into consideration that more often than not the participants will be strangers and also the space that is created

with regards to conducting the interview is artificial and therefore the interviews can produce more than just data, to name a few. The objective in the case of this piece of research is to gain an understanding of the participants life worlds through a process of questions and answers (Husband, 2020). In the case of this research, I identified and interviewed 17 participants who recognised or identified as being from a diverse background and thus enabled me to be selective in terms of the participants who could contribute to an understanding of the nature of the phenomena in question that is diversity and their experiences within Higher Education.

The use of interviews allowed me to control the data collection process, in particular as I was able to develop a rapport with the participants and this enabled the participants to become comfortable and therefore discuss complex issues that related to their experiences. There are also a number of benefits of conducting the research online (Sreejesh et al., 2014), apart from the aforementioned reasons in relationship to Covid-19, but the use of the internet has meant the research has been conducted much faster and also cheaper. This has meant apart for one of the interviews that was conducted asynchronously, I was still able to maintain that face-to-face contact but also, I was able to probe further where there were areas that needed further clarification and also if there was an area I felt was particularly relevant.

As previously mentioned, the choice of making use of semi-structured interviews afforded the participants in the study the opportunity to construct their life stories and narratives and the subsequent section will discuss the rationale with regards to the choice of making use of interviewing and in particular semi-structured interviews. There are a number of reasons when semi-structured interviews should be used (Saunders et al., 2019) and semi-structured interviews can be advantageous as in the case if this particular research project in an exploratory study when the objective of the study is to develop an understanding of the reasons behind the choice of an academic career. Further to this, I aimed to develop an understanding of participants conceptualisation of diversity and the implications this had on the participants' career. Semi-structured interviews also allowed me to probe further when there was

a need for more clarification of particular aspects. This enabled me to discuss in greater depth, points of interest and areas that from the interview that seemed to be significant. Eriksson and Kovalainen (2015) would refer to this approach as the constructionist approach. In contrast to the positivist approach towards interviews which places the emphasis on acquiring facts. The constructionist approach aims to understand how meanings are produced. The interview process for this particular project had the interview schedule pre-designed and was used to initiate conversation, which often meant that the conversation then flowed out into many different directions.

4.7.3. Data Collection in the Field

The literature would argue the importance of the preliminary practicalities with regards to conducting interviews. Prior, to the interview taking place I would send the participant a consent form but also the Participant Information Sheet. The aim here is to ensure that any issues or queries were addressed before the interview took. The Participant Information Sheet also allowed the participants to reflect on the purpose of the study and although they were not aware of the questions that would be asked within the study, the participants had the opportunity to consider the purpose of the study and therefore frame their responses. It was also the responsibility of myself to facilitate and as the interviews were held online that the link for the interview was provided to the participants in good time (Cassell, 2015).

In terms of the interview question and interpretivist research methodology, this determined the structure of the interview questions. Where the positivist paradigm would have put forward questions that focused on the “what” aspect (Eriksson and Kovalainen, 2015 and Saunders et al., 2019). In terms of interpretive studies, the literature would suggest the better interview questions would have a mixture of interview questions that focus on the “what” and the “how”. This study attempted incorporate a variety of different interview questions so as to gain as much of an in-depth discussion as much as possible. Therefore, the interview (See appendix 1) incorporated different “what” and also “how” questions. This meant often times the participants would discuss aspects that were not initially anticipated and that had not been incorporated into the interview schedule.

The interview process first entailed explaining what the process would be like and also reiterated why the participants had been chosen (Adams et al., 2007) in order to alleviate concerns that the participants might have had with regards to why they were selected for interview. I then began to ask general questions about the participants role and institution in order to put the participants at ease. Adams et al. (2007) suggest the interview questions should be consistent and to that effect I organised the questions into specific categories as to maintain a common thread for the participants. Due to my philosophical position and the use of semi-structured, this mean that not all of the questions were posed to all the participants, (Gray, 2021), but also in some cases the order of questions changed this was due to the fact that the interview whilst being facilitated by myself, the discussion was led by the participant which in some cases led to some unanticipated questions being asked. The advantage of this that it led the interviews often times going in a different direction in terms of an exploration of diversity within Higher Education which still contributed to meeting the research objectives (Gray, 2021).

4.7.4. Limitations of interviewing

As the research conducted semi-structure interviews of the 16 participants that took part in the study there are a number of challenges that arose from adopting this method of data collection. As previously mentioned, the research took place in the height of the Covid-19 pandemic and Bryman (2004) would argue this can bring to light a number of challenges but also these arguably were compounded by the pandemic. Bryman (2004) would suggest when conducting interviews, it can be difficult to see through the eyes of others. Whereas, in the case of participant observation the research would be able to observe the participants in their social settings and in some cases engage in those activities as well, this is not the case for collecting qualitative interview data. The contact between myself and the participants making use of interviews is fleeting as there is a limited amount of contact time between myself and the participants. Although I took every step to ensure validity and reliability of the research, becoming immersed in the life world of the participants can become limited.

4.7.5. Alternative Methods Considered

The next section looks at the different research methods I could have taken in relationship to an analysis of the experiences of working in Higher Education. Upon reflection there are several approaches that I could have pursued but ultimately my methodological and philosophical position determined the approach that I took. The Morgan and Smircich (1980) continuum influenced in part the approach that was taken by myself in relationship to the data collection and analysis methods. The next section therefore aims to discuss choice of method.

A number of alternative research methods that were considered with regards to investigating diversity and the implications for Higher Education institutions. Quantitative approaches were considered in relationship to this study, however, a central criticism of the positivist paradigm is that it fails distinguish or separate the natural order from social reality (Bell et al., 2019). The positivist approach ignores the fact that individuals and people interpret the world around them. However, that being said, quantitative research methods were also taken into consideration with regards to the gathering data. The study could have taken a probability sampling technique however this would been too costly and time consuming but also this would also not have allowed me to explore the sense making of participants that would have enabled me to fulfil the research objectives.

Surveys and questionnaires were also considered in relationship investigating diversity and the complexities surrounding BAME staff in Higher Education institutions. However, surveys are typically thought to form part of the quantitative research approach and would fall under the positivist paradigm (Saunders et al., 2019). However, one of challenges that arise as a result of making use of surveys and questionnaires is that the data collected will not be as in-depth and as wide ranging as other research methods. Also, positivist data collection methods are limited with regards to exploratory studies in which I aimed to uncover participants understanding of phenomena.

The use of the case study approach can also be useful particularly with regards to collecting qualitative exploratory data (O'Groman and MacIntosh, 2015) as this enabled me to ask the who, what and how questions that would enable an

understanding of the meaning in Higher Education institutions. This approach was considered during the design phase of the research. However, it is due to the limitations with regards to gaining access to participants, I decided to broaden the sample. In the initial stages of the study, it was decided to conduct research within 3 institutions that fell into the categorisation of Russell Group, Post-1992 and a Redbrick institution. However, due to the limited access to participants, I decided to instead make use of purposive and subsequently snowball sampling in order to get access to further participants. However, I was able to still data from a Post-1992, Russell Group and Redbrick University.

The approach that has been taken has underpinned the analysis of diversity, in and across organisational institutions and therefore, the literature would suggest the results become robust and therefore generalisable as this enables a greater representation of the complexities that exist with Higher Education institutions (O'Groman and MacIntosh, 2015). In terms of qualitative research methods focus groups presented another opportunity to gain in-depth rich information around the phenomena of BAME experiences. Focus groups can be used to facilitate, much like interviews, a detailed investigation of participants experiences and observations around a particular theme (O'Groman and MacIntosh, 2015). However, with regards to this research project, amongst a number, of other challenges, wanted to limit the influence that other members can have on a group and interviews would alleviate this issue but also there is the risk of information overload which would have been difficult to dissect and interpret.

4.8. Sample

The next section will aim to illustrate the decisions around the choice of sample and sample. Whilst, the choice of sample has largely been determined by the research question, aim and objectives, I aim to illustrate in particular what influenced the choice of sample and sample size. There are also particular methodological and philosophical concerns that influenced the approach that I have taken. This study takes an interpretivist approach towards the conceptualisation of the world and there is an understanding that actors' interpretations of that reality. It is also important to understand the foundations of the hermeneutic approach which has been used by

this study. Hermeneutics as an approach has been informed by the European social science perspectives (Symon and Cassell, 2012).

Careful consideration was given to the choice of the sample for the purpose of this research, whilst the next section of the study discusses in more depth the choice of sample some of the primary reasons can be linked back to the aim and objectives of the study. This can be attributed to focusing on the sample that would give the study the opportunity to investigate the lived experiences of participants within the Higher Education sector. The next section will also discuss the implications for making use of purposive sampling and although this may not lead to generalisability, Bryman et al. (2019) would argue, a great deal of insight can be derived from purposive sample which can paint a rich in-depth picture.

Saunders et al. (2019) posit in some cases it would be possible to collect data from the entire population. However, this is not always the case and in certain instances with regards to meeting the aim and objectives of the research it would not be possible or feasible to collect data from the entire population. Bell et al. (2019) comment, in a digression from quantitative research in which the focus is on probability sampling the aim of qualitative research is therefore to focus on the research questions. Bell et al. (2019) would suggest that the research question and objectives should give an indication of the participants that the research would need to interview. The aim of the research is thus to understand the experiences of diverse academic staff within Higher Education and therefore according to the arguments put forward by Bryman et al. (2019) the participants that this research project focussed on identified as from either a Black, Asian or Minority Ethnic background. Initially a purposive sample technique was used in order to identify appropriate participants, given my limited access to participants and also the COVID-19 pandemic I also made use of snowballing sampling technique.

Collis and Hussey (2014) suggest as this research study is taking an interpretivist approach, the data will not be analysed statistically with a view to generalising to the entire population of academics within the UK. Instead, this study narrowed down the scope of the study to focus on Post-1992, Redbrick and Russell Group institutions. This was done through a combination of sampling techniques which will be

discussed later in the section. This enabled the study to acquire a sample that was more manageable and given the constraints of the pandemic and other resource constraints I was able to collect data that was meaningful and would contribute to fulfilling the aim and objectives of the research. Although, it can be difficult to identify participants, (Collis and Hussey, 2014), I made use of personal contacts to gain access to participants which then facilitated the snowballing technique.

The sample that was therefore chosen, was representative of the population of diverse academics that are working within Higher Education. This is done to ensure that at least in the case of the experiences of BAME staff working in Higher Education, the sample can be generalisable to that populations of academics (Saunders et al., 2019). The sample that was used was also done for pragmatic reasons (Quinlan and Zikmund, 2015). Also given the time and resource constraints, it would not have been feasible to have collected data from the entire population of BAME staff within the UK. According to Sheffield Hallam University's policy around data collection for research students around the time of the data collection, the investigation made use of online data collection methods through conferencing technology such as Zoom and Microsoft Teams. This was done so as to adhere to University regulations around the pandemic at the time but also the University policies were adhered to with regards to the data collection using conferencing platforms.

In terms of how the participants were chosen, the study made use of non-probability sampling as per the previous arguments in relationship to fulfilling the research aim and objective. Therefore, the study made use of the purposive and subsequently snowballing sampling technique (Saunders et al., 2019). This approach was taken mainly with regards to gaining access within organisations. As the investigation only had access to a limited number of participants within Higher Education that identified as BAME, the study made use of the snowballing technique to gain access to other participants at different institutions.

The framework as put forward by Saunders et al. (2019) with regards to collecting data through the snowballing technique recommends identifying a few participants who could then make introductions and recommendations who could then be

interviewed. The study was able to follow this frame until the final point of the framework which suggests that data collection will cease when a number of scenarios take place; no new cases are identified, the sample has become large enough as to be unmanageable or saturation has been reached. In the case of this study, I was able to collect data from 17 participants and saturation was achieved. Saturation with regards to the research was achieved after conducting semi-structured interviews with 12 participants but I continued to conduct another 5 more interviews to ensure that saturation had been reached.

In total of the 16 participants interviewed; 6 of the participants were female and the remaining 10 were male. This means 38% of the participants were female. According to Advance HE (2021) this would not be entirely representative of the entire population of female academics. The proportion of female academics to male academics within the UK was 54.4% and 45.8% respectively. The advance HE data does suggest an upward trend of female academic staff working in HE over the periods 2003/4 to 2019/20. In terms of the academics at professorial level or higher; 5 participants from the study were at professorial level, which represents 31% of the sample and of the sample only 1 participant at professorial level was female. This is not too dissimilar with the patterns across the UK with 55% of senior leaders within universities being male whilst 45% were women. In terms of academic staff 9 participants were at lecturer or senior lecturer level and 2 staff occupied administrative positions within the universities.

4.8.1. Sample Size

The difficulty with conducting a qualitative piece of research and one such as this study, that is taking an exploratory study of participants experiences within Higher Education, is that it is very difficult to determine the appropriate sample size before theoretical saturation has been achieved (Bell et al., 2019). The literature would argue the broader the scope of the study the more comparisons that the study will need in order to get a representative population but also to ensure the sample is generalisable to that population. In the case of the investigation of diverse academics within Higher Education the study aimed to focus on BAME staff within Higher Education and therefore the comparison between the different units of measurement was limited to BAME staff (Bell et al., 2019). The literature also argues

that the choice of sample size should be sufficient to make credible generalisations to the population that the study is aiming to investigate. Thus, in terms of this study, the sample and findings will not be generalisable to the entire population of academics within the UK but rather the sample with be generalisable to BAME academics within Higher Education in the UK.

The following section aims to discuss subsequently what saturation means in the context of social sciences but also how I came to the point of saturation in relationship to the investigation around the experiences of BAME staff working in Higher Education.

The orientation of the research is significant as the study is aiming to gain an in-depth understanding of the nature and relationship between BAME academics and their experience of working in Higher Education (Bell et al., 2019). The study made use of a cross section of participants at varying points within their career in order to acquire a range of perceptions and experiences in relationship to working in Higher Education. This enabled the investigation to attain a number of different perspectives of BAME participants at different stages of their careers within Higher Education. The number of participants that are used in any study differs significantly and Bell et al. (2019) would argue the choice of sample size should be taken into consideration and first of all that the sample size should not be too small so as not to achieve data saturation but at the same time the sample size should not be so large that a deep case orientated analysis cannot take place. The objective of this research study was to obtain information rich data. In the case of this research theoretical saturation can be described as the point where no additional insights or issues emerge and all conceptual categories have been identified, explored, and exhausted.

In terms of this research 17 semi-structured interviews were carried out. I felt theoretical saturation was achieved after the 12th interview. There are numerous debates around the appropriate sample size however, to draw insights into the challenges faced by BAME studies have suggested once theoretical saturation has been reached and no new insights are emerging this is seen as appropriate (Saunders et al., 2017 and Bell et al., 2017). I felt this was achieved after the 12th interview, however, to ensure theoretical saturation had actually been achieved the

research continued and conducted 5 more interviews to ensure that saturation had indeed been achieved. Authors would appear to problematise saturation that has come about as an event in time. This not only makes the assumption that saturation has taken place retrospectively after the data collection has been completed but also a preoccupation with having enough data (Saunders et al., 2017). The sample size for this particular project was chosen to ensure that the study had the best possible opportunity to reach saturation (Saunders et al., 2017). Therefore, the decision to continue to collect data was to ensure that theoretical saturation was achieved.

Generalisation from the sample also needs to be taken into consideration particularly in relationship to the sample size. Bell et al., (2019) would suggest there are two approaches that could be taken with regards to generalisability from the study. The first is analytical generalisation which relates to the inferences that can be made from the sample size and the second which the literature would argue relates most to this research is moderatum generalisations in which aspects of the focus of the study can be taken as instances of a broader set of recognisable features. There are limitations that are associated with moderatum generalisations in the sense that these should be taken more tentatively that those that are derived from statistical inferences and those studies that make use of random sampling in order to derive generalisations.

4.9. Data Analysis

This next section will discuss how the data from the study was analysed. Critical theory has had a significant impact with regards to the methodological perspective of the study but has also now come to influence the data analysis technique used in order to make sense of the data.

The following section will discuss the approach that has been taken in order to analyse the data but also this section will engage in a discussion of the different approaches that could have been taken by the study and the justification for the chosen method. The aim of critical theory is to understand how practices and institutions of power are developed and legitimised. However, what critical theory does also do, which I believe is important for this study, is that critical theory does emphasise that systems can be transformed and by questioning systems of power

this can enable the emancipation of, in the case of this study, diverse peoples within society. Thus, the next section will focus on the approaches taken to understand and conceptualise Higher Education from the perspective of BAME staff.

The next section will also discuss the justification for making use of codes and memos to analyse the data but also there will be a discussion of the hermeneutic circle and the relationship between the hermeneutic circle and thematic analyses and the implications of this approach on the experiences of BAME staff working in Higher Education.

In the case of this study, for example, the approach taken in relationship to the analysis of the data draws very much on the work of Alvesson and Skoldberg (2009) who argue that the meaning of the individual discussions that are had with the participants can only be understood in relationship to the other participants. Critical theory and in particular Critical Race Theory would argue the workplace can facilitate inequalities and we therefore have to have an understanding of how participants frame their social realities.

Symon and Cassell in 2012 suggests that no one comes to interpretation with an open mind rather myself, the researcher, has a pre-understanding of the phenomena of BAME experiences of working in Higher education. The objective of the methodology and the choice taken to make use of hermeneutics is due to the iterative process of the hermeneutic cycle where pre-understanding informs understanding.

The study will be making use of the Braun and Clarke (2006) model for undertaking a thematic analysis within the social sciences domain. The research will first define what is meant by thematic analysis. Braun and Clarke (2006) define a theme as something that is significant, of relevance or captures something important about the data in relationship to the data.

4.9.1. Coding and Memo-writing

In order to arrive at the themes of the research, I considered using a number of different data analysis techniques. However, the subsequent section will focus on the approach chosen to arrive at those codes and themes. The study made use of the Braun and Clarkes' 2006 model to first of all develop the codes, which could then be

distilled down into the themes which is covered further down in the chapter. Braun and Clarke (2006) argue the use of codes and memos in relationship making use of the thematic analysis, even though coding and memo-writing have predominantly been used in the grounded theory method. The Braun and Clarke (2006) framework argues for the use of codes and memo-writing in order to develop themes. The approach that the study took in relationship to coding and memo-writing is taken from the method set out by Silverman in 2014. Silverman (2014) would suggest coding entails attaching labels to bits of data so that we may be able to compare and contrast data. This is useful particular for the study of BAME academics and their experiences but also linking this back to the hermeneutic cycle which calls for researchers to analyse the data individually and as a whole.

The following section will discuss how the study made use of codes and memo-writing in order to make sense of the data and also to underpin text or phrases that are particularly relevant for the study but also the study with regards to the conceptualisation of participants life worlds. Life-worlds can be defined the context with which the participant finds themselves. Life-worlds are situated within time and space. The aim of making use of codes and memo-writing is to make sense of how, when and why specific structures and practices take place and Silverman (2009) would argue making use of grand phrases such as power for example to cluster chunks of text can shut down the analysis. Coding and memo-writing in line with the Habermas approach towards critical theory would allow the structures and processes to be understood and thus the thematic analysis would have its methodological underpinning within critical theory approach (Symon and Cassell, 2012).

The subsequent section also aims to discuss what approach that is undertaken in order to analyse the data that is, what method will be used. Braun and Clarke (2006) would suggest there are numerous approaches particularly within the qualitative domain with regards to analysing the data. The study took a thematic approach with regards to analysing the data. The themes will be derived through codes and memos. I debated to make use of manual codes and memo’s but ultimately the use NVivo was chosen. There are a number of debates with regards to the effectiveness of thematic analysis with regards the analysis of qualitative data and even if thematic

analysis should be regarded as its own method of data analysis. Braun and Clarke (2006) would argue there is no common approach towards conducting a thematic analysis however a thematic analysis does fit in with the constructionist or interpretivist perspective and therefore as we would suggest that the participants are taking an interpretivist approach this would fit in with this approach.

4.10. Thematic Analysis of the Data

The subsequent section will discuss the step-by-step process that I took with regards the process of conducting a thematic analysis of the experiences of BAME staff and how this process enabled the generation of codes and themes. As previously mentioned, qualitative inquiry and in particular thematic analysis shares some of the stages with other qualitative research and as Braun and Clarke (2006) have argued, thematic analysis has been applied in grounded theory but in terms of applying a thematic to the hermeneutic approach Symon and Cassell (2012) a thematic analysis can be used to analyse qualitative data. Therefore, the next section will aim to discuss the process by which I took in order to engage in a thematic analysis.

According to Braun and Clarke (2006) the process of engaging in thematic analysis begins when I began to notice and look for patterns of meaning and interest within the data. Once these patterns have been found, these patterns can then be assigned a code. On looking back during the data collection phase, I began to notice different patterns were emerging during the data collection phase. This continued until approximately the 12th interview at which point the research began to notice the same points of interest recurring but at the same time no new points if interest were emerging. The model for analysing data proposes a 6-stage process that begins getting familiar with the data that is, transcribing the data to a sufficient level to which the study had completed to all 16 interviews, to producing the final report which entails selecting appropriate extracts and relating the analysis back to the research question. However, with regards conducting a thematic analysis and as the study is taking an inductive approach (Gill and Johnson, 2010) there are numerous debates around whether I should make reference to the literature whilst coding and analysing the data.

Braun and Clarke (2006) would argue making reference to the literature whilst coding and analysing the data can sensitise myself as the researcher to topics and more subtle features of the data. However, conversely authors would argue in order to take a truly inductive approach (Gill and Johnson, 2010) researchers should not engage with the literature as this can lead to a narrow analytic field of vision and potentially lead to bias with regards to the themes that emerge.

The hermeneutic process according to Alvesson and Skoldberg (2009) requires the researcher to move from a state of pre-understanding to understanding as an iterative process. This argument concurs with the arguments that are put forward by Braun and Clarke (2006) who suggest that the thematic analysis process is not a linear process where movement between the phases of analysis is back and forth as needed and should develop over time. The next section will discuss in particular the stages that have been taken by with regards to analysing the data and developing the codes and themes as they emerged.

4.10.1. Phase 1: Getting Familiar with the Data

The first step in the thematic analysis of the data entails getting acquainted with the data, as I have collected the data myself, I come with prior knowledge of the data. Previously an initial pilot data analysis was undertaken using NVivo with two of interviews in order to familiarise myself with the data but also to get a sense of some of the themes emerging. Thus, the first stage of model, prior to coding, called for a reading of all the transcriptions at least once to become immersed in the data. I also transcribed the data myself and this has given me a much more in-depth understanding of the research, and this has formed the foundation of the data analysis but also this has afforded the opportunity to develop initial codes. The next phase will discuss generating initial codes for the data and the process by which were taken to achieve this.

4.10.2. Phase 2: Identifying Initial Codes

The next stage of the process involved the identification of primary codes. This meant that the study made use of NVivo with regards to coding and also memo-writing for the data. In terms of the coding of the data, I began by coding the data into meaningful groups and also organising the data into points of interest that I felt

are significant. This was done by reading through the data and assigning each point of interest a code in NVivo. However, coding the data can either be done from a data driven or a theory driven perspective. Given that the study has a particular research question that the study is looking to investigate, it is more likely according to thematic analysis model to make use of the later particularly as I am aiming to code the content of the entire data set. The reasoning behind adopting the latter is that it is the aim of the study is to derive theory in relationship to the experiences of BAME staff. The next stage of the model will discuss the approach towards generating themes which tend to be broader and which arguments about the phenomena under investigation are being made.

4.10.3. Phase 3: Themes

At this point in the analysis, I have compiled the raw codes that have been deemed to be significant. The next stage in the process calls for me to analyse the potential codes into themes but also, I was able to collate and organise all of the data extracts into those themes. This step requires me to consider and understand how the different codes combine into an overarching theme. This again aligns with Alvesson and Skoldberg (2009) hermeneutic circle and would argue themes and sub-themes will emerge at this point. The process will mean that some codes my develop into main themes whilst others may emerge as sub-themes. According to this model it is also acceptable to discard some codes but also there are a set of codes that do not belong anywhere. Therefore, by revisiting and being immersed in the data again, codes began to develop into superordinate and subordinate themes. The data analysis phase allowed me to derive 4 superordinate themes as well as a number of subordinate themes. These have been illustrated in more detail in the findings chapter but the major themes that emerged were Tackling Discrimination, HE as a sector, Ambition and the Barriers towards progression.

4.10.4. Phase 4: Reviewing Themes

This phase has two levels in relationship to refining the data. The first level calls for the reviewing and reading the coded extracts that been developed in parts 2 and 3 for each particular theme to ensure the codes are consistent and coherent with each other. The next level of analysis in this phase involves a similar process to level one however now I am looking at the entire data set from. This stage involved looking at

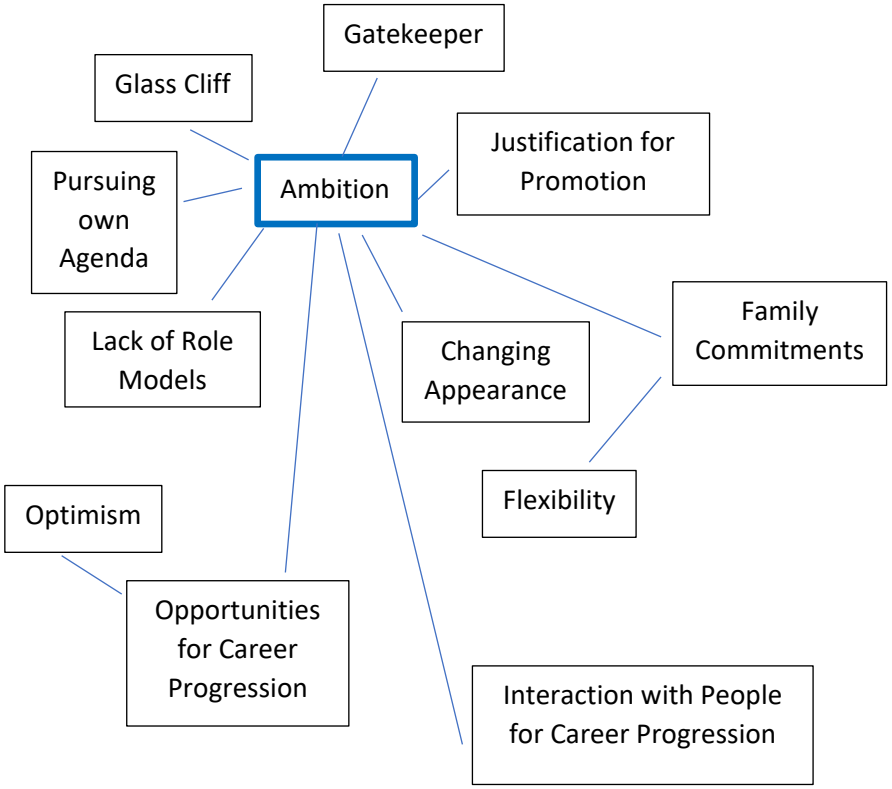
the themes and deciding whether the themes identified accurately reflect the meanings evident in the entire data set. Once I am satisfied there is coherence between the data sets and the codes, I can then move on to the next phase which entails distilling and naming themes.

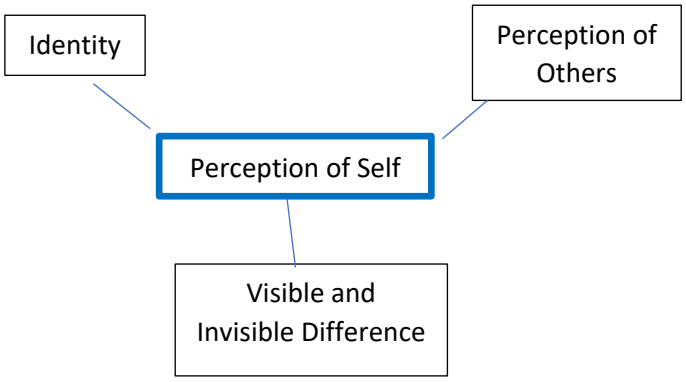
The following diagrams below illustrate the themes that have been derived from the Braun and Clarke 2006 framework. This was my first attempt at coding the data, but I did engage in an initial refinement of the themes which is presented below:

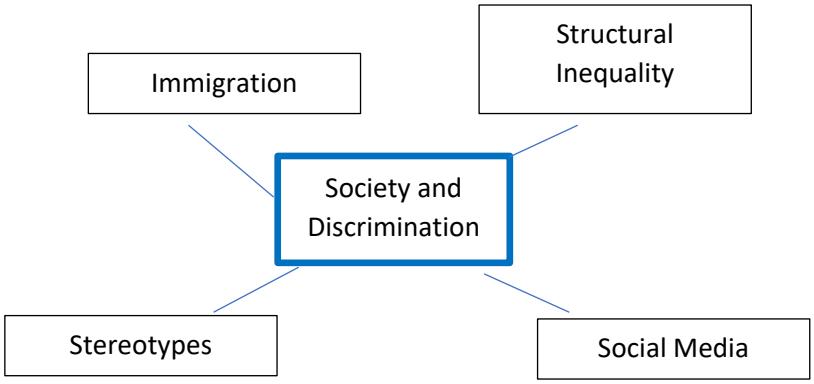
Figure 2: Relationships between Codes

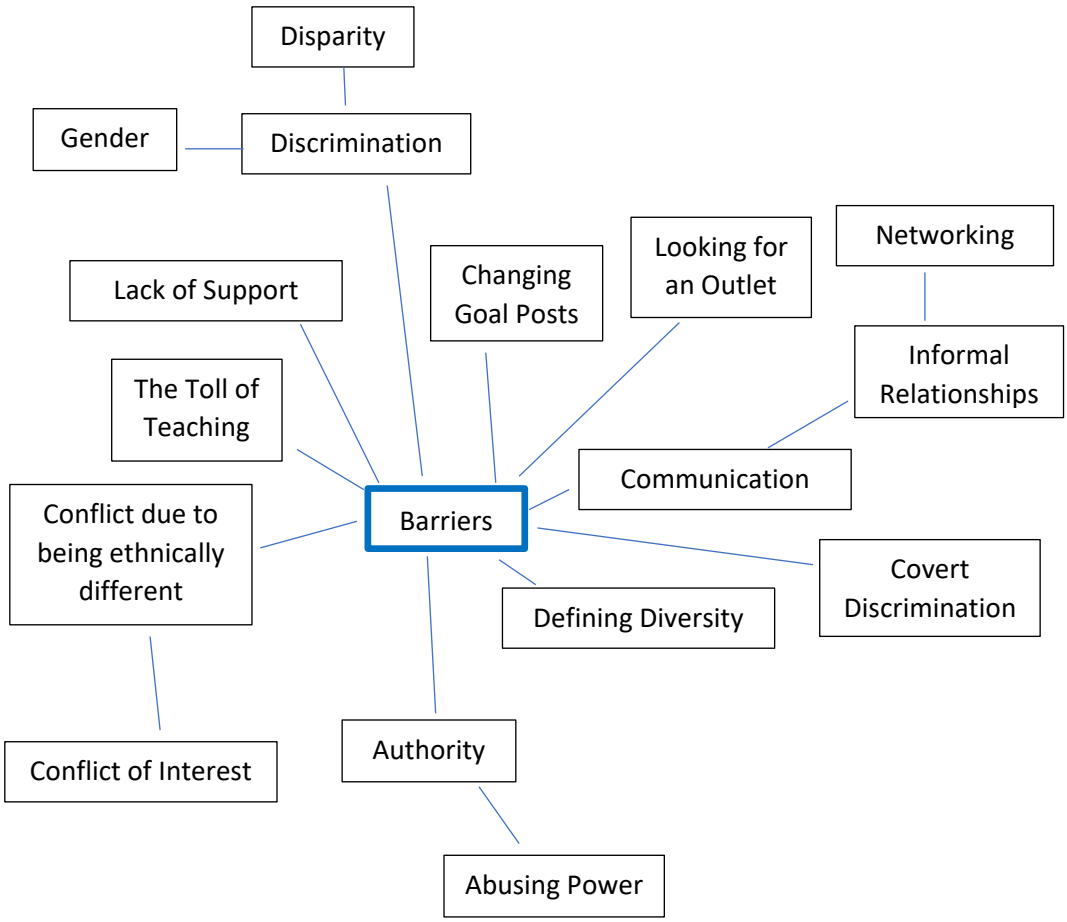
Figure 2 is the result of the coding process in order to identify the relationships between themes. The themes and their correlations were as a result of making use of the Braun and Clarke (2006) framework but also as the thesis has taken a hermeneutic approach, specifically alethic hermeneutics which called for me to look at the findings in isolation but also to take a step back and to find the relationships in the data as a whole (Alvesson and Skoldberg, 2009).In so doing, I effectively immersed myself in the data several times in order to become saturated and to discover the relationships between the themes. NVivo, from a practical perspective, afforded me the opportunity to identify the themes and their relationships through the coding process and the Braun and Clarke (2006) framework allowed me to develop the illustration in figure 2.

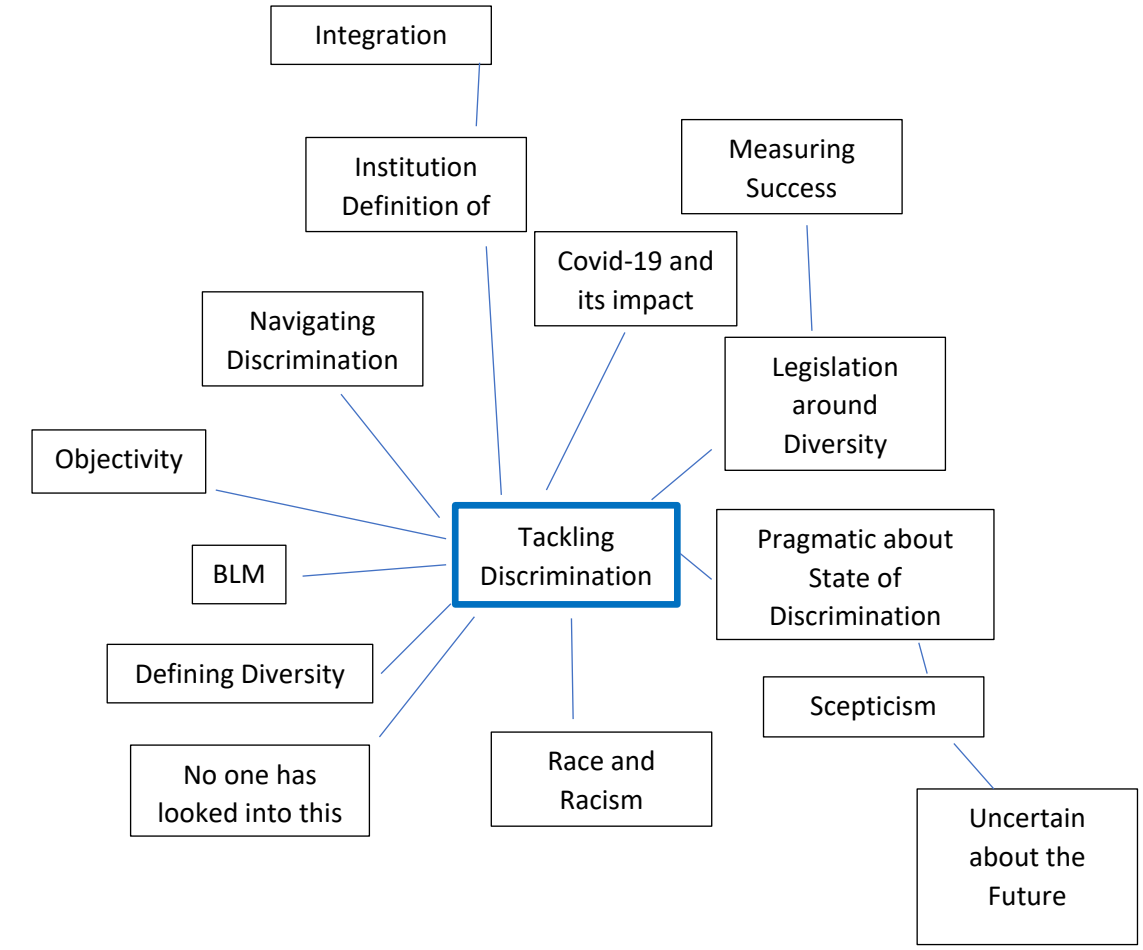
Figure 3: Superordinate and Sub-ordinate Themes

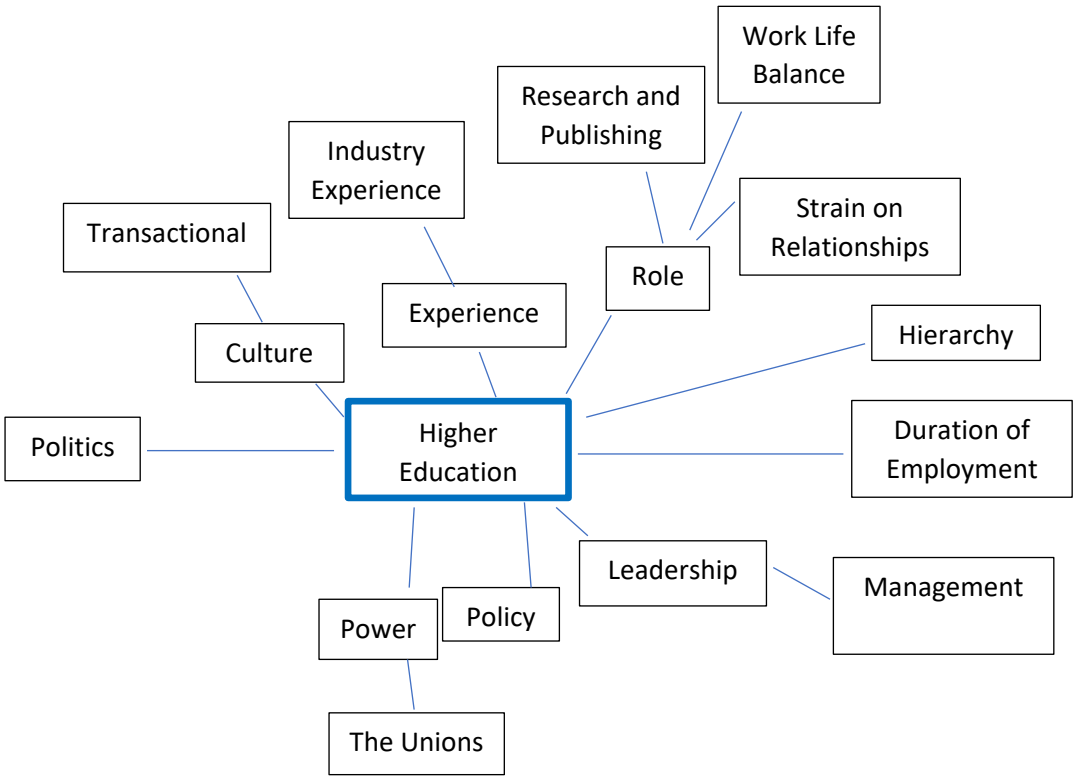





Immigration
Structural Inequality
Society and Discrimination
Stereotypes
Social Media


Disparity
Gender
Discrimination
Lack of Support
Changing Goal Posts
Looking for an Outlet
Networking
Informal Relationships
The Toll of Teaching
Communication
Conflict due to being ethnically different
Barriers
Covert Discrimination
Defining Diversity
Conflict of Interest
Authority
Abusing Power


Integration
Institution Definition of
Measuring Success
Covid-19 and its impact
Navigating Discrimination
Legislation around Diversity
Objectivity
Tackling Discrimination
Pragmatic about State of Discrimination
BLM
Defining Diversity
Scepticism
No one has looked into this
Race and Racism
Uncertain about the Future


Work Life Balance
Research and Publishing
Industry Experience
Strain on Relationships
Transactional
Role
Experience
Culture
Hierarchy
Politics
Higher Education
Duration of Employment
Leadership
Management
Power
Policy
The Unions

4.10.5. Phase 5: Naming Themes and Relationships between Themes

The definition and refinement of themes requires the distilling of the essence of the themes, but this also involves deciding what aspect of the data each theme captures. I also engaged in a detailed illustration of each theme (Figure 2 above) but also one that identifies each theme and how each individual story fits into the entire narrative of the data in relationship to the research question. Once this approach has been taken the final aspect of the research is producing the report.

4.10.6. Phase 6: Writing the Report

Braun and Clarke (2006) argue the final aspect of the framework entails writing up the findings which tell the complexities around the data in relationship to the research question which should convince the reader of the validity of the analysis. The discussion should further than being a description of data but should make an argument in relationship to the data.

4.11. Limitations of the Method

The following section will explore and discuss the limitations of the method chosen by myself in relationship to the study of BAME academics within the higher Education sector. Whilst some of these points have been touched on earlier, in the next section I will discuss the implications of undertaking this research using the aforementioned methods. This section will also discuss the application of the interpretivism and the limitations of using the interpretive methodological approach for management research but also this section will explore the implications of the hermeneutic method and the limitations of the data gathering techniques.

Further to this the interviewing technique relies solely on verbal behaviour and therefore aspects of the participants behaviour that are taken for granted are unlikely to surface as a result of conducting interviews non-verbal ques and body language but also Bryman (2004) would argue that it is very difficult to establish the link between behaviour and the context with which the participants find themselves. This is pertinent for this study given the aim of this study is to investigate the experiences of working in Higher Education. Whilst the inductive approach allows for insight to be drawn into the realities of the participants by allowing the participants to construct their realties (Gill and Johnson, 2010) but the correlation between behaviour and context would be difficult to recreate. Furthermore, with regards to other methods of data collection such as observation, the observation method would be closer to a naturalistic emphasis as I could access BAME academics in their natural setting and how they behave in their social context of Higher Education.

4.12. Conclusion and Reflection

The previous methodology chapter has discussed the approach that the research has taken with regards to their world view and how I have gone on to construct my social reality. My ontological and epistemological position have been informed by my own experiences but also the literature such as Morgan and Smircich (1980), Gill and Johnson (2010), Alvesson and Skoldberg (2009) and Johnson and Duberley (2000). I took a qualitative inductive approach with regards the study of BAME staff working Higher Education and the previous chapter as well as the method chapter have discussed the justification for taking an inductive approach.

In this chapter I discuss the methodological decision to make use of interviews to collect qualitative data and this approach has largely been informed by the work of Saunders et al., (2019) and the work of Clandinin (2007) who argue for the implementation of interviews to collect qualitative data to enable participants to tell a story but also this allows the participants to develop an rich picture with regards to their experiences of working in Higher Education which arguably may not have been possible through other methods. The collection of primary data was also complicated by the fact that the at the point when I was collecting data the UK as well as the world was going through a pandemic. This meant I had to collect all the data via online conferencing platforms such as Zoom. Whilst, this allowed for the collection of data, this approach also has its own limitations for example nonverbal nuances are difficult to record and understand in relationship to the study. However, this chapter does also discuss the advantages and limitations of the data collection methods that were used across the duration of the data collection period. I made use of codes and memo-writing in relationship to developing themes. The methodology as well as the method chapter discussed issues around validity, reliability and generalisability.

This chapter discusses the application of interviews and particularly with regards to semi-structured interviews as well as the limitations that are associated with qualitative research. The sample and sample size are also discussed and the justification for the sample size. I do acknowledge the limitations around the generalisability of the research given the sample size, the study does discuss the application of the findings to BAME academics from Post 1992, Russell Group and

Redbrick institutions. Although the development of themes is associated with the grounded theory approach, I have discussed the application of codes and memo-writing in relationship the hermeneutic approach as well as the benefits and limitations that are associated with this research.

Chapter 5: Research Findings and Analysis

5.1. Introduction

This chapter will seek to discuss the findings of the research which are drawn from the qualitative inductive data analysis of interviews with BAME academics.

The introduction of the analysis will aim to paint a picture of the participants that were drawn from the study. This chapter will aim to illustrate the broad demographics of the participants as well as to list the emerging themes and engage in a discussion of the codes that emerged from the data.

The subsequent sections of the chapter have discussed the super-ordinate themes that have emerged from the data as well as the sub-ordinate themes that have informed the findings that I have found to be significant. This chapter has referred back to the objectives and the aim of the study to aid in the articulation and justification of the themes that were derived but also the data that was used in order to illustrate and the analysis of the findings.

The themes were also classified into 3 major headings as per the objectives of the study and these have been illustrated below in order to demonstrate where the findings sit with regards to the relationship between the findings and how the different phenomena affect the participants and how the participants have tackled these challenges.

5.1.1. Participants and their Bio-demographic Data

Figure 4: Bio-demographic Data

Pseudonym	Role	Gender
Charles	Lecturer	Male
Susan	Lecturer	Female
James	Programme Director	Male
Abigail	Lecturer	Female
William	Reader	Male
Anna	Lecturer	Female
John	Lecturer	Male
Kevin	Lecturer	Male
Edward	Senior Lecturer	Male
Thomas	Lecturer	Male
Andrew	Vice Chancellor	Male
Fred	Vice Chancellor	Male
Mary	Achievement Analyst	Female
Bev	Dean of EDI	Female
Jack	Organisation Development Advisor	Male
Jane	Lecturer	Female

The above table illustrates the participants and their roles within Higher Education. The participants are employed in a range of Post 1992, Russell Group and Redbrick institutions. The participants are also at different points in their career ranging from early career academics to Vice Chancellors. This is particularly insightful as it meant that I could get an idea of the context of the working lives of the participants in their respective Universities. It must be added that all of the participants are from minority backgrounds within the context of working within the UK. However, some of the participants do have intersectional characteristics and therefore occupy different categories with regards to the BAME categorisation.

In order to maintain confidentiality, and to be able to refer to the participants (Saunders et al., 2019 and Bryman et al., 2019), I have assigned the participants pseudonyms. These pseudonyms are illustrated in the table above. In that respect with regards to a discussion of the findings and or when making reference to any of the participants the pseudonyms of the participants will be referred to. Although the interviews varied in length, all participants were open and willing to engage in a discussion and none of the participants declined to answer any of the questions. I have not included any conversations that took place outside of the context of the interview or once the recoding of the respective interviews had stopped.

The study interviewed 16 participants who identified as being from a BAME background but, also who occupied different positions within their respective institutions. The methodology section goes into much more depth with regards to a breakdown of the participants as well as some bio-demographic data which can be found in the appendices. As this is a more heterogeneous study, I felt it would be interesting to focus on female participants as the female participants in this study have also identified as having intersection characteristics.

I would also like to present the objectives of the study again, as this will serve to illustrate and provide the opportunity to demonstrate the link between the objectives and the findings of the analysis. I will, therefore, demonstrate how the findings work towards meeting the objectives as set out earlier within the study. The research objectives are as follows:

a) To understand the challenges faced by BAME staff in terms of career progression.

b) To explore the interventions Higher Education Institutions have put in place in order to address the challenges faced by BAME staff.

c) To investigate the impact the broader aspects of diversity have had in relationship to BAME staff career advancement.

d) To explore challenges faced by BAME staff in post 1992, Russell Group and early 1960s universities.

As stated previously, I made use of the Braun and Clarke (2006) model in order to derive the codes and subsequently develop the associated themes. This had initially begun with transcribing and re-reading the transcripts in order to be fully immersed in the data. Although the Braun and Clarke (2006) model recommend caution around reading the associated literature so as not to be biased with regards to themes that were developed, this study was not taking a grounded theory approach and the literature formed the underpinning of the interview schedule and research design.

Although, initially, I had intended to manually code the data, I had realised this would be too time consuming and therefore opted to make use of NVivo with regards to coding the data. This approach allowed me to better connect the different the codes and subsequently the themes that emerged from the data and between the different transcripts. This also made the process far less resource intensive.

The decision to make use of NVivo software through the lens of the Braun and Clarke model was to ensure that there is reliability and validity of the research (Maher et al., 2018). The use of NVivo and the Braun and Clarke 2006 model aims to ensure that the codes and subsequently the themes that emerge from the codes are an accurate reflection of the social reality of the participants that took part in the study. Given that the participants come from a range of different backgrounds and at different points within their academic careers it is important to get as accurate a reflection of their social reality as possible. NVivo also allowed me to systematically categorise the rich text data which Alvesson and Skoldberg (2009) is important to first of all get an in-depth understand of each individual participant but also to be able

to relate this in the context of the entire data set and study. This forms a major aspect of the hermeneutic circle which I was able to do through NVivo.

Furthermore, Alam (2021) argues the approach taken has allowed me to code large amounts of data as is the case with interview data but further to this the use of the thematic analysis affords me the flexibility to code large datasets (Braun and Clarke, 2006). I was therefore able to look for patterns in the data and refine these down in order the develop the themes that emerged from the data.

The coding process allowed myself, the researcher, to draw out emerging commonalities from the data. Therefore, the aim of the analysis process was to look for patterns in the data that could ultimately lead to the discovery of themes that have emerged. To that end, as a result of the qualitative inductive coding process led to the identification of 88 codes which were then distilled into 9 themes and 95 sub-themes. The subsequent section is going to discuss the approach I have taken with regards to distilling those themes further in relationship to meeting the objectives of the study. These sub-ordinate themes were further refined which are illustrated in Figure 2.

5.1.2. Brief Descriptions of Participants

Abigail

Abigail is a female academic who is of African descent. Abigail has been an academic for over 25 years. Abigail previously taught outside of the UK before moving to the UK. At the time of the interview Abigail had been employed by her institution for 6 months. Abigail is in her 50's and has children. Abigail at the time of conducting the interview had embarked on a PhD. Abigail also has a degree in Business Administration and also holds a Master of Business Administration.

Andrew

Andrew is a Vice-chancellor of a university in the North of England. Andrew is in his 60's and is of African ethnicity and had migrated to the UK where he began his education. Andrew has previously held various leadership positions before becoming Vice-chancellor. Andrew did begin his career in HE as a lecturer before progressing to leadership positions.

Anna

Anna is a female academic of white Eastern European descent. She relocated to the UK to begin her studies. Anna is currently employed at a Post 1992 university. Anna is in her mid to late 30's. Anna is a lecturer. Anna also currently holds a PhD but did her undergraduate degree in Italy. Anna does not feel she identifies with the BAME categorisation and therefore does not see herself as a minority.

Bev

Bev is a female academic, whose institution works across the UK. Bev works in a senior leadership role which concentrates on roles relating to EDI issues and challenges. Bev is of African ethnicity and has held the current post she is in for 10 months at the time of the interview taking place. Bev has been working in HE for over 30 years and has also undertaken teaching. Bev also currently holds a PhD.

Charles

Charles is a male academic that came to the UK in 2014. Charles is of Middle Eastern descent. Charles is in his mid-30's and is working in a post 1992 University. Charles identifies as BAME. Charles has had his education in the UK and subsequently proceeded to pursue a career in HE. Charles has also completed his PhD and has discussed having experienced challenges towards obtaining a career in HE. English is also not Charles' first language.

Edward

Edward is a male academic of Asian ethnicity. Edward is employed by a Russell Group university in the North of England. Edward has been employed by his institution for a year at the time the interview took place. Edward has an Associate Professor role and is a director of another program. Edward is in his mid-30's and has migrated to the UK. Edward has PhD, Masters degree as well as an undergraduate degree.

Fred

Fred is a Vice-chancellor whose university is in the Midlands of the UK. Fred is of Asian ethnicity. Fred has held other leadership prior to becoming Vice-Chancellor. Fred is employed by a Red Brick institution and at the time of the interview Fred had been employed by his institution for 9 months in his current role. Fred has migrated

to UK and although began his primary education abroad his post primary education has been in the UK.

Jack

Jack is employed in a Russell Group institution. Jack works on the professional services side of the university. Jack is in his early 30's. Jack is of Asian ethnicity and has been employed at his current institution for 2.5 years at the time that the interview took place. Jack also has completed an undergraduate degree at the institution and transitioned into working for the institution.

James

James is a male academic of African descent. James is a programme director of a course in a Red Brick university. James is in his 40's and has previous experience of living and working abroad. James has obtained his qualifications in North America but completed his doctorate in France. James whilst in North America worked in the private sector before transition to the UK to become an academic.

Jane

Jane is a senior lecturer at a university in the North of England. Jane is a female academic who is of middle eastern ethnicity. Jane has also migrated to the UK. Jane has been teaching for 8 years at the time this interview took place. Jane had also just recently started in her university at the time the interview took place. Jane has an undergraduate degree, post graduate degree as well as a PhD.

John

John is an academic of African ethnicity. John is employed by a post 1962 University and has been employed at his current institution for 6.5 years at the time of the interview. John has been in Higher Education for over years. John currently holds a lecturer role but also holds another role. John is currently employed in the Southeast of England.

Kevin

Kevin is a white male who is employed at a Russell Group institution as lecturer. Kevin is of Eastern European descent who migrated to the UK. Kevin at the time of the interview was employed by his institution for 3 years. Kevin does not recognise himself as being a minority although he is not a British national. Kevin has discussed

having an undergraduate degree but did not discuss having a postgraduate degree although Kevin does have a doctorate.

Mary

Mary is a woman who works in a professional capacity in a post 1992 university. Mary is of Asian ethnicity and has been employed by her institution for 7 years. Mary is in her 30's and her role involves working with data to inform decisions that pertain to EDI and how these will inform policy.

Susan

Susan identifies as a white European woman. Although Susan is not native to the UK. Susan is employed by a Post 1992 university in the South of England. At the time of the interview Susan was fairly new to her role as a lecturer in the university. Susan holds a PhD, but also an undergraduate as well as a post graduate degree. Susan has been living in the UK for 9 years at the time the interview had taken place.

Thomas

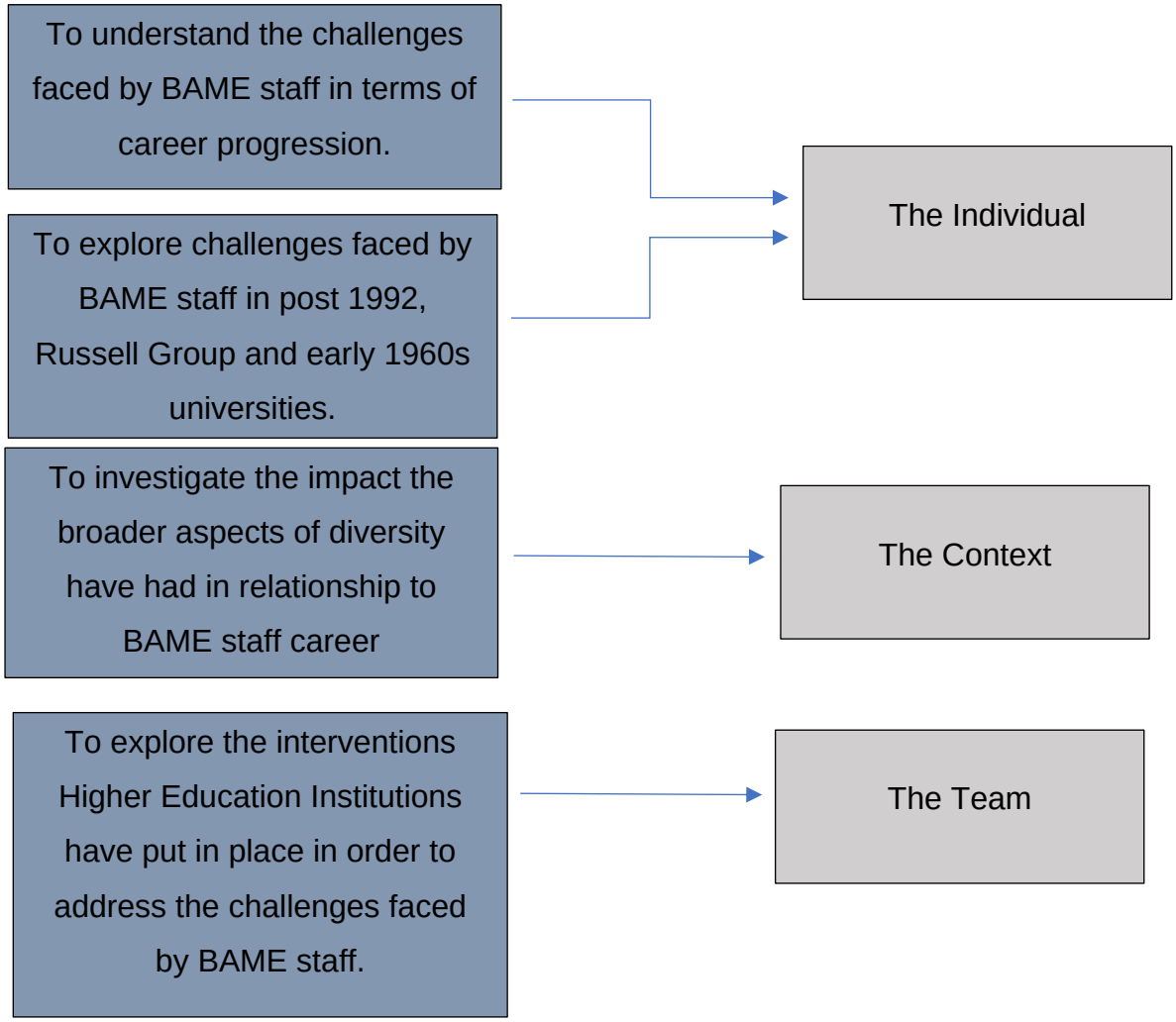
Thomas is male lecturer in his 30's. He is on African ethnicity. Thomas is employed by a Russell Group University and is also a director of a course. Thomas works in the North of England and has been employed by his institution for 5 years. Thomas was working in the private sector prior to coming to the UK. Thomas has also worked in the private sector in UK whilst undertaking his PhD.

William

William is a male academic who is of Asian descent. William is a lecturer who has been with his organisation for just over a year at the time of the interview taking place. William is employed at a post 1962 university. William has indicated that he is comfortable with the term BAME. William is currently working in the Southeast of England.

5.2. The links between Objectives and Classifications

Figure 5: The Objectives and Data Classifications



5.2.1. The Context and Associated Themes

Figure 6: The Context

The Context	
Theme 1	Theme 2
Tackling Discrimination	HE
Sub-themes	
Definition of diversity	Experience
No one has looked into this before	Industry experience
BLM	Hierarchy
Navigating discrimination	Role
Covid 19 and its impact	Research and Publishing
Legislation around diversity	Strain and relationships
Measuring success	Work life balance
Objectivity	Leadership
Institution definition of diversity	Management
Integration	Politics
Race and racism	Culture
Pragmatic about the state of discrimination	Unfairness
Scepticism	Transactional
Uncertainty of the future	Policy
	Duration of employment
	Power
	The Unions
	Interaction with people for career progression
	The University
	Implying secrecy
	Type of institution
	Diplomacy

5.2.2. The Individual and Associated Themes

Figure 7: The Individual

The Individual
Theme 3
Ambition
Sub-themes
Glass Cliff
Gate Keeper
Justification for promotion
Changing Appearance
Lack of role models
Pursuing own agenda
Family Commitments
Flexibility of work
Opportunities for Career Progression
Optimism
Perception of self and others

5.2.3. The Team and Associated Themes

Figure 8: The Team

The Team
Theme 4
Barriers
Sub-themes
Discrimination
Disparity
Changing goal posts
Lack of support
Conflict due to being ethnically different
Conflict of interest
Communication
Having a voice to express opinions
Looking for outlet
Education
Employee voice
Informal relationships
Networking
Authority
Abusing power
Society and discrimination

5.3. Conclusion and Summary

Figures 5 through 8 provide an overview of the of the themes that were derived from the analysis of the transcribed interviews. Smith, Flowers and Larkin (2009) suggest in order to give context. A summary of the themes should be presented before a more in-depth analysis is undertaken. As previously stated, it is the aim of myself, the researcher, to portray the social reality of the participants in relationship to their experiences of working in Higher Education. Further to; this I would like to present the themes in relationship to certain phenomena as illustrated above i.e. The Context, The Individual and The Team.

In terms of The Context, there were two major super-ordinate themes that emerged from the data. It should also be mentioned for each of the two phenomena there were also sub-ordinate themes that influenced and fed into the super ordinate themes. The first section of the data analysis will discuss these super-ordinate and sub-ordinate themes, the participants, felt had implications with regards to their experiences within Higher Education. These themes were Tackling Discrimination and society's perception towards discrimination. In this instance Race and Racism, Legislation and Institutional perceptions of diversity were the sub themes that informed and contributed to the super ordinate theme. However, for the other super ordinate theme of HE, there were far more sub themes such as the university itself, University Policy, Leadership and Management to name a few. The next section will take a similar approach in the sense that the discussion will give a brief over-arching discussion of the remaining super ordinate and sub themes before concluding this section and engaging in a more detailed discussion of each of the themes.

In terms of the Individual and the factors that had an impact on the participants experiences of working in HE, the major theme that emerged was ambition but also participants' perception of themselves contributed to the super-ordinate theme. Aspects such as Identity and Visible, Family Commitments and Opportunities for Progression were some of the sub themes that affected participants. On the other hand, frequently participants discussed having to change appearances with regards to applying for promotions and progressing up the career ladder. The Team element of the phenomena constituted the barriers that surrounded the relationships that participants have developed within their respective institutions. Informal

relationships, networking and abuse of power by individuals within the participants institutions constituted the sub themes that influenced the experiences of the participants working in their organisations. It must be mentioned that power is a thread that runs through all the themes that were derived from the data.

In conclusion to this section, the 4 main super ordinate themes were identified and discussed. There was also a brief overview of some of the sub-ordinate themes that constituted the major themes. The next sections will therefore engage in an in-depth discussion of the super-ordinate themes and the experiences the participants had within their institutions.

Chapter 6: Theme 1: Tackling Diversity in HE

This chapter discusses the findings with regards to the overall Context in which we locate BAME staff working in HE. Theme 1 will explore the interventions around creating a more inclusive environment and the phenomena that has emerged as being significant. In order to address the superordinate theme of Tackling Discrimination the chapter discusses several areas which participants have argued to be crucial with regards to creating more representation within the sector whereas the subsequent chapter will discuss this from the perspective of HE organisations and the complexities around getting individual institutions to address the challenges of managing diverse academic staff.

The next section aims to discuss the interventions that have actors within society but also within the HE sector have taken with regards to tackling discrimination. This section discusses the ways in which the participants have felt the challenges around discrimination have been addressed but also the avenues by which tackling discrimination can be improved. There have been a number of interventions from the perspective of the participants that have contributed to tackling discrimination. Although the discussion is situated within the broad heading of The Context there are a number of different bodies that have contributed to tackling discrimination. The next section will begin with a discussion around how the different participants define diversity.

6.1. Definition of Diversity

Abigail believes there is not a complete understanding of what it means to be defined as BAME and this in itself is contributing to the challenging experiences being faced by staff not only working in Higher Education but in society in general. So much so that Abigail believes even the government does not have a complete understanding of what being diverse entails.

"*From where I stand and what I hear from government it does not sound to me there is a proper understanding of the levels of difficulties and differences that arise from being from a BAME background."*

Further to this, participants are calling for government and society to look into how the world perceives and addresses people from diverse backgrounds. The participants and in particular Andrew feels:

"*we need to come up with a better term because I think BAME is a very broad term*"

The participants do not feel the acronym BAME accurately reflects the diverse groups of people that not only work in Higher Education but in society as well. The participants have suggested the acronym is too broad and does not reflect the various groups of people that fall under the broad umbrella term of diversity.

"*the problem I have with that is that it doesn't allow you to understand the full complexity of it, for example if you take Asian although it is a very broad term, within Asian there are Bangladeshi's and Pakistani's and Indian's and Chinese are completely different types of challenges so I can understand its convenient for some characterisation but it is also misleading I am not entirely comfortable but I understand why it exists*" (Andrew, definition of diversity).

Further to this it is not only about the physical attributes that make up individuals but also about the:

"*diversity of thought, you get different people from a different way of thinking different world views, diversity of backgrounds, diversity of their physical characteristics, diversity in terms of socio-demographic backgrounds and diversity of geography*" (Andrew, definition of diversity).

For Edward this has meant that he is:

"very aware of my race, if you read my name people won't be able to guess where I am from. You can tell it's obvious, if you get an email from me instead of Richard Blake (made up name) you learn there is certain baggage that is attached to it particularly in institutions where senior leadership are Caucasian and they have come to deal with BAME people in a certain way junior to them"

Edwards feels universities have not done enough to create an inclusive environment to be perceived as an equal and that Edward is not perceived to have a:

"*certain level of articulation, or even intelligence*"

This would imply these perceptions are deeply seated within the culture of these institutions but also in the mindsets of the people working within Higher Education. Therefore, Edward would suggest where HE is meant to be a space for inclusivity and representation, it has had the opposite effect, and diverse academics are more aware of the divides that exist and feel less like there is an inclusive environment.

Conversely from an institutional perspective the approach towards diversity and the understanding of diversity would not appear to be any better. Abigail and Edward concur there would not be an in-depth approach towards the understanding of the state of diversity within the sector. It would appear HE institutions are attempting to integrate BAME staff into the organisation as a matter of legislation and neither is this being communicate effectively. Abigail suggests there is a lack of clarity with regards to if the policies that universities are implementing are having any impact:

"*I have heard that from some members of the diversity committee who are a part of the system and are trying to create that diversity. How successful and how the institution has accommodated ideas I don't know but I am given the impression there are efforts being done in that direction, but I have given much attention to this.*"

Edward on the other hand would argue the policies that are being drawn up and implemented are more a tick box exercise because:

"*that's the world we live in, having the kind of policy and banging on about it is more important than actually encouraging and actually having an open discussion about what the university needs*"

This would imply there is room for improvement in relationship to the policies that are in place, but participants feel much of the policies that have been put in place by universities are there to fill a legislative requirement more than having a genuine interest in creating an environment that promotes equality and inclusivity.

6.2. Integration of BAME in HE

Building on from the previous arguments integration then becomes a paper exercise and a number of participants have argued there is no human aspect with regards to creating inclusivity within the HE. Participants have discussed creating equality and diversity has become a transactional approach in that:

"*Upon your employment you have to take mandatory courses, part of those mandatory courses are equality and diversity and apart from having the general information and personal attributes, you have to go through the courses and get the documentation*".

Participants have had to go through mandatory training to ensure they are aware of equality, diversity and inclusion. On one hand participants feel this is good because this would ensure that everyone had the base level of knowledge. The challenge as James would argue is that it takes on a blanket approach to creating diversity instead the process of creating an inclusive environment:

"*is disseminated through mass communication so there is no one on diversity and inclusion type stuff that you interface let's say as an individual it's all on us in that respect*"

This approach takes away the human element of communication and this ties in with the aforementioned points with regards to creating an atmosphere for diversity and inclusion as people from different backgrounds are treated the same without taking into consideration what may be their different needs in terms of getting academics from different backgrounds to integrate more effectively into society.

6.3. Navigating Discrimination

Given the aforementioned discussions around how participants and institutions would define diversity and the challenges that entails. Participants have discussed the approaches they have taken in order to navigate these challenges. One of the key aspects that are discussed by participants is with regards to the extent that participants have to work in order to feel accepted and integrated within HE. Abigail discusses how:

"if you are international, you come in with the thought of you've got to work extra hard, you have got to go above and beyond what everyone else is doing to get what you need"

BAME academic staff need to demonstrate their capability by going further that what is required in order not be secluded or to be seen as incapable of undertaking the role successfully. However, other participants believe there are much wider issues

that are associated tackling discrimination which are more closely aligned to the policies and practices HEI's have in place. Fred in particular would suggest universities need to take a more targeted approach towards navigating discrimination creating inclusivity. For instance, universities:

"*just as they should have the wider EDI policy, I believe strongly they should have policy and very strong action points around BAME groups*" (Fred, navigating discrimination)

This would imply HEI's are not taking enough action with regards to creating more equal opportunities for staff. Fred argues whilst academia has generic EDI policies, there needs to be a more targeted approach with regards to how universities tackling discrimination in the sector.

Fred, with that in mind, being a Vice Chancellor has recognised the need for more action in relationship to creating more inclusivity within academia and during the discussion, articulated the approaches that he has specifically with regards to creating more inclusion. Fred has discussed how he has created a standalone body with the intention of creating more representation at least within his own university.

"*I have been able to create what we call an Office for Institutional Equity. It will be the third in the country. The idea behind it is to give everybody a voice, help create an inclusive culture whoever they are to get to wherever they can get to if they are able to get there and to give them the space to do that and their voice is heard*" (Fred, navigating discrimination).

Whilst the aforementioned body is standalone, Fred has also suggested that the body:

"*is linked to the HR department but it is a standalone unit that uses a lens to look at every aspect of the University even the HR to make sure we have truly inclusive culture and it has been supported very well by the whole University*"

Thus, creating an opportunity for every group to contribute to areas that will have an impact on their experiences within HE. This body is also linked to the HR department with aim being to allow for ease of communication but to allow for dialogue between

HR and the various stakeholders.

6.4. Skepticism of Attaining Promotion

The situation takes on a different perspective when looked through the experiences of academics who are not in senior leadership positions. There is a scepticism around the benefit such interventions could have on creating more representation within HE. The participants draw on their previous experiences of the Unions and their approach towards diversity. Abigail would suggest:

"*I feel that depending on the numbers that make up the Union that would determine the areas of focus, it's likely that many of their needs would go unrepresented because they don't have sufficient numbers maybe to put pressures on areas they need. Realistically that should be the group pushing for these ideas. I don't know how much they are doing really*".

Further to the sentiments of Abigail, Edward would add:

"*I think that somebody needs to investigate this, I used to be a Union member, I ended my membership because I think the Unions are useless because they have a political agenda, the Unions don't appreciate the academic reality because although they are specific to our profession the people shape the culture, mentality and therefore the decision come from a certain era or group of academics who no longer appreciate the reality of people like you or I who are coming into the industry now or are the new breed of academics*."

The challenge it would appear would be the representation of BAME academics that are present within these institutions. The lack of representation would entail diverse staff agendas would not be represented appropriately. Further to this, participants also question the impact these interventions are having with regards to creating more diversity. Edward is much more critical of the approach taken by universities taking and argues:

"*I have mixed feelings about this, I am not sure that the policy actually achieves anything worth talking about*".

There is also a call by participants to engage in a discussion of these issues to initiate change. The sentiments put forward by Edward reflect the earlier discussions in which the participants question how genuine these interventions are.

6.5. Race and Racism in HE

Race and Racism also come into the discussion as participants feel they have to navigate challenges of race and racism. Participants such as Fred discuss facing racial slurs due to Fred coming from a BAME background:

"*There are some issues being a part of the BAME group, you do get issues around racial slurs, racism whether it is overt or covert and you have do have lots of stereotyping, I have had the opportunity in the last 6 months to talk about my career in many forums*"

The challenge academics from a BAME background are facing are related covert racism. There are also preconceived perceptions of BAME staff that are influencing in terms of their progression and also integrating. This makes the process of navigating discrimination difficult. There is also a strong belief that racism is still present and this also having a negative implication on the experiences of diverse academics in HE. Fred suggests that racism is covert and is still an aspect diverse academics have to contend with.

"*It's not to say racism has gone but it is not very much in your face now, but it is still covert and here.*"

To conclude this section there are a number of aspects that influence the approach BAME academics take with regards to working in HE. Although some in roads have been made there is still scepticism around if these interventions are having the intended impact. Representation of different bodies would appear contribute to the interventions put in place but also the lack of representation in key decisions is causing scepticism on the efficacy of the of these interventions.

6.6. Concluding Thoughts

This section has discussed how society perceives diversity and differences in general. Participants have also discussed the challenges they have come across. The significance of the definitions we assign to society and people can contribute to creating an environment that brings difference to the forefront and makes embracing

heterogeneity difficulty. The next section will take these discussions one step further and apply these phenomena to understand how HE in particular can adapt and change to embrace difference.

Chapter 7: Theme 2: Higher Education

This next chapter will discuss theme 2, which are the factors directly within HE that need to be addressed with the objective of increasing representation. Whilst the previous chapter discussed diversity and discrimination from a societal perspective this next section focuses very specifically on, HE and takes the aforementioned concepts and further elaborates on what needs to be done within HE alongside HE in order to address discrimination. However, it will be significantly more challenging to address factors relating to discrimination within HE if inequality is still persistent within society as societal factors have a direct correlation to the interventions put in place by HEI's.

This next section will discuss HE as a whole and some if the aspects that have had an influence on BAME staff working in HE. This section aims to discuss HE holistically as an industry as participants have felt the sector in itself needs to be challenged with regards to inclusivity and representation. The participants felt as though:

"*you come in with the thought of you've got to work extra hard, you have got to go above and beyond what everyone else is doing to get what you need*." (Abigail, Experience).

Which would indicate the lengths that minority staff have to go to in order to be on par with their counterparts. Further to this, there is the perception that the transactional policies and practices that exist within HE are not fulfilling the role which they are supposed to. Andrew in particular takes the position that:

"*the policies and the management practices are only tools they don't drive change, what drives change is the people and the culture so is there is no buy in to the policies and management practices*"

But he also suggests that the policies and practices within HE are:

"*a tick box exercise, there is a tendency in many places say they are doing diversity and tick the box*".

This; therefore, underscores the opinion that on the surface of HE it would appear that HE is implementing policies and practices to support and create diversity but given the aforementioned discussions this would appear not to translate to practice and participants either have or are losing confidence in the system.

Beverley takes a similar understanding of what constitutes diversity in HE and touches on the policies of HE as well. Beverley in her experiences argues:

"*I think over the years institutions have plodded along with you know Higher Education Institutions are not diverse by way of staff especially at senior levels and that becomes normalised and problematic because people hire in their likeness*".

This would suggest there is not enough progress that is being made as the systems that are in place do not encourage inclusion and this is evident in the practices that HE institutions engage in but also considering the representation of senior staff within the organisation is homogenous but more importantly, Beverly would suggest, the perceptions of diversity need to be changed because Beverley discusses how it has become the norm to:

"*to have an all-white male senior or exec team so the diversity element would be to bring in a white woman, a number of white women and unfortunately if you have that then you have a number of leadership teams that will think they are very diverse despite the fact that they are all white*"

Thus, the understanding of what constitutes diversity needs to be taken into consideration. This is having an impact on the approach universities are taking with regards to creating and enabling more representation within organisations.

Beverley has also suggested it has taken the Black Lives Matter movement and the killing of George Floyd as a catalyst to initiate change within the sector which seems to have created more opportunities for diversity and progression.

"*with the killing of George Floyd it was as if people woke up and realised that we are living in a racist world it was the first time in my life time that we thought there could be some real change here because we saw global protest and we saw individual people, senior people, leaders in Higher Education coming out and saying our institutions need to be less racist and coming out and supporting BLM and people looking around their institutions and thinking hang on a minute we have no black professors*," (Beverly, HE sector).

What seems to be coming to light is the covert racism that is cropping up amongst the discussions with the participants. The suggestion is that although there are

policies in place these would appear to only be at the surface level and to fulfil legislative requirements but do not contribute to ultimately tackling discrimination.

"*Black academic staff are largely on fixed term contracts compared to all other groups. Then there are a whole load of other factors around career progression and promotion and all the rest of it. It's almost like this weeding out at every single level and that is why we have so few professors. Ultimately it is not about being black it is about the racism within the institution*." (Beverley, HE sector).

"*I think culture can play a part because I think our HR department is 100% white and they are the ones that are recruiting on individual recruitment panels and they are the ones that are on teams but ultimately they are the people that are running that process*." (Mary, HE sector).

7.1. Power Dynamics of Working in HE

The next section discusses the issues of power that arise from being a BAME academic working in HE. In the case of this study power takes on different forms and much of these will be discussed in the subsequent section. There are a number of different layers when power is discussed in this context. The first being formal power structures such as government laws and legislation but on the other hand the relationships the academics have experienced in their respective institutions, the participants, have deemed as important with regards to equality and diversity. Power for participants was looked at from different perspectives. In the first instance we have power from the institutional sense with regards to the role government and society has to play. Participants have discussed the implications of government and how:

"*From where I stand and what I hear from government it does not sound to me there is a proper understanding of the levels of difficulties and differences that arise from being from a BAME background."* (Abigail, power).

This alludes to the absence of interventions put in place by the government to address the issues that diverse academic staff face in terms of working in HE. Although this is a more general statement, this sentiment goes beyond HE,

highlighting the challenges diverse staff face and the opportunity which could be taken by the government to provide a supportive environment but has not done.

The structures that are in place also affect the opportunities that BAME academics have. In this case, it is derived from immigration system that is currently in place within the UK which can also be seen to be a hindrance with regards the career opportunities for BAME staff. As a migrant once you have been granted leave to remain you cannot leave your institution for at least 12 months and even then you are restricted on the type of work you are allowed to do. Edward is of the perception that:

"*know colleagues who are on visa's, whose visas are tied to the institution, if they leave the institution they lose the right to remain in the UK, so this is used as a weapon to bind them to the institution and follow whatever they want and this happens in a lot of places in varying degrees but it's there, the Union has recognised that they should support this group of people more and I'm quite cynical about it*"

Diverse staff therefore have to deal with the challenges associate with power from a number of different perspectives and navigate these different constraints that are associated with working in HE.

The aforementioned issues we would argue sit at the macro level. Participants then narrowed down the issues of power more specifically to focus on HE specifically. There would also appear to be a lack of confidence in the Unions and the ability for the Union to make a difference with regards to the challenges that BAME staff face. There would appear to be a general disdain for the Union, and this is exacerbated when the dimension of diversity is added to the discussion. Participants have suggested the Union is plagued by lack of representation and therefore participants in particular Abigail have suggested that the concerns that the Union engage with, and tackle are influenced by the composition of the Union and if there is a lack of representation of BAME staff, their issues may not be given the opportunity to be represented at the Union or university level. For instance, Abigail argues:

"*I feel that depending on the numbers that make up the Union that would determine the areas of focus, it's likely that many of their needs would go unrepresented*

because they don't have sufficient numbers maybe to put pressures on areas they need. Realistically that should be the group pushing for these ideas. I don't know how much they are doing really."

Thus, in order for change to be enacted there needs to be more representation not just at the University level but also at the institutions that enact change such as the Unions. However, as per the previous discussions Edward has suggested that power rests with:

"*the head of the department and these professors*"

and if power rests with these individuals and they recruit in their own likeness for example then these individuals will continue to perpetuate the current system which is in place and therefore BAME staff do not feel confident that the current system addresses their needs. Therefore, one approach to remedy this is to make use of the networks that staff have in the sector and in the institutions that they work in to circumvent these challenges. Personal networks become important because William would argue:

"*it comes with who you know and the BAME do they know a lot of people or have much influence."*

However, if there are no role models or if there are no connections it can be very difficult to navigate the challenges that are attributed to working in the HE sector and the various other constraints.

7.2. The Role of Line Management

The discussions around line management have tended to be quite positive. The participants have discussed line managers in a positive light with regards to the roles and their careers. In most cases where the institution or the sector may appear to be hindering the participants, their line managers have been the driving factor that has been pushing for change. Anna discusses how she was:

"*considering applying for promotion this year, that was suggested by my line manager. I wasn't actively thinking about it just because my priorities are different. My line manager suggested it, so I thought why not*."

In order to progress in their career, the support of the line managers for diverse academics is the catalyst that drives change and pushes diverse academics to make these advancements in their careers. The line managers also allow autonomy and have allowed the participants to choose which path they feel would be good to go down with regards to the career but further to this it would appear the confidence to progress in HE comes from the line managers. Charles suggested:

"*the support was in a different way. I have been given the choice to choose what pathway I would like to go down. I am teaching and there are different roles for example, I was given the choice of which role I would like to go for*."

The level at which management takes place does not appear to affect the opportunities or the challenges that diverse academics tackle. The previous examples were of academics at lecturer level but even at the Vice Chancellor level the common denominator would be the support that is afforded to BAME academics that has allowed the participants to progress. For example, Fred discussed how:

"*you have to work with the board of governors as well as the leadership team to effect those kinds of strategies and as I have just been here we have approved our 5 year strategy which EDI is at the heart of it*"

The same can be said about BAME staff working on the administrative side of the sector and the participants here to feel they can truly engage with their work and contribute effectively through the support of their manager. Jack who works on the administrative side of a Red Brick institution argues:

"*The University supports me by providing a great manager who is really supportive, I don't feel the university is over my shoulder because I can and have said what I want to say regardless of who I am criticising because sometimes in this line of work it feels too sensitive but I haven't had that, I feel can raise issues and there isn't an immediate backlash."*

In fact, Kevin has suggested that line management has actively engaged with him in order to work towards his promotion and they have had active conversations to ensure that this has taken place. Kevin discusses how:

"*My line manager is the head of school there is a very flat structure in my university. It is great when you have flat structure you can speak directly to the top person rather than having layers and never getting to the top. My line manager is great probably the best I ever had, very supportive. It doesn't influence my ability to progress."*

The importance of line management can therefore be seen and also illustrates the importance of support structures particularly in the case of BAME staff and not just from the academic perspective but for administrative staff as with the right support mechanisms staff are able to progress and move along in their careers.

7.3. University Diversity Policy

Whilst the participants have suggested that line management is the most beneficial aspect with regards to working in HE in terms of providing opportunities for career progression, policy makes a substantial contribution to the opportunities for career progression for BAME staff. The participants do agree that having a policy in place is good and there needs to be policies in place to engender greater representation. There is, however, a scepticism with regard to the policies that HE has in place and the implications for BAME staff. Anna thinks:

"*diversity policy should exist, my issue is the huge gap between theory and practice. It does not mean because you have a policy, this policy is going to be implemented nor does it mean the existence of a policy is going to eradicate inequalities in the workplace, it is good to have a policy.*"

"*I have mixed feelings about this, I am not sure that the policy actually achieves anything worth talking about*" (Edward, policy).

The suggestion is that although universities have these policies in place and this is good, this is not being translated to what is actually happening on the ground and diverse staff are aware of these diversity policies. The evidence of what change is happening is not being seen. Further to this Beverley alludes to the composition of certain departments within universities and, how the composition of these departments influences the types of policies that are created. Beverley goes on further to suggest these policies do not take into consideration intersectionality and

those staff that identify with multiple characteristics and therefore these policies may be inadequate.

"*universities are not very diverse and it becomes normalised to have all white people within a particular department, or on a committee or represented at senior level, I'm talking about racial diversity but it is much broader than that, there are a whole load of protected characteristics and there are also an intersectional approach."* (Beverley, policy).

In fact, Edward would argue, these policies have the opposite effect of what they are supposed to achieve and the current policies that universities have in place are doing more harm than good with regards to the opportunities they intend to create for diverse staff.

"*I would flip the question, I would rank these university's on how much they destroy your career and I'm someone who has grown in the last 10 years because I have moved institutions, within the institutions no, but I feel rather emotional about it, they have lots of these policies and systems, but they achieve everything but what they are supposed to.*" (Edward, policy)

Edward suggests that the challenge that universities are facing is that they are unaware of what is actually happening on the ground and that the HR departments need to take a more hands-on approach with regards to diversity in order to bring in policies that will actually make a difference.

"*The problem is university and HR departments have no clue*." (Edward, policy).

Similar sentiments have been put forward by Kevin with regards to how these policies are implemented. Universities are auditing themselves to ensure that they are on track and engaging with diversity to ensure the policies are making a difference:

"*The universities have these policies that look nice on paper but in the end it's about what ends up happening does that translate into anything. I don't think this is the case. It's great they are there but they need to be enforced in order to matter or make a difference.*"

James is of a similar disposition and feels that although there is policy with regards to increasing representation in universities, the policies may just be a tick box exercise which do not translate to improving the current climate of diversity in HE.

"*I would say because we need them but if the diversity policy is going to make a significant tick box which is what I feel it is*" (James, policy).

Participants feel policy is good and it is beneficial to have some form of policy than no policy, however, the challenge then becomes how do universities and the sector alike measure if these policies have been a success and how do universities ensure this does not come across as a tick box exercise to staff.

7.4. The Lecturer as a Role

The roles that staff find themselves working in present challenges as well. All the participants expressed an interest in progressing in their careers. The sentiments were similar with BAME staff in both administrative roles and also the participants who were engaged in teaching. The difference came with regards to administrative staff when looking for progression opportunities were seeking to leave their current institutions and academia as a whole in order to pursue advancements in their career. Jack for instance has suggested:

"*I am happy in this role for now and the near future, what I'm good at is sorting out the real concerns and not the ones fed by lies and polarisation because I listen to the real concerns, and I explain why the other concerns aren't valid. Long term there are other public sector organisations that deal with concerns not just higher education but Think Tanks and consultancy organisations so that is long term for me*."

The underlying sentiment is that in order to progress, the avenue to progression particularly with regards to working on EDI policies and issues is to move out of HE and to progress in other organisations such as Think Tanks. The challenges academic staff face are different in the sense that they feel their workloads are biased either towards more teaching or conversely more research and therefore participants feel they do not have the right balance to allow them to progress within HE. Abigail has felt:

"If I focused on research this would have eaten into my lecturing time. That in itself is a barrier to progression, if you spend time teaching you lose out to somebody who has focused on research."

Therefore, it would appear academics are being given a disproportionate amount of either teaching or research and therefore cannot develop other skills that would enable them to progress in the organisations or staff feel they have to leave the sector altogether to find new opportunities. Staff are also feeling they have to take on specific roles so as not to be overwhelmed with work which has been cited by other academics.

"*The institutions didn't have anyone who was qualified enough to do this and I took this on because I think I can do this reasonably well but if I don't take this up the workload model is something you have to fill, the hours need to put somewhere because if you don't you leave it to the person wielding the magic wand of the workload*" (Edward, role).

James in particular feels that academia is no place for diversity and issues of class have come to the forefront. Therefore, participants feel out of place and as a sector this is posing a challenge for progression as there are sentiments of not being welcome.

"*It's a middle-class job for people who get PhD's and who happen to want to become academics, it has never been, nor will it ever be seen as a place for diversity. There is no affirmative action policy for that, we don't go out and recruit extensively within diverse communities, we don't do what we are supposed, and it is not visible.*"

James feels that there could be more done to engage with applicants or staff from different backgrounds and not enough is being from this perspective in order to ensure that HE is more representative with regards to the composition of staff both academic and administrative.

To conclude there are a number of different phenomena that participants have discussed being significant in terms of working in HE which have had an impact on their ability to progress within the sector. The one positive aspect that has emerged from the data is the positive relationship between line managers and the diverse staff

they support. The overall, sentiment here is that if it were not for line management who actively encouraged diverse staff to progress in their career then the state of diversity and progression may be different.

7.5. Concluding Thoughts

The previous two chapters have looked at how societies and government as well as senior managers and universities in themselves can adapt and increase representation in their organisations. However, the next chapter will look at the individual academics and their perceptions of diversity and how BAME staff have been oppressed and what the forces that act on these individuals in relationship to representation and areas for development and change.

Chapter 8: Theme 3: Ambition in HE

The following section will discuss phenomena and themes that have emerged when looking at aspects that have affected individuals working within HE. In particular the super-ordinate theme of BAME staffs' ambition and subsequent subordinate themes around career progression will be explore. The participants have identified phenomena they feel are personal to themselves with regards to the challenges they have faced and the implications these have had on their experiences of working in HE. The themes that have emerged from analysing the data which have been placed under The Individual which will be looked at in depth in the next section.

This builds on the previous chapter which discusses the role HE as an institution has to play with regards to representation for BAME staff and the different facets with regards to a career for BAME staff in HE. Whilst the previous chapters we could argue sheds light on the macro environment; whereas this section will look at the individual and the challenges they face with regards to working in HE and in terms of their career progression. This section also has elements of the macro environment when taking into consideration the effects of glass cliff roles and gatekeepers for example.

Ambition is key theme of the findings that is significant to participants. The participants (with the exception of Abigail) that took part in the study expressed an interest to progress within their careers and within HE. The interviewer framed the discussion to draw out what aspects the participants felt made it possible for the participants to progress but also the participants articulated the factors that hindered their ability to progress.

8.1. Opportunities for Career Progression

Most of the participants have taken a positive view of opportunities for career progression within HE. The influence of line managers here comes to the forefront again and how support structures have had a crucial part to play. However, at the most senior level i.e. Vice Chancellorship, Andrew has felt:

"*So clearly as I have ended up as a Vice Chancellor hasn't been too bad to me but perhaps without being arrogant, I am an exception rather than the norm*".

Indicating the challenges, he has faced but also the lack of diversity in HE at senior levels. Andrew goes on to discuss his perceptions of people from diverse backgrounds making it to senior levels and takes the view that it is very difficult for diverse individuals to obtain such roles:

"*there aren't many ethnic minority Vice Chancellors in the country so I think there are barriers for people from marginalised groups, ethnic minorities to get to the top because there aren't enough of them and there different types of challenges we face in the sector*"

"*I see people like me in positions of power even though there may not be as many as I would like to see, I still see them around and I see them here, I constantly have to ask where are all the black people you know are they in a basement somewhere locked away*" (James, Opportunities for career progression).

However, at the level of lecturer the context is different, and participants have acknowledged the work of their managers to facilitate progression and participants such as Charles have felt:

"*pushed forward rather than being stopped or slowed down*"

but also, that their diversity has been seen as an advantage as opposed to a hindrance and that has enabled them to progress within the university system.

"To be fair sometimes, I have felt privileged because they see me as a person that has an international background. My background led me to be interviewed on the news because of my Middle Eastern background. So far it has been helpful more than a barrier."

Therefore, the challenges that diverse staff face with regards to career progression would appear to be exacerbated the further up the progression ladder whereas diversity would appear to be valued at the lower and middle levels. Conversely, academics who want to progress through the research route would appear to find the situation more challenging:

"*In post 1992's this is less of an issue because people aren't that bothered about research and their career progression doesn't depend on research and you have*

these pathways where you can become a teaching professor." (Edward, Opportunities for career progression).

The data would suggest it is much more difficult for diverse staff in research intensive organisations and it is easier to progress in Post 1992 institutions, this is mainly attributed to the skills that are associated with publishing in the required journals which UK institutions do not appear to be offering.

"*if you are not trained in one of the top American schools you will not get into my journal. You have got to learn how to manage this, this type of training as well as actual hands-on research training*" (Edward, Opportunities for career progression).

The data again would also point towards intersectionality in the sense that it is very difficult to get promoted in HE and in particular Russell Group and Red Brick institutions because:

"*this is a White Boy's Club and I use the White Boys term as in male and female not just male*."

"*when I went to any MBA Directors conference, I noticed it is a white man's club and the school gave me the confidence and I completely transformed the MBA program*" (John, Opportunities for career progression).

but this becomes more challenging for women as the challenges they face compound and John suggests:

"*you might have noticed in many universities being a research professor is in good number but the challenge is getting women into professorship and in particular women of colour is challenging*"

In conclusion the overarching discussion is around the complexity around career progression in HE. This becomes more challenging for individuals with multiple characteristics (intersectionality) but also participants have generally discussed having to move institutions in order to find opportunities for progression:

"*That is kind of not an easy thing to achieve, generally in academia the way you progress is stick with your current employer forever and at some point, you will be*

lucky enough to progress or B you move to another job elsewhere." (Kevin, opportunities for career progression).

"*It was easier to apply for another job than to fill in the paperwork for promotion*." (Kevin, opportunities for career progression).

Further to this, the lack of role models is another aspect of diversity and progression that poses a challenge as participants felt they had no inspiration to look towards in order to achieve their goals and progress in HE.

8.2. Glass Cliff Roles in HE

Edward discussed his role the Red Brick University where he works. Edward describes the process behind his decision to lead on the MBA. Edward's concern was around being inundated with work and therefore in order to allow himself to have the opportunity to work on projects within his role that would allow him to progress later on Edward took on this role to give himself that flexibility but also so that his line manager would not overburden him with work.

"*They hired specifically for that; I had two roles to choose from. That summer I was approached with the MBA job simply nobody else, there maybe was somebody to take this position but they didn't have my profile and they just wouldn't say yes to it because it would be career suicide whereas I felt pressured to take it and I even had arguments at home about this, my wife knows that would mean more tasks there is no kind of order to it.*" (Edward, Glass cliff).

Edward specifically discussed how detrimental it would have been to his career had he not taken on the role. Edward went so far as to describe the situation he found himself as career suicide. Further to this taking on the role had implications beyond his working life, and this was having an impact on his home life given previous experiences of working in such positions and the strain this brought on his life.

The were more severe consequences that were associated with not taking on the role as the university Edward worked at was going through financial difficulties and therefore but not taking on the role would have meant that Edward may have lost his job. Therefore, the role became a means to justify his position within the entire organisation.

"*I took it on because otherwise there was kind of a threat in the air that my workload and at that point the university was looking at getting rid of people for financial reasons.*" (Edward, Glass cliff).

The importance of these roles therefore becomes paramount not only from a career perspective but also in some cases for the livelihoods of the participants. This is consistent with other participants who have discussed they have felt they have to work significantly harder than their counterparts in order to progress but as in the case of Edward their jobs may even be on the line.

8.3. The Impact of Gatekeepers

Participants have also discussed the importance of networks and having access to the people that control the resources in the organisation. There is a consensus amongst the participants that is better to keep these people onboard and to build networks with these individuals first of all to get access to resources but also there are subtle negative connotations that are associated with not pursuing these relationships. Charles described how the pandemic has meant that he has not been able to develop these relationships and therefore this has had a negative impact on his ability to network and potentially get access to these resources:

"*In terms of progression because I'm fairly new to my University and because of the lockdown you don't have the same time to get in touch with people and to get to know people*"

However, connotations of power do permeate the discussion here and Edward explicitly discusses how much power the heads of departments have and how they can use this power to influence diverse academics for their own gain:

"*this is crazy because if you're the head of department you'll be doing my personal development plan, you'll be doing my HR review but still if you are co-authoring a paper or funding application with me there is a clear direct conflict of interest*" (Edward, Gatekeeper)

"*I have experienced the problem there too, it's the people who control the department budgets and who work out costs.*"

In terms of the career trajectories of diverse academics this can be hugely significant considering if you are not giving these gatekeepers what they want, or you do not have a good relationship with them it can be slightly challenging to get access to resources or even progress. Further to this if you are not within the right social and work circles within the university it can be very difficult to progress from a career perspective.

"*Huge factor, it is a clique, there is no, and I am not saying from some bitter minority type disgruntled thing, it is that basically the system is geared towards a certain type of individual*" (James, Gatekeeper).

The importance of networks and gatekeepers cannot therefore be underestimated as this has far reaching effects not only in terms of their career progression but getting access to the resources staff will need in order to engage in activities that would allow for progression opportunities.

8.4. Perceptions of Self

8.4.1. Identity

Participants in this case were asked their perceptions of the term BAME and although participants and in particular Abigail have expressed an understanding of the term Abigail felt indifferent about the term.

"*It's been a long year of questioning and I live in a house where I have got activists. Generationally there is often a difference because I am a little older. I don't know if I have questioned these things. I feel, maybe I understand it's difficult to deal with people from different groups and you are trying to make a point, I haven't given it too much thought, I don't use it and I don't see myself using it. It just means that it doesn't hold as much meaning to me*."

However, Abigail does allude to this being a generational issue as the younger generation may not take so kindly to using the term. In Abigail's case for example she suggests the term BAME has no meaning to her and does not perceive this to affect her. However, Abigail does understand the significance of the term and its importance with regards to trying to manage people from different backgrounds displaying different characteristics.

8.4.2. Perception of Others

The interviews took a different perspective when participants were asked to look at themselves in relationship to their counterparts and the interviews took a more critical tone towards the categorisation of individuals. For instance, Andrew who is a Vice Chancellor, discussed issues relating to stereotypes. Andrew discussed the lack of role models who were from a diverse background who are in similar positions and therefore he felt he had to model himself on what is perceived to be a Vice Chancellor within the UK.

"*I had a notion of what a Vice Chancellor would look like and do, those are the stereotypes of the white colleagues I have seen*."

This also has connotations of the self and from the discussions is significant in terms of how BAME staff feel they have to model themselves on what society perceives to be the ideal within a sector. However, Andrew discusses his own stereotypes here but does not explicitly suggest this is the norm.

Beverley and James in contrast to Abigail does find the term BAME challenging and express their disregard for the term. Beverley for instance feels the term BAME by its very nature is exclusionary firstly because:

"*Black Asian and Minority Ethnic, there is so much diversity within that group and the experiences of black people are different to the experiences of Asian people and even within the Asian those experiences are different and to lump us all in one homogeneous group doesn't work*."

This phrase is used as a catchall and too broad, within the different categorisations there is even more heterogeneity but also it also makes the assumption that the experiences and challenges faced by the different groups of people can be grouped together. James particularly hates the terms BAME and feels the term is:

"*I think it is disrespectful and it does not at all help the minority community.*"

The key message James and Beverley are aiming to put across is that the terminology positions people with diverse characteristics as outside of the norm and therefore diverse individuals are seen as different. However, some of the participants did take a more pragmatic approach towards the categorisation of diverse staff within

the UK. For instance, William has suggested; it would be otherwise be very difficult to categorise individuals from diverse backgrounds and therefore this is the norm and the reality of the composition of society.

"*I don't see another word you can use to describe a particular group. That term is being attacked. I don't have a problem with BAME because it is the reality*."

On the other hand, Andrew feels that he prefers the term minority ethnic as Andrew feels this is a more inclusive that the terms BAME as this takes into consideration individuals who not only display visible differences but as well invisible differences.

"*I think I prefer minority ethnic rather than BAME because there is visible minority ethnic and non-visible minority ethnic*" (Andrew, Perception of Others)

There would appear to be some difference with regards to the participants perceptions of themselves in relationship to others. The overarching sentiment is that the terminology associate with diverse staff needs to be addressed and although some participants are comfortable with term. The discussions have suggested a more inclusive term would be beneficial that did not exclude or position individuals from different backgrounds outside of the norm.

8.4.2. Concluding Thoughts

Having discussed the phenomena that have an impact in BAME staff with regards to their employment withing HE and also some of the aspects that may influence their employment in HE and also their opportunities for career progression and development. The next chapter will discuss the barriers that have been identified as significant with regards to impeding progression within HE. The next chapter serves to illustrate in a concise manner the challenges and complexities that are prevalent within HE and the issues that institutions as well as society need to address in terms of creating more representation.

Chapter 9: Theme 4: The Barriers to Working in HE

Participants also engaged in a discussion of what their perceptions of theme 4 which are the barriers they have encountered whilst working in HE. The sub-ordinate themes have been illustrated above and capture the challenges BAME staff have felt they have encountered whilst working in HE. The following section aims to discuss the major challenges BAME staff have faced and their perceptions of working in HE. This chapter builds on the previous chapters and culminates in a discussion to illustrate the challenges that BAME have felt personally affect them with regards to working in HE. This chapter also illustrates the multiplicity of factors that contribute to the experiences of BAME staff working in HE and how these different factors combine to define the experiences of BAME staff.

9.1. Discrimination in HE

Participants have illustrated how discrimination has had an impact on their experiences of working in HE. In some cases, the discrimination that is subtle and discreet:

"*Looking at the previous experiences, universities mirror the societies they are part of and if they mirror the societies, they are part of then the government owes the society if they want to make progress in those areas*." (Abigail, Discrimination).

Abigail has felt discrimination with HE is not isolated and that universities are emulating what is happening in the wider society. Therefore, the lack of representation of BAME academics in HE is a result of what is happening in general in society. This feeds into different organisations and institutions which is reflected in the practices of the different institutions i.e. HE.

On the other hand, Andrew has discussed how the discrimination he has experienced is more overt. To the extent that Andrew has felt his contributions have been overlooked and to the point where it has been difficult to engage with other academics.

"*at important meetings I have been treated different in academia, listening to my contributions they would think that my contributions were less important than some*

of my white colleagues and even in meetings and networking sessions it would be hard to network" (Andrew, Discrimination).

Further to this, different participants have also alluded to the fact that they have to alter or change their appearance in order to fit in or indeed be taken seriously within academia. Participants have discussed having had to change their appearance in some instances having to cut off their dreadlocks in order to fit in but also to change the way participants speak in order to be perceived in a certain way. Participants have seen this as a barrier in itself as participants have felt they cannot be authentic with regards to approaching their work.

"the way you speak the way you handle yourself has to fit with a certain norm and that is a barrier as well" (Andrew, Discrimination).

This therefore highlights the covert expectations that are placed on academics to conform and to meet the expectations of what society has deemed as acceptable with regards to teaching in HE. The practices of recruitment also with HE has come into question reflecting the covert discrimination according to Kevin as he is unsure the lack of representation of university particularly as these diverse applicants get shortlisted but then do not make it passed the interview stage.

"*You see recruitment for the role and many of them just went to white people. You think if they invited them for an interviewer surely, they are competent enough to get the job but in the end there is magic happening and someone else gets the job*" (Kevin, Discrimination).

This would therefore, correlate with the previous discussions with regards to policy and practice with the UK HE sector, i.e. the current practices being a tick box exercise. The participants still feel discrimination plays a significant role in terms of their progression and representation within HE.

9.2. Society and Discrimination

The following section discusses the theme that has emerged around how the participants have navigated society and how discrimination has had an impact with regards to BAME academics experiences around HE. The following section will start

with a discussion around stereotypes and the implications for BAME staff working within the HE sector.

The participants have provided their perceptions with regards to the state of society within the UK and what this has meant for HE. Abigail for instance has suggested the "*discussions*" around which group of people or which is most superior is making its way in HE and Abigail specifically suggests:

"*All of the debates have been on superiority of one group over another, they have translated from society into HE as well*".

This would appear to indicate the superiority of one group over another with regards to their position within HE and also Abigail is alluding to opportunities for career progression and advancement. There would also seem to be an admission by Abigail as to the lack of credibility as a result of being foreign but, there is a disregard for the different experiences BAME can offer. The discussion as presented highlights Abigails' sentiments in that she does not feel as academics that come from diverse backgrounds are valued in terms of their opinions and what they can offer for example, Abigail would suggest:

"*When I think of society, there is still a long way to go in terms of understanding the fact that varying experiences need to be acknowledged, first of all to be acknowledged for what they are and then to be appreciated for the perspectives, the broadening of perspectives and understanding they can bring.*"

However, Andrew and Jack would concur the points put forward Abigail and suggest the terminology used to describe diverse individuals is a barrier in itself and does not take into account the heterogeneity of diverse in individuals in the UK. Andrew highlights how for example if:

"*for example if you take Asian although it is a very broad term, within Asian there are Bangladeshi's and Pakistani's and Indian's and Chinese are completely different types of challenges so I can understand its convenient for some characterisation but it is also misleading I am not entirely comfortable but I understand why it exists.*"

This would suggest *BAME* as a descriptor in itself is a barrier as society does not recognise the various other groups are contained with these blanket terms. This

would lead to the suggestion groups of people from particular backgrounds are being overlooked and to some extent not recognised by society. This is happening to such an extent that the participants feel they have to relinquish their identity so that they may fit into society and fit the mould of what constitutes acceptable, so much so that if you do not fit into the norm, Andrew suggest *"that is a barrier as well*".

However, the participants do acknowledge there has been some steps that have been taken with regards to ensuring greater representation in society and in HE as well. Charles for instance is of the perception that Black Lives Matter (BLM) has played a significant role in working towards greater representation of minority staff in the sense that when there is:

"*a social movement and you get the politicians onboard; they have because they need voters on their side. Many of these things they come from the society itself. They push the decision makers and the politicians to become regulation and sometimes it's the other way around.*" (Charles, Society and Discrimination)

There are undertones however, of change only being initiated when those that are in power stand to gain from this and that change that is brough about is only done by politicians who stand to gain from appeasing certain groups. This would, therefore, bring into question the intentions and meaning behind these actions by individuals in power. One would, therefore, have to question the implications for society in the absence of BLM.

In addition to that James (Society and discrimination) would has described academia as:

"*It's a middle-class job for people who get PhD's and who happen to want to become academics, it has never been, nor will it ever be seen as a place for diversity. There is no affirmative action policy for that, we don't go out and recruit extensively within diverse communities, we don't do what we are supposed, and it is not visible.*"

This would bring into question as the intentions of HEI's in relationship to BLM and improving diversity and the motives for engaging in practices to improve diversity. The role HEI's in promoting discrimination is also drawn to the forefront.

9.3. Structural Inequality

Structural inequality has been identified as a contributing factor to the challenges faced by BAME academics. Participants have cited that they have to change aspects about themselves in order to fit into academia and to be accepted. Andrew in particular has suggested:

"*They expect you to fulfil the way you speak, the way you handle yourself has to fit with a certain norm and that is a barrier as well.*"

The suggestion here is that diverse academics have to change their physical attributes in order to gain admission and if diverse academics do not make these adjustments, this can become a barrier as well. Compounding this is that some of the participants feel society has afforded white British middle class academics privileges which are difficult to overcome with regards breaking and subsequently working in HE. Anna takes the perspective that this is the case because:

"*inequality is embedded in the structures of organisations and society and you can try and work as hard as you can but it is still going to be harder for you to achieve certain things and access different spaces and have your voice heard compared to the occupational ideal of the middle class white male who has been privileged by the structure for many centuries.*"

There is almost a futility with regards to working in HE but also with regards to breaking into certain aspects of academia would appear to be unattainable due to the fact that these positions have predominantly been held by academics that would fit a certain mould and therefore making it challenging to enter these spaces. Further to this, Anna feels, that being a woman exacerbates these inequalities as these inequalities would appear to be engrained into society for instance:

"*in my department we occasionally particularly as women you get asked why you are not smiling whereas if you are a man you would not get the same question*"

It would appear that there is still a divide and a discrepancy between the treatment of men and women and not taking into consideration the previous statements put forward by Andrew in which BAME academics have to change their characteristics to fit in but also taking into consideration other intersectional factors like being a woman

and/ or being from a different racial background can have a connotations for working in HE and Fred still believes:

"*that there is still institutional and structural racism in HE and it manifests itself in many ways*"

This would appear to imply the challenges that BAME academics have manifested in different ways as were previously seen and although interventions such as Athenna Swann and the Equality Act 2010 have attempted to create a more inclusive environment, discrimination has taken on many forms and is still present.

Participants have also suggested there are avenues, however, in which one can navigate discrimination and it would appear without having the appropriate networks in place it would be very difficult gain entry or progress within HE. Mary credits:

"*the networking and until I got this role I hadn't had the opportunity to network with people at a certain and I don't see how I would have had the opportunity to be where I am or where I'm going if I hadn't had these opportunities*"

Mary would suggest; the informal networks mitigate some the barriers that these structures have put in place and would afford diverse academics the opportunity to progress and circumvent the challenges of being BAME in HE.

9.4. The Influence of the Media

This next section looks at the experiences of diverse academics in relationship to the media and social media and also highlights some of the opinions these academics have with regards to the media. The participants that took part in the study have had mixed experiences with the media and social media. However, the participants do agree that the media, and social media included have had an implication on diverse academics and their experiences of working in HE. The media came across as significant as this was seen by most participants as being a double-edged sword. Some participants such as Charles below see the media as instruments that purport and increase the divide in society by spreading ideologies and sentiments that are divisive. Whilst participants have certainly discussed this, the study does show that participants also see the media as something that is changing for the better and

highlights aspects such as the BLM movement to highlight inequalities and also opportunities for improvement.

9.4.1. Social Media

Charles for instance takes a negative perception of social media. Social media for Charles is counterproductive as social media does not allow people to broaden their perspectives. Social media in this case underscores people's ideas or perceptions as they encounter people of a similar mindset. Charles suggests:

"*social media is becoming a force for evil rather than for good. You are surrounded by likeminded people, and you are bombarded by news either fake or real*."

This would suggest that not only are people surrounded by other individuals that confirm their ideas or opinions, but it becomes difficult to differentiate the real news and what is fake which can reinforce disinformation.

In more general terms BAME academics would refer to the media (and not just social media) with a hint of scepticism. There is the perception that the media in some instances uses certain stories to exacerbate the negative aspects of society. There is the perception that the media has:

"*it's positives and negatives, a negative part of that, is some parts of the media add fuel to the fire*" (Jack, social media)

The underlying sentiment here is around with regards to the media not being objective in terms of what they portray to the public and do not reflect the true nature of events that are happening in society but only serve to grab those aspects that contribute to negative feelings or outlooks on society.

However, that being said sentiment towards the media for some BAME academics is changing. The participants refer to events that have happened recently within society that shifted the way in which not only BAME people are treated within all sectors of the economy but also events like the Gender Pay Gap Reporting has forced organisations to re-evaluate representation.

Jack feels the media has highlighted the different aspects that contributed the challenges that organisations face with regards to creating representation and that

universities in particular should:

"*know what the different areas are and the university is working on those issues so I think its improved a lot over the years and I think for universities in particular it's in the media a lot*"

The participants would suggest the media has; therefore, picked up on those issues that needed to be focused on and the media has attempted to bring this to the attention of the public. Anna has a similar perception of the media as initially Anna had:

"a *lot of problems with certain sections of the media and the way they dominated for a long in terms they pushed a very middle-class white exclusionist agenda and I think that I have seen a shift in the media and how issues have been covered."*

The media therefore only covered stories that were relevant to a certain group of people without highlighting aspects of society that were pertinent to different groups of people. However, Anna does believe this is changing and the media:

"*has shone a light on an area that needs to be investigated*"

reflecting similar outlook towards the media as Jack previously has. This highlights the perception although previously the media may have only portrayed stories to reflect a certain group of people, the media is also changing to become more objective.

To conclude this section there are several different factors with regards to society and discrimination. There are some areas that are present challenges to BAME academics with regards to the definition of what an academic should be and what characteristics they should portray but also aspects such as the media play an important part with regards to society and making a change.

9.4.2 Communication of Policy and Opportunities

Another area that has come across as significant across the data is the communication of the policies and practices across HE. Participants have felt this is part of the reason as to why there may be a lack of representation within, HE but also with regards to diverse staff getting access to opportunities for promotion. This

also relates to diversity and inclusion training within the sector as participants have argued it is left to staff to find the information that is relevant to them.

"*Primarily, they are what I would call open policies, so when I say open policies in terms of, they are not directly communicated there is stuff that is basically the website*" (James, Communication).

"*the manual that you get when you come into the organisation is part of the binder that you get on diversity and inclusion and the rest of it is disseminated through mass communication so there is no one on diversity and inclusion type stuff that you interface let's say as an individual it's all on us in that respect, so pretty much mass communication approach to it*" (James, Communication).

James has articulated how there is a mass approach towards the communication between staff and the universities. This reflects the previous discussions from participants who articulate the inadequacy of the categorisation of diverse academics, but this is reflected in the policies that are put in place as there is a one size fits all approach. This refers to the practice taken to manage diverse staff. Mary concurs and argues the approach taken by the sector to communicate with all members of staff needs to be addressed as different members of staff are not being taken into consideration. Therefore, the messages that are being put across are not reaching the staff or are being lost along the way.

"*Just more flexible communication, they use a platform to communicate with people, they say this is the training, this is what you need to do, I don't think this captures everybody, I don't think this captures the cross section of staff*." (Mary, Communication).

The importance of line managers therefore comes to the forefront again as the data would suggest the messages from the university were distributed more effectively when done so through line managers as opposed to a university wide blanket approach.

"*I think that first all that this is something that is not very well communicated within the University so it's not that when I started or had my meeting with my line manager*

that she really pointed out to me what are the prospects, what I should be doing!" (Susan, Communication).

Line management in the case of BAME staff would appear to be the first port of call for staff and for diverse staff the most practical approach towards getting the information across. The data would suggest communication on policies, opportunities for progression and promotion would need to come from line managers and an effective plan would be beneficial in that respect.

"*I feel they could have done more of this and also I never had a proper discussion with my line manager to put things down and let me know you are at this stage, I believe you tick these boxes for senior lecturer if you do xyz let us try and achieve that in the next 1 or 2 years, I didn't have that and I believe that this is very important to have.*" (Susan, Communication).

The blanket approach towards communicating with staff would appear to be a focal point and one that staff are not comfortable with. Line management according to the participants would appear to be the most practical way to communicate information that needs to get across and in particular where diverse staff are no familiar with the opportunities that are available them this would be from the participants perspectives the most practical approach.

9.5. Educating Society

Participants have discussed the importance of education in terms of tackling issues around discrimination. The participants have made reference to this not only for themselves i.e. getting an education to navigate the challenges of working in HE and getting the opportunities for progression but also the wider public needs to be educated with regards to discrimination and the support they can give not only academics but also individuals who are facing discrimination. Charles is supportive education being the means to resolve the challenges that are associate with diverse individuals in society.

"*I think the best way is to educate the members and if things go wrong and supporting us if any conflict occurs from a racial or ethnographic background. I would*

say mainly education and support if things do go wrong." (Charles, Education of the public).

Fred has also discussed his approach towards capitalising on the opportunities that he has come across and has also suggested that education has allowed him to make use of the opportunities and to take advantage of them. Fred has also subtly suggested that if it were not for his education, it is more than likely he would have been disadvantaged.

"*I have made use of those opportunities where it is in terms of educating myself in the UK*" (Fred, Education of the public).

Further to this Charles has also discussed the influence the government can have in creating more opportunities for underprivileged individuals. Charles has suggested that there needs to be much more support given to future generations so that they do not encounter the challenges as the generations before them. This again is based on the need to educate people from disadvantaged backgrounds to ensure they as well have the opportunity to progress within their careers.

"*Education and equal opportunities or somehow helping the underprivileged in terms of their payment or… and they have kids to go to University so if the government can step forward and if the government can help them in terms of their finances or education to remove the barriers, I believe that would be quite helpful."* (Charles, Education of the public).

Participants have discussed an important aspect with regards to navigating the challenges of being a minority within the UK. In terms of the theme of barriers this section has discussed a number of issues that have made it more challenging for participants to progress within their careers. However, that being said, the participants have also discussed the approaches they feel would be beneficial in order to navigate these challenges but also from their experiences what they feel have been the most beneficial approaches towards tackling the challenges of working in HE.

To conclude, this section has discussed, the role of society with regards to representation within HE. This section looked at a number of different phenomena

that participants felt were important in terms of representation within society and some of aspects that had a part to play in terms of integrating within HE but also subsequently the aspects would have implications on potential opportunities and also progression. Chapter 9 will explore the findings that have been deemed to be significant but will look at these in relationship to the current theory and literature.

Chapter 10: Discussion

10.1. Introduction

The previous chapter presented the findings with regards to participants that have identified themselves minorities within the UK HE system. The chapter has picked up on the major themes that have been derived from the analysis of the data. A number of key issues have emerged from the analysis, and these relate to the challenges that BAME staff face from working in HE to the positive aspects that would enable diverse academics to navigate those complexities more effectively. The findings produced 6 themes which either related to the challenges academics faced or the approaches the participants felt would enable them to address these issues if not completely solve these challenges.

The findings were taken from a cross-section of participants that ranged from Post 1992, Russell Group and Red Brick institutions in order to gain a better understanding of what it means to identify as a minority group working in HE. The findings also made use of participants who are at different points within their career in an attempt to gain understanding whether these challenges or potential remedies are specific to individuals at different points within their career. The findings did suggest there are numerous forces that are forces that are acting individuals ranging from general societal issues to aspects that are particularly relevant only to individuals. Extracts that were deemed as significant were used to highlight or illustrate the themes but also to illustrate for the reader areas which are deemed to be particularly significant (Smith et al., 2009).

The aim of the research was to investigate the how Black Ethnic Minority Asian (BAME) staff experiences influence the actions and interventions designed by Higher Education Institutions (HEI's) to address inequality. In the previous chapter, I introduced and presented the findings as a result of the discussions that I had with BAME staff working in HE. The previous chapter also provided the supporting evidence and made reference to the participants understanding of what constituted their social reality. The articulation and presentation of the findings and supporting evidence was portrayed in the format that is prescribed by Smith et al. (2009). Whilst I do acknowledge the authors write from the perspective of the Interpretive Phenomenological Analysis (IPA), the approach is beneficial for studies that have

taken a thematic analysis of the data which this study has done. In terms of this study, I have used the Braun and Clarke (2006) model.

This chapter will then discuss these findings in relationship to the aim and objectives of the study but also with regards to contemporary discourse around BAME academics working in HE. It must also be acknowledged that the findings are derived from the context in which the data was collected but also the findings that were drawn at the end of the data analysis phase. These findings came about as a result of the philosophical and methodological position of the study. This chapter will discuss the themes that have emerged in the context of the literature and the implications this has on BAME staff and their careers in HE.

10.2. Society and Discrimination

10.2.1. Stereotypes and biases

Ishak and Hussain (2022) describe the position of public sector institutions within the UK and the current context in which they find themselves in. Ishak and Hussain (2022) suggest the Equality Act (2010) was meant to create more representation within all organisations within the UK. However, the current situation may not have turned out as the Equality (2010) may have intended. According to Ishak and Hussain (2022), BAME academics are still experiencing discrimination with regards to their careers. The findings of the research have indicated that stereotypes still have a significant impact on the careers and progression of diverse staff within public sector organisations. This has meant that careers and career roles within HE are biased and structured towards the male perception of what success entails (Knights and Richards, 2003). The argument put forward by the authors suggest that women may not advance in HE as the career trajectory of female academics advocates for unbroken paths for example women who take maternity leave. Further to this, in order to progress women are expected to participate in research assessment exercises. This effects of this are compounded when participants have multiple diverse characteristics such as being black and being female. The literature would suggest there are multiple phenomena at play which are facilitating this discrimination within HE. Previous studies have made reference to CRT and how societies have leveraged the differences between people in order to perpetuate economic and social gain. Participants have discussed being subject to certain

stereotypes based on their appearance and even accent. Ishak and Hussain (2022) go further to suggest that social constructionism has a part to play in the inequalities that are experienced today. These phenomena are that such as stereotypes are systemic, and these disparities are imprinted in institutional practices and ideologies. These work hand in hand with individual biases to maintain historically imbedded practices and comprehension of social realities. Therefore, these stereotypes hinder the types of opportunities that diverse academics have as the literature concurs with the discussion that have been had with participants in the sense that due to the preconceived perceptions institutions have with regards to BAME academics ability to teach or to engage in research may hinder their progress.

10.2.2. Structural Inequality

In terms of structural inequality Bhopal and Henderson (2021) argue this is rooted in covert racism which still permeates UK HEI's. The data has suggested that participants have experienced covert forms of racism and also micro-aggressions, which in part have contributed to BAME members not being present at meetings where decisions are made for example. However, Bhopal and Henderson (2021) do argue there are multiple forms of structural inequality, first of all there are significant differences, in the composition, of the senior leadership teams highlighting differences not only in pay of staff from different racial backgrounds but also between the genders. Further to this there are also disparities in the recruitment, promotion and pay of BAME staff and their counterparts. Not only this but numerous participants have discussed experiencing these micro-aggressions on a daily basis but out of the potential for further negative repercussions with regards to their opportunities for career progression, Bhopal and Henderson (2021) have argued diverse academics have tended to keep these concerns and experiences to themselves.

Andrews (2019) concurs with the aforementioned arguments but goes on to further suggest that HEI's are compliant in perpetuating structural inequality. Andrews (2019) would argue that during Theresa May's tenure as Home Secretary there was an increasing drive to bring down the net migration numbers, HEI's were complicit in reinforcing structural inequality to the extent that institutions were making use of the data they collected and how they collected that data to comply with national agenda.

This has also coincided with the privatisation of the UK HE sector. As previously stated by participants, academia is seen as a middle-class role, which is very difficult to get into. Therefore, Andrews (2019) would suggest particularly at research intensive universities, in order to protect their finding at the expense of their public status. Research intensive universities have alienated certain segments of the population i.e. diverse academics who would have come into these roles.

However, that is not to say that HEI's are not attempting to take positive steps in order to address these challenges. Bhopal and Pitkin (2020) have suggested that UK universities have engage in initiatives such as the Race Relations Act and Athena Swann in order to boost representation. However, if we bring back the discussions of CRT when implementing these policies. These are done from the perception that white is the norm and therefore the policies that are put in place are only to address the perceptions of racism and these policies do not address actual racism. In fact, the literature would suggest such policies may increase biases as they do not address the behaviours of the people engaged in such practices.

This is supported by the research that was carried by Janssens and Zanoni (2014) who argue, the majority of practice around DM and even to some extent the research DM has centred the individuals' cognition and conceptualisation of discrimination as opposed to addressing structural dimensions of privilege, power and disadvantage. This draws the discussion back to the points that were raised by Bev, when she discussed issues around discrimination are only exacerbated when BAME staff reach employment because issues of power and privilege need to be addressed from the grass roots level where minority students in primary and secondary education are not provided the same support structures as their majority counterparts. This was very clearly evident during the Covid-19 pandemic and even now, the attainment gap between BAME students is significantly lower than white students. This decreases the job opportunities of BAME staff and later in their opportunities for career progression. Inequality at work as a structural component attached to this because the majority will determine the value of particular competencies and skills, which feeds into wage setting and recruitment for example. This is normally decided by positions of power and downplaying the value of those

that are less privileged. Therefore, those that are deemed less privileged will at least be conceptualised as less competent.

10.2.3. Social Media

Whilst social media has been found to be significant in relationship to the study of BAME academics working in HE, as a result of the BLM movement and the killing of George Floyd. Participants have argued the media in general has, in some instances, had a negative impact on BAME staff as the media reinforces preconceived stereotypes and biases towards BAME staff. Sikka (2022) argues whilst media coverage of the social realities of BAME people in general has improved and has come a long way with regards to highlighting the correlation between structural inequality and the socio-economic challenges BAME persons face. The media is also under increased financial strain which has meant media outlets have tended to publish stories to attract attention.

Sikka (2022) goes on further to suggest that the media has used race to explain inequality as opposed to other more complex structural inequalities that have had an impact on the lives of BAME people. This, therefore, has meant that the way in which resources have been allocated in society have in part been based on the notion that the challenges that diverse staff are facing are based on race and the other complexities that affect the lives of BAME staff are given little attention. The media therefore reinforces aspects which may not be completely true and by continuing to focus on aspects that draw attention to the phenomena of race, HEI's do not resolve or attempt to tackle the underlying issues that contribute to structural inequality.

10.2.4. Tackling Discrimination

Heitner et al. (2013) put forward the arguments for how we would know the diversity initiatives have been a success in organisations. Heitner et al. (2013) suggest the challenge to ensuring greater diversity in organisations is one of the most pressing issues that organisations are facing. As we have seen from the previous chapter the challenge really begins when we are defining diversity and participants have argued they feel left out by the term BAME as participants do not feel this term encapsulates them as individuals. This takes us back to the discussion put forward by Heitner et al. (2013) in the sense that if there is ambiguity with regards to how we are defining individuals within these groups then it can become very difficult to measure the

success of these initiatives. There also needs to be some work done on what we deem as the appropriate measure of diversity practices. This takes us back to the arguments that were put forward in the literature review in the sense that do we measure diversity initiatives from a quantitative financial perspective, in that the organisations financial performance improves or do we measure diversity from the perspective of the response of employees and leaders to change, responsiveness to customer needs and the innovation challenge. The complexity however, with regards to placing individuals into the BAME categories is that is depends on how one experiences their own diversity i.e. what they identify as will mean there will be variations in the experiences and outcomes of the different groups, for example a black academic born in the UK will have different experiences versus a black academic who became a citizen.

This therefore brings to the forefront the arguments around the inadequacy of the categorisation of diverse individuals within organisations and how this does not reflect the various differences that people encompass. This also as per the previous arguments and the discussions that were had with participants, has led to diverse academics being categorised in such ways that places staff outside of the norm. Qin et al. (2014) also argue it is very difficult to conceptualise diversity and this forms part of the challenge of implementing effective diversity initiatives. Qin et al. (2014) have noted there have different attempts to conceptualise diversity i.e. diversity can be linked with certain personal attributes or with the distribution of certain attributes at the group level. Secondly, diversity has also been conceptualised as the demographic distribution of characteristics at an organisational level, for instance the work unit. Lastly, and more recently diversity has been defined as the conceptualisation of any characteristics at the individual level that lead to the perception that another person is different from self. Therefore, according to participants and the literature characterising or defining diversity in order to be truly effective should be inclusive of the various differences but should also not position the next person(s) outside of the norm.

10.2.5. Navigating the Challenges of Diversity

Having discussed the how organisations may begin to conceptualise and understand the differences and similarities between individuals and groups in the organisation. It

has become ever more important to understand the mechanisms that shape inequality (Healy, 2019). The literature does go on to suggest that is important to recognise how inequality regimes either force or encourage actors to comply with inequality regimes or be opposed to it. Therefore, in order to ensure that organisations are adopting policies that effectively encourage participation, organisations such as HEI's need to be aware of these mechanisms (Healy, 2019). This builds on the work that was further put forward by Andrews (2019) which encourages careful consideration with regards how HEI's navigation national policy for example. Acker (2006) for example who has written on issues relating to inequality regimes, race and intersectionality suggests that much of the social and economic disparity in most modern industrialised economies have been created by organisations and. In order to tackle or indeed navigate these challenges organisations need be at the forefront of tackling the challenges that diverse academics are facing.

Further to this, and drawing on the previous arguments, the oversimplification of difference can have serious consequences for creating more representation in HEI's. Therefore, Acker (2006) would argue society, organisations and institutions tend to overlook the mutually reinforcing processes of inequality. That is, organisations tend to only focus, and in some case individuals, on one aspect of discrimination such as gender, race or class. Therefore, it is important to recognise that if we look at race and as Acker (2006) would suggest pair that with ethnicity we would get multiple different social realities and therefore, this would problematise equality initiatives which tend to focus on one aspect of inequality. Therefore, to tackle these challenges, we must recognise that individuals and people (groups) encapsulate multiple identities and multiple categories and in order to be more effective with regards to navigate diversity organisations need to recognise this.

10.2.6. Race and racism

Overt and covert forms of racism according to participants are challenges BAME still face in terms of working HE. Myers (2022) discusses how covert racism within HE is still a significant factor within UK HEI's. Myers (2022) goes on further to suggest that this racism is also embedded within the structures of the institutions and therefore are also contributing to racism. The UCU (2021) would has suggested that the

number of staff on fixed term contracts has risen over the past 12 years to 12000 and there are still more Black members of staff on zero-hour contracts than any other member of the BAME categorisation. This underscores the arguments around how racism still permeates HEI's even today but in more subtle ways. Therefore, one aspect of navigating race and racism is to tackle the covert racism in a way that ensures equality and representation for all staff in the organisation. However, Myers (2022) does argue BAME have not previously associate institutional racism as a factor that would hinder their progress within organisations. This is contradictory to the data gathered with regards to this study as participants are aware of covert forms of racism albeit without naming explicitly what that racism is.

The key finding from the previous section would suggest that it is important to go back to our conceptualisation of diversity in order to develop more inclusive terminology. The current terminology used to categorise diverse staff positions these individuals outside of the norm and to some extent the evidence would suggest (UCU, 2021) this has had an impact on the opportunities and the type of opportunities that BAME staff have access to. This has implications on the structures that determine and influence control and inequality particularly within the HE sector. However, there are still the complexities surrounding national policy which would have an implication on HEI's and the policy and practices these organisations put in place.

The following section will discuss HE as a sector and some of the challenges that diverse academics have faced with regards to working in HE. There are also, positives that have been derived from the discussions that have been had with participants who have highlighted potential courses of action that may alleviate the challenges that have faced by BAME staff.

10.3. Higher Education as a Sector

10.3.1. Power

Power with regards to public sector organisations according to Wang and Seifert (2018) can be influential in creating more equality for BAME employees. In their study Wang and Seifert (2018) discuss this particularly in relationship to managers and the senior leadership team. Further in this chapter there is a section devoted to

line management and how this has been perceived in a positive with regards to creating more representation within organisations. The literature would argue managers can exercise their power in terms of creating more representation counter-acting the structures of inequality by combating discrimination, racism and bullying. Wang and Seifert (2018) do suggest however, that this needs to be done through human resource management and policy. Managers are deemed to have the power to enact such interventions to alleviate pressures such as racism, bullying and discrimination. The authors do go on further to argue, when BAME employees perceive these interventions to be taking place and managers were seen to be taking a genuine interest, even though BAME employees might have been paid less, the BAME members of staff did not feel as though they were being discriminated against.

Lee (2021) goes on further to argue how HEI's continually perpetuate the current structural inequalities and aim to maintain the status quo. Lee (2021) argues that the corporatisation of the HE sector in the UK, approaches to power have become more corporate as well, and universities are unlikely to promote individuals who they deem to be "outsiders" to senior leadership positions. Lee (2021) would argue sexuality and gender for example are not phenomena that are seen as personal to individuals. These phenomena become intertwined with the political and social discourses of power which allow the universities to maintain the status quo. Therefore, difference is used by those in/ and hold power as a means to justify the current structures of control. HEI's therefore seek out identities that conform to the norms and values of society such as heterosexuality and therefore individuals who do not fit within those confines of society are excluded and removed.

Structures therefore become a tool by which those who have access to power can use to maintain the status quo amongst individual and the senior leaders who fit the mould of what society deems as acceptable. This is a metric that is used to ensure there is conformity in society and to enable those in power to maintain control. This correlates to the discussions that took place between myself and the participants. The participants suggested those in power within HEI's exercised power and control to maintain their position within the organisation. For example, leaders who had

access to those resources would provide access on the condition the subordinate would provide something in return that would either further the career of the individual who holds the power or would enable the status quo to retain their current position. Lee (2021) suggest HEI's as a result of becoming more corporate should not borrow the approaches of leadership which affects social structure from the corporate world but, should instead develop their own practices facilitated by a context-based approach which affords individuals the opportunity to navigate the structures of power, and who may not necessarily fit within the status quo.

10.3.2. Line Managers Promoting Diversity and Inclusion

Amongst the challenges that participants discussed with regards their career progression one of the key aspects that employees felt worked well in terms of the opportunities they felt were available to them was through line managers. In most cases participants felt supported by their line managers and in some cases were even pushed to progress further within the organisation. I believe this highlights a key aspect, around the importance of having the correct support structures in place to facilitate inclusion. Downey et al. (2015) posit diversity and inclusion programmes and practices should be undertaken at an individual level in order to be effective. The literature would argue trust is an important aspect with regards to creating more representation and through social exchange theory (Downey et al., 2015) can create a climate that will allow diversity practices to permeate the organisation.

It is important therefore for organisations to have effective diversity policies in place that aim to improve representation, but it is equally important how those diversity policies, practices and opportunities are communicated to employees. Most participants felt the mass communication approach did not appeal to them as they felt lost as to which policies specifically related to them, but participants did also highlight the importance of line managers in signposting participants to opportunities and relevant policies.

Sharma and Nissar (2016) do however urge discretion with regards to the type of practices that line managers use to engage with diverse staff and the approaches line managers use to disseminate information. For example, Sharma and Nissar (2016), argue the culture of an organisation and making use of performance

appraisals can discriminate against groups of staff within the organisation. Further to this, biases within the performance appraisal procedure can have an impact on performance. The authors go on to suggest in order to implement effective diversity management practices organisations need to audit the culture within the organisation to discern the appropriate means for engaging with diverse staff. Increasing representation should therefore be seen as an opportunity and a challenge and not a hurdle.

Noone and Ogbonna (2021) do however take a different perspective and posit that lower-level management can be a challenge when aiming to increase diversity and representation within organisations. Whilst the authors argue senior leadership is more open to diversity management programmes highlighting the strategic advantages lower-level managers tend not to engage with diversity management initiatives. In terms of this study, this does not appear to be the case as the participants have highlighted the support, they have received from their line managers, and this is at all levels of the career ladder. The challenges that organisations may encounter is management buy-in. That is, how do organisations convince line managers that engaging in diversity management practices is worthwhile. One of the approaches is to focus on the business case for diversity. However, some the challenges that organisations still face with regards to the reluctance of line managers is related to technology i.e. not making appropriate use of technology to increase diversity but also not understanding the difference between diversity and equality.

Therefore, in the UK HE sector according to the data the most practical way to improve diversity and inclusion is to engage in the process with line managers who have responsibility for diverse academics. Janes and Harvey (2022) and Noone and Ogbonna (2021) argue much of the challenge in allowing agency when implementing diversity and inclusion practices is that managers act outside of what the strategy of the organisation is looking for. There needs to be more education for line managers which would enable them to manage diverse staff more effectively. BAME academics appear to engage with these policies when they come through line management. The literature would argue this is due to the trust that is developed

between line managers and staff and organisations especially HEI's can leverage this in order to implement inclusion policies.

10.3.3. Policies

The policies on diversity and inclusion also present a unique challenge for HEI's. Universities according to Scott (2020) are in danger of masking and confronting the structures the create inequalities within HE. This sentiment is echoed by participants have demonstrated a lack of faith in the policies enacted by both HEI's and national governments as they do not feel these policies realise diversity and inclusion. There is a call by the literature to adopt more tailored approaches which are specific to individual organisations. The goal here is to ensure that HEI's do not adopt off the shelf policies which will sustain the status quo (Scott, 2020 and Acker, 2006). More recent discussions around diversity and inclusion argue for a more reflexive approach towards more inclusive policies. HEI's need to recognise the factors that perpetuate inequalities are systemic and structural and as a result it would take the whole organisation to demonstrate organisations value all members equally but also to right historic inequalities.

This coincides with the discussion by participants who suggest the current policies that are in place are having the opposite effect and are serving to perpetuate inequality regimes instead of relieving them. Therefore, a new approach as described previously is required to ensure truly representative practices are put into place to ensure diversity and inclusion. Innstrand and Grødal (2021) suggest that fairness is essential when creating an environment that is conducive to diversity and inclusion and therefore when drawing up new policy and practice there needs to be equity and fairness designed into the policy and the recognition and awareness of inequality regimes to enable organisations to develop appropriate policies and practices to ensure they are inclusive of all people. Participants have suggested that HEI's including HR departments are removed from what is happening and therefore the policies that are enacted do not reflect the true essence of diversity and this why the reflexive approach is important. This would allow organisations to become aware of where and how they are perpetuating inequality regimes to be able to enact policies that do not alienate BAME staff or indeed other staff within the organisation. Policy is an important aspect just as much as line management as this can give line

management the tools that are needed to facilitate more inclusion and needs to be taken into consideration.

The research from the thesis as well as the literature highlights the challenges that are still present as a result of the policies that are in place in light of BAME staff and their promotion opportunities. Kirton and Greene (2016) as well as the participants have put forward arguments for policies in organisations to redressed to create more inclusive environments. Participants have argued the current policies particularly from HE have served to create more inequality than provided mechanisms for its improvement. The findings from the thesis would put forward the argument that there needs to be an overhaul of policy in the HE sector that should be considered in the whole employment lifecycle. HEI's need address policy from the stage of advertising, recruitment and selection, through to BAME staff leaving the organisation.

However, this needs to be done in collaboration with various stakeholders from universities such as BAME staff who have experienced discrimination to trade unions who will be able to lobby for marginalised groups. However, this brings the argument back to one of the original points of the study in that, if there are no diverse groups who are able to influence these discussions, HEI's will simply reinforce commonly held norms and the commonly held practices will continue. However, should national policy not reflect at least the willingness to change then it is questionable whether HEI's themselves will ever be truly inclusive in their practice.

To conclude this section HE as whole, according to participants, is challenging to work in for BAME staff. However, with regards to addressing the objectives of the research there have been a number of insights into how BAME staff can navigate the challenges associated with working in HE and these go beyond looking at the physical makeup of BAME employees in an organisation to focusing on the structures that perpetuate inequalities. In addition to this line managers can also be influential in creating more opportunities by guiding and communicating opportunities for progression to BAME staff but also the policies that are put into place by HR need to be addressed and targeted towards diverse employees in order to be effective.

10.4. Perception of Self

10.4.1. Identity

This next section will discuss participants perceptions of themselves in relationship to colleagues has also been seen as important by participants. There is a comparison between the participants and their colleagues and counterparts in an attempt to model themselves against other people. This is significant as participants have discussed as there are few or no role models to look up to BAME academics at all levels model themselves on what they feel is the ideal academic who they feel does not come from a BAME background. Further to this, a recurring theme is the dissatisfaction of the BAME terminology and how the participants do not identify with the terminology.

In terms of identity Johnson (2017) argues identity is an aspect that is constantly changing, and that identity is created and is constantly changing against the socio-political context of any given point in time. The authors and participants argue that diverse employees' identities are constantly being negotiated given the climate of the time. Therefore, identity for BAME employees is based on the intersection between race, ethnicity and gender etc. The challenge with the categorisation of BAME employees, and based on the discussions, participants feel as though this implies there is an ingroup and an outgroup and also that it is us (BAME academics) versus them (the institution). This, therefore, has shifted the perceptions of what opportunities are available to BAME staff given this socially constructed "otherness".

In their 2022 paper Kele et al. discuss the pitfalls in relationship to being from a BAME background and working in customer front facing role. Whilst this may not have direct comparisons to HE there are lessons that can be drawn from the arguments Kele et al. (2022) put forward. HEI's are becoming more corporate and Kele and colleagues (2022) also make reference to Ackers (2006) inequality regimes. In terms of career progression Kele et al. (2022) discuss what they refer to as "embodied capacities and attributes". This is defined as those employees that fit within a certain aesthetic will have the opportunity for promotion or career progression. This borrows from social identity theory in which only individuals who conform to a specific appear will have opportunities in their chosen career paths. This is significant as participants at both vice chancellor level and early career

academics have discussed having to change their appearance to fit in or having to model themselves as what society perceives to be the appropriate “person” for the role. Participants have felt they would have either not been employed in the role or would not have had access to opportunities had they not conformed to acceptable identities.

Boulton in his 2016 paper refers to an interesting phenomenon known as code switching which refers to BAME employees going much further than just altering their appearance to modifying the volume, rhythm, tone and vocabulary to better accommodate their listeners or to conform to the role and power hierarchies of different social interactions. In terms of my findings, I have found evidence of this phenomena in a number of different contexts. Firstly, participants have discussed having to change or modify their accents when teaching out of fear of negative feedback from students but secondly participants have discussed in order to disassociate themselves with negative stereotypes that of their ethnic identities and therefore participants have described having taken on a more Eurocentric look in order fit in and be accepted. Malleson (2018) would also argue the inadequacy of the laws within the UK. Malleson (2018) argues the laws do not reflect the changing political, social and contextual factors that have an implication on BAME opportunities both in employment and progression. This again correlates to Ackers (2006) arguments on addressing the structures that create and perpetuate inequalities. This therefore has implications on how participants identify, and particularly should they have intersectional characteristics participants may feel it is necessary for them to change or modify their appearance or character in order to disassociate themselves with the negative stereotypes that are associated with which characteristic they identify with. Malleson (2018) does not feel legislation is doing enough to recognise intersectional characteristics and this is also working through organisations and is being exacerbated by the structures of inequality.

There would appear to be a divide between BAME staff and their counterparts. BAME academics have discussed having to alter or modify their appearance and communication in order to fit in with what is deemed as acceptable by colleagues. The arguments go back to the discussions of the classification and categorisation of

BAME academics and how this leads to the perceptions of the ingroup and outgroup. This has led participants to change their identities in order to fit in or be accepted and in some cases particularly as they work in HE which some of the participants perceive to be a middle class role. Participants have also felt the need to construct identities of themselves in relationship to their counterparts that work in HE as a means of becoming more employable but also to negate the negative stereotypes that are associated with being identified with a particular group of people.

10.4.2. Ambition

This next section will discuss the importance of ambition with regards to the participants. Ambition is still deemed an important phenomenon as participants have a keen interest in advancing their career. Despite the challenges faced by BAME staff to further their progression, the participants discussed having ambition to further their careers in from a research perspective or they themselves to progress further within their respective institutions (to become line managers). This section will also aim to challenge the literature in relationship to progression and the discussions that I have had with participants.

Arday (2021) discusses the challenges with HE in UK and argues professorship is increasingly challenging for BAME staff within the UK. Whilst Arday (2021) looks at this in relationship to black women whom he argued at the time of writing there were only 27 at professorial level this highlights the challenges that BAME staff can face when aiming to move up the career ladder. The literature would further suggest it can be more challenging for BAME staff to progress up the career ladder because BAME staff are employed on fixed term or hourly paid contracts in comparison to their white counterparts. This can have implications for on their ambition as these employees may not have access to the same benefits which may therefore limit their opportunities for progression. However, Arday (2021) posits there are however remedies to ensure a more equitable environment for BAME staff. These constitute targeted interventions such as peer-mentoring to guide staff through their career, but this needs to take place in conjunction with more comprehensive and funded approaches, but these need to be done in collaboration with BAME staff to ensure they are appropriate and also to allow for the appropriate agency of BAME staff.

A recurring topic that has emerged from the data which appears when participants are discussing working in HE and also in terms of these participants moving up on the career ladder is that even when looking for opportunities for progression, that this is an “old boys club”. Mahoney and Weiner (2019) argue the aforementioned phenomena relates to institutional racism which are still being perpetuated within the organisations. This culture of exclusion is perpetuated by cultural or social customs which is now endemic within organisations. This has the effect of ultimately defines who counts as “we” and this then determines who gets seen by those in “power” and those who are in a position to distribute material advantage. Participants have felt this particularly true on course such as MBA’s where the directors or leaders of these programs are from a particular demographic background and BAME lecturers have felt excluded. Contributing to these factors are, discussions of intersectionality come into effect highlighting this group of individuals into the in-group and out group is not just done from one aspect such as racism for example. The literature often refers to a death by 1000 cuts as it is little microaggressions with regards to the intersecting differences BAME staff carry that contribute to these participants having little access to career progression opportunities or feeling they are unable to do the role due to being questioned about their competencies (Mahoney and Weiner, 2019).

10.4.3. Glass Cliff Roles

Another important aspect to take into consideration is the glass cliff role effect. Whilst the literature discusses this from the perspective of women’s experiences of becoming a manager in HE, male participants have also used this analogy to describe some of the opportunities they have taken and why they have taken them (Petersen, 2014). Participants have discussed how HE has become more competitive in recent years and some of the challenges this has brought along with it. Previous literature has attributed this the HE sector adopting a more free market economy approach and become more corporate. Participants have therefore discussed how they have to justify their roles and one participant went so far as to discuss how he took on the MBA leadership out of fear of the negative consequences on his career. Petersen (2014) argues glass cliff roles when discussed in relationship to HE and other sectors entails women who are given management roles which are deemed to fail and who will essentially acquire the

blame for the failure should this happen. However, with regards to this study, participants took on roles because they felt their employment was under pressure and also if they did not take these roles, they would not have time to focus on research. Where the literature and data concur is that even after taking these roles there is very little time to focus on either teaching or research which would be needed to progress onto the next level of their career.

In terms of a critique on the literature on glass cliff roles, majority of the research on glass cliffs roles focuses on women such as Smith (2015), Redmond et al. (2017) and Morgenroth (2020) and whilst the research has focused on women who take on these precarious roles but from the research BAME academics who are men also face these challenges. That is not to say there were no instances of the glass cliff effect from the perspective of women but from my study these phenomena also applied to men. The reason, as also discussed in the literature review, to why women are given these roles is due to the traits that women exhibit such as care and therefore are deemed to be essential when leading an organisation in turmoil. Morgenroth (2020) posits it is unlikely that these reasons would transfer over to other minority groups with regards to them taking up these leadership roles. However, the data that has been gathered for the purposes of this study has suggested otherwise and BAME staff who are also men are given these “glass cliff roles” out of fear but the evidence would suggest as a result of the sector changing. These challenges are also compounded further the dynamics of power but also the practices that permeate the HE society.

It becomes highly relevant that HEI’s take into consideration their conceptualisations of power but also what this entails of BAME staff who are employed in HE. There is also evidence to suggest BAME staff take on these roles to justify these roles, but this may have other negative consequences as BAME staff do not have the agency to engage in other activities that would afford them the opportunity to progress within HE. The next section will look at the importance of gatekeepers and the role they play in the ambition of BAME staff.

10.4.4. Gatekeepers

The literature around business and management would argue for the importance of having networks and to develop those networks in order to have a successful career. van den Brink and Benschop (2014) posit the advantages of having effective networks include access to resources, information and could even lead to increased performance. However, van den Brink and Benschop (2014) go on further to suggest there are differences in the way in which men and women make use of their networks. For example, the literature would argue men, make use of their networks for internal visibility and personal gain whereas due to family commitments women use networks for social support.

The data has suggested that gatekeepers play a significant role in the ambition and progression of BAME staff in HE. Participants have frequently discussed how in certain instances they feel access to opportunities is maintained for certain group of people. The literature may offer an explanation of this in the form of homophily. van den Brink and Benschop (2014) suggest there is another role which academics are engaged in and that is the recruitment and of candidates through formal and informal channels and therefore will recruit and even offer opportunities for progression based on the candidates they feel are similar to themselves based on a number of reasons, one of which being, it is easier to share information to similar people. It is acknowledged that this is an oversimplification of the phenomenon based on gender and similar characteristics, but it does serve to illustrate how gatekeepers can perpetuate the structures of inequality (Acker, 2006).

Vinkenberg et al. (2017) argue this is due to the bias that is prevalent within the promotion selection activities that gatekeepers are engaging with. Bias the literature would suggest is subjective and is very rarely optimal. However, the data from this research contradicts the literature in the sense that participants have found that gatekeepers have ulterior motives and distribute resources within the organisation based on the perceived opportunities for personal gain. However, Vinkenberg et al. (2017) argue that bias can also be in the form of the perceived competencies of minority versus the majority groups. There are similar arguments for engaging with gatekeepers in relationship to the importance of diversity management and the implications for organisations. Much like the arguments for line managers there are

greater calls for the development of gatekeepers and to design interventions that concentrate on meritocracy with the aim of minimising bias.

Muzanenhamo and Chowdhury (2022) also argue gatekeepers also have an effect on the type of knowledge that is created within these organisations. Muzanenhamo and Chowdhury (2022) suggest this is done by excluding knowledge creation by BAME scholars which therefore have an impact on their opportunity to progress as a result of these academics contributing to knowledge creation. Further to this, gatekeepers and elite academics then make use of the racialised experiences of BAME academics to publish in elite journals and thereby leveraging their own personal growth and status within the university. This affords the gatekeepers a double advantage as the literature would term the phenomenon thereby marginalising staff.

This is not dissimilar to the discussions that took place between myself and the participants, who highlighted gatekeepers having access to funding and only providing access to resources on the condition that these gatekeepers can leverage their personal careers.

Networks and ultimately gatekeepers are an essential aspect with regards to furthering structural inequalities. Gatekeepers can also play a significant role in the recruitment and progression of BAME staff in HE. As previously discussed, academics who are involved the recruitment process have significant influence and dispel structural inequalities. It is also clear the significance of intersectionality and whilst this study does refer to some examples. The complexities around progression in relationship intersectional characteristics are significant and permeate all aspects of HE. However, gatekeepers in this aspect should be seen as an opportunity to create more representation.

10.4.5. Concluding Remarks

The next section will take a look at the factors surrounding diverse staff in HE that have an implication on their careers and progression. These aspects have been specifically coded as barriers as the participants have felt these phenomena specifically have had negative implications on their opportunities for progression and their experiences of working in HE.

10.5. Discrimination in HE

The previous sections have tended to focus on HE as a section and in some cases touched on the impact of wider society on the challenges that BAME staff with regards to their experiences of working in HE. Ogbemudia (2021) does specifically that we need to take into consideration implications of society. Ogbemudia (2021) posits, HE needs to understand the significance between three intersecting aspects. HEI's need to take into consideration between the internal culture of the organisation, the social differences between the different employees (that is for both BAME academics and those in positions of authority) and also the wider structural and ideological processes of the UK. The data has suggested that HEI's, and there are correlations between different sections of the study, mirror or imitate the societies in which they operate in. This would suggest should the ideological structures of the country have in place structural barriers this can an impact on the opportunities for BAME staff. This also highlights the challenges that may arise from organisations that choose to take an equal opportunities approach towards improving diversity. If HEI's adopt policies that only aim to comply with legislation this could be more challenging for diverse staff as the legislation in itself could be restrictive and promote barriers.

Bhopal (2020) takes an interesting perspective the interventions that are designed by HEI's to encourage representation. Bhopal (2020) through the lens of CRT has argued the policies and practices that HEI's have put into place serve to further the divide because what is deemed as the "traditional" academic will only tolerate or accept advances in equality for BAME academics as long as they benefit more from those advances than people of colour. Bhopal (2020) goes further to argue that white women have benefitted more from interventions such as Athena Swann than women of colour. Therefore, the literature and the data both would suggest discrimination is prevalent and the interventions societies and HEI's are introducing may be serving to perpetuate inequalities rather than addressing the challenges being faced. This in part is due to a lack of representation of BAME academics on the committees that enable these policies and again could benefit from more representation. The literature does as a sector we would need to question who has developed these policies because ultimately these policies are reproducing what is considered

appropriate and therefore these will not challenge the dominant ideological structures that are in place.

10.5.1. Communication of Policies and Practices

Participants have felt that communication of policies, practices and opportunities for career progression could be improved on in HE. The data has shown staff have felt they are or may have missed out on potential areas for progression as a result of these opportunities not being communicated more effectively. As discussed previously, line managers have filled in this gap and mitigated some of the challenges associated with the means by which HEI's are communicating with staff.

The literature would argue in order for communication to be effective in promoting opportunities for diverse academics there needs to be buy in from senior leaders within the organisation. There, first of all, needs to be a willingness to recruit diverse employees but also to disseminate these opportunities through the appropriate channels. Wilson (2018) argues the most pragmatic approach for disseminating or communicating matters that may have an impact on diverse staff is through staff meetings. This further reiterates the point of the importance of line managers providing the necessary environment to disseminate information. Further to this, Wilson (2018) would also argue for more collaboration between colleagues as this allows knowledge sharing but could also provide an opportunity for BAME staff to interact with individuals with different perspectives but also allow diverse academics the opportunity to create those networks and have access to gatekeepers.

One important aspect from the literature in relationship to better communication particularly around issues pertaining to diversity is constant training. Lee et al. (2021) have suggested this is more associated with the managers in the organisation because the training would hopefully allow managers to understand the value of diversity and the fair distribution of resources. There also needs to be a responsiveness by managers with regards to listening and valuing the contributions of staff in the organisation. This behaviour should encourage employees to believe that the information that the organisation is communicating is transparent and fair.

This is because line managers in particular may not view or see the benefits that are associated with DM. The literature posits that line managers still view DM

management as an activity that is peripheral to their role and in the case of a devolved organisation, the responsibility should fall on the human resources department. This would bring in challenges in relationship to line managers not communicating policy effectively or at not managing diverse staff to their full potential. The literature as well as the data from this study suggest a possible means to overcome this is to obtain buy-in from line managers for example. Line managers need to be convinced of the business case for diversity in order to appreciate the value that BAME staff can have on organisations. However, this may need to be an approach that is adopted by the organisation in order to get line managers to value the importance of diversity. This is of quite significant importance because line managers operationally have a significant role in the implementation of diversity management but even more so in most cases as per the findings of the study line managers are the predominantly where BAME staff in HE have heard about promotion opportunities outside of their own social networks.

At the institutional level Lee et al. (2021) suggest HEI's need to engage in specific communication efforts to ensure an inclusive environment where all the employees have access to the necessary information. HEI's should therefore be accountable for the information they share; this information should be transparent and also there should be participation from different organisation representatives on matters in the organisation.

Raza and Awang (2021) do however, acknowledge there are some challenges that are associated with knowledge sharing in HEI's and these are predominantly associated with employees with holding knowledge or information for personal gain such as promotion and employees' different cultural norms may impede the knowledge sharing process. Further to this Raza and Awang (2021) also suggests employees may be less will willing to share knowledge and communicate outside of their homogenous groups. Whilst there is little evidence from the data to suggest BAME staff felt other academics were withholding information, there is evidence that diverse employees tended to seek homogeneous groups when acquiring information.

The importance of effective communication can therefore not be underestimated. The data and literature would argue this has to be a collective effort undertaken by the institution, senior leaders, and managers in order to ensure that information is shared appropriately and effectively in the organisation. Trust is an important aspect and employers, and managers need to engage in practices that encourage trust which will ultimately allow stakeholders to share knowledge more effectively and even more so for diverse members of staff.

10.5.2. Educating Society

Participants have also acknowledged the importance of educating society on the matters that relate to diversity and creating an environment that appreciates and values diversity. The data would suggest that this is not just an institutional or a sector problem but there needs to be wider discussion and wider engagement with people from all walks of life to encourage greater representation.

Shmitz et al. (2001) suggest in order to be in a position where society can participate in informed practice there needs to be an approach where learning and knowledge creation takes into consideration the various cultures and histories that exist within a society. Shmitz et al. (2021) suggest three stages of learning to ensure society is aware and has an appreciation of diversity. The first level entails learning simultaneously about the many histories and cultures of a given society to ensure individuals understand the implications of oppression and what this entails for the different people within society. The second level encourages learners to engage in a dialogue that helps people learn and discuss across the boundaries of difference. Finally, the last stage entails people learning in a multicultural environment to encourage promote an appreciation of knowledge from multicultural environments.

Banks (2011) would now question the way in which people are education. Banks (2011) would argue, due to many people in societies coming from different backgrounds and different cultural backgrounds the current approach towards educating people needs to be readdressed. Banks (2011) would argue there is a need to reform the integration of diverse individuals from as early as their formative schooling years. The literature goes on to further argue that should diverse individuals be othered in schools they tend to emphasize their ethnic identity, and

this can have further implications as further down the road could have implications on the formation of ingroups and outgroups.

The literature also argues in order to combat structural inequalities schools and classrooms need become microcosms and exemplars of democracy to allow diverse individuals to assimilate into the civic society. The data has also brought similar sentiments arguing there is a grassroots problem with regards to diversity and inclusion and this needs to be addressed from the early schooling days as participants have seen this continue into diverse students' academic and professional careers, which is evidenced in the attainment gaps.

Therefore, critical message revolves around a radical reform of how education occurs for all people within a society and not just in terms of inclusion and integration. Although this is also an important aspect but education of people on the different cultures and histories is important to ensure the different histories and cultures are appreciated and the impact this has on all people.

10.5.3. Implications for Practice

The findings provide a number of different implications for employees and HEI's. There are a number of key lessons that may contribute to alleviating the challenges that BAME staff face with regards to working in HE. This is not to say that these interventions will resolve the challenges that BAME staff face but these may go some way with regards to greater representation and participation of BAME staff in HE. Although this study did not aim to look at the financial benefits that have been associated with employing diverse staff into roles. The human resource literature does argue that performance in organisations does tend to improve when organisations employ diverse staff. This is more pertinent as this study has argued that HEI's are becoming more corporate and more competitive and therefore in order to remain more competitive HR must take different approaches with regards to maintaining their competitive advantage.

10.5.4. Education

As I will argue in the next section in order to challenged structures of power. These interventions need to have a social movement or social support behind them. As the previous sections have argued, it becomes increasingly important for society to

address how we discuss, interact and educate people with regards to the histories of different contexts.

Shmitz et al. (2001) amongst others have argued that societies need to learn about different cultures and histories simultaneously so as to create an environment of inclusivity. This has to begin at the schooling level so as to not create this “othering” of diverse people within society. The literature would also suggest that the creation of ingroups and outgroups continues to perpetuate inequality regimes and there needs to be a different approach that is taken with regards to dispelling these regimes. As Healy et al. (2011) would argue society and organisations need to address the processes that produce inequality. Therefore, the means by which people in society are educated around the cultural histories needs to be addressed so as not to create and facilitate discrimination.

10.5.5. Structures of Power

In terms of the first recommendation to be made and according to Acker (2006) HEI’s first of all need to address the structures that facilitate and perpetuate inequalities. Acker (2006) would suggest although organisations may have put in place effective interventions so long as those structures that underpin those interventions perpetuate inequality equity and representation will not be truly effective. Acker (2006) does however, acknowledge that changing regimes of inequality can be challenging because those who have access to power may not want to change, and their interests outweigh those who are diverse. This is the case even when the economic interests of those who have access to power is not threatened.

Acker (2006) does conversely suggest it needs to be an incremental process that makes little changes at a time as opposed to complete radical change. Further to this, successful efforts have a number of different factors in common. First of all, these interventions have a social movement but also there is legislative support at the foundation of the interventions. In the case of HEI’s this may entail removing barriers to gender and racial imbalances in job categories between female and male jobs of equal value, but the class inequality will still need to be addressed. This leads on to the next possible intervention which constitutes pay equity.

Therefore Healy et al. (2011) concurs with the points put forward by Acker in 2006 and argues that every institution is different and in order to address inequality HEI's need to have an awareness of the processes that produce inequality such as the promotion practices and organise these practices in a fashion that addresses those inequality regimes for example by challenging the notion that women need to fit into white masculine practices in order to be promoted.

10.5.6. The importance of Line Managers

The data has highlighted the importance of line managers in challenging structures and regimes of inequality but also the literature has suggested that this is one of the most effective approaches for improving diversity within HE. The data has suggested that opportunities for progression and the communication of these opportunities has been most successful when coming from the diverse member of staffs' line manager. The literature would argue that there is a number of reasons for this; and trust has been identified as an important factor (Downey et al., 2015). The relationship between the BAME employee and their line manager would appear to be one of those interventions that challenges structures of oppression and inequality. The data would also suggest this is true for BAME employees at all stages in their career but also for Vice Chancellors it is also having the support to implement policies and practices for that create more equity and in the organisation.

The literature would also suggest creating more targeted policies and practices is the most effective approach of creating more representation within HEI's (Sharma and Nissar, 2016) but also allows the practices and policies to be developed taking into consideration previous inequality regimes that may have influenced those policies and practices. Noone and Ogbonna (2021) suggest agency is good when implementing policies and practices that are targeted towards BAME employees as this means that line managers are somewhat not restrained by institutional structures but HEI's must also take care to ensure line managers act outside the strategy of the institutions.

However, that being said and building on the importance of the communication between line managers and BAME academics, the policies and practices that are put into place need first of all to be developed in consultation with staff and employees

from different backgrounds to ensure that there is equity and fairness (Bhopal and Pikin, 2020). This would contribute to attaining equity within HE in terms of the policies and practices that are being put into place so that when these are communicated to BAME employees they have been developed in the knowledge of the challenges diverse staff are facing. Support structures therefore are an important aspect when ensuring that the opportunities to BAME staff are appropriate and would allow staff the opportunity to progress.

Education, participation and line managers therefore become a crucial part of creating more representation in practice. The data has highlighted a variety of challenges in terms of progression but line management from the perspective of practical steps towards BAME progression would appear to stand out. The literature would also support this approach, and this would contribute to Ackers 2006 argument on making small incremental changes. That is not to diminish the importance of the other two factors but in terms of the approach diverse academics feel comfortable with the support of line managers would appear to be crucial.

10.6. Conclusion

This chapter has critiqued the literature in relationship to the data that was acquired around the experiences of BAME staff working in HE. This chapter has discussed the phenomena that has emerged from the data in an attempt the address the aim of the study but also the objectives. The data and subsequent discussion have identified challenges that participants feel are relevant with regards to challenges of working in HE. The discussion has narrowed down these challenges and complexities to three overarching areas, namely The Context, The Individual and The Team. These areas looked at the challenges from a wider society perspective, the challenges that participants felt were specific to themselves as individuals and also within their work units in which they find themselves in (respectively).

A recurring theme that emerged from the discussion which subtly permeated the data was the issue of structures of inequality (Acker, 2006) that are present it would appear in most if not the majority of policies, practices and procedures of HEI's.

The analysis has put forward arguments for the addressing these structures of inequality in order to truly address the challenges of creating representation in HEI's.

However, an important aspect is that small incremental changes to creating more opportunities for diversity and representation have been seen to be the most effective. The data would also suggest there are three main areas that need to be addressed when challenging structures of inequality. The first entails educating the public on different cultures and histories simultaneously which the literature would suggest create more feelings of inclusivity. The also needs to be a social movement behind any interventions that need to be enacted. These also should have the support of government to ensure there is sufficient traction. Lastly, line management forms an integral part of creating equality as line managers have been seen by BAME academics as the first port of call when seeking opportunities for progression. Overall, there are a number of interventions that have been discussed that the literature and data would argue would contribute to creating more diversity.

Chapter 11: Conclusion

11.1. Introduction

This chapter will serve to conclude the thesis. This chapter will also discuss my personal reflections and the process of conducting the research at a time when there were discussions around the state of diversity and inclusion in society which were sparked by a number of pivotal points. I will also touch on the challenges that I have faced whilst conducting this research.

I will include and discussion and a summary of the main findings of the research based on the aim and objectives of the research and what I have found to be significant in terms of investigating diversity from a HE perspective. In terms of a contribution to new knowledge, the research has highlighted a number of challenges such as covert racism, communication of opportunities and structures of power and how the individuals that have access to these resources and the implications on BAME staff career opportunities. I will also critique the limitations of the research design and the strategy that I have undertaken but also, I will also discuss the limitations of my research. Lastly, this chapter will also conclude by providing recommendations for future research and opportunities for further investigation of the phenomena discussed in this thesis.

The aim of the study is to understand the actions and interventions that are put in place by HEI's in order address inequality and in order to fulfil the aim the study the research had a number of objectives in aid of this. These objectives sought to understand first of all; the challenges that are faced by BAME staff with regards to their career progression. The study also sought to explore the interventions that have been put in place in order to address these challenges. The study also aimed to investigate the impact of the broader aspects of diversity with regards to BAME career advancement and lastly the study also aimed to explore these challenges with regards to staff who are employed in post 1992, Russell Group and early 1960's universities.

I have evaluated a number of approaches with regards to meeting the aim of the study and also in terms of fulfilling the objectives of the study. However, as I wanted to understand the complexities of working in HE as a BAME member of staff and

because career ambitions amongst staff may be different I settled on taking a qualitative interpretive approach to gain an understanding of the lived experiences of BAME staff working in HEI's (Gill and Johnson, 2010; Hume, 2009). I opted to collect qualitative interviews in order to meet the objectives of the study as stated previously but further to this I also aimed develop an understanding of participants conceptualisation of diversity and also to gain insight into participants understanding of working in HE as a BAME member of staff (Saunders et al., 2019) and from the perspective of participants how they feel HEI's have attempted to address these challenges. Given the ontological (objective) and epistemological (subjective) position of the study took a hermeneutic approach in order to develop themes from the research.

Therefore, as a result of the analysis, my contribution to new knowledge can be distilled down into four key areas; the first of which being society which participants have felt has contributed to creating inequalities through structures that are put in place but also how society through the BLM movement and Gender Pay discrimination have contributed to bringing to light the inequalities that exist within the world. Secondly, HE as a sector still has a long way to go with those that hold power and act as gatekeepers can serve to propagate inequalities but, in some instances, further oppression. The third contribution to knowledge is how BAME staff perceive themselves but more importantly BAME staff have identified the lack of peers who they can identify with and look up for guidance. Finally, one of the most significant findings relates to how discrimination with regards to career progression can be tackled and one of the most important aspects that has been identified as a common thread amongst participants is the importance of line managers as participants have felt having the appropriate support structures in place and having managers who are open have been proven to be influential in terms of facilitating and encouraging BAME staff to progress.

11.2. Contribution to new Knowledge

The state of representation in todays' HE sector still needs a significant amount work in order to become truly inclusive and diverse as well. Statistics from the UCU (2021) and Advance HE (2020) have both highlighted the disparity between BAME staff in terms of type of employment and casualisation, with BAME staff in both academic jobs but also administrative staff also face similar challenges when compare to their white counterparts. This data alongside the data that was collected as part of this research has highlighted the extent of the challenges that exist with regards to representation within HE, in particular for BAME staff. Whilst prominent voices have argued the UK is not racist there is no arguing the disparities that exist in educational attainment, incarceration and equity of opportunities. The UK has reinforced in groups and out groups and these phenomena is also evident from the findings of the study (Miller, 2020). The findings from this research have highlighted the causes behind the difficulties that BAME staff face with regards to their career ambitions and the obstacles BAME staff face. Structural and covert racism is a significant contributing factor towards better representation, and this is supported by the UCU (2021) which illustrates the extent BAME staff for example are employed on fixed term contracts (40% for Black men and 30% for white men). This supports the findings in relationship to the theme of Society and Discrimination in that structural inequality still exists.

The findings from the research have illustrated a number of different approaches to address or to alleviate the challenges that are prevalent within HE and the findings refer to making use of better channels and forms of communication, addressing how resources such as funding are distributed within HEI's to promote more equity. HEI's also need to leverage line managers more effectively in order to address the inequalities that exist within institutions. Representation and effective diversity management remains a policy challenge and this particularly true in the case of women. Effective diversity management is driven by the market to enhance corporate images and does not offer a solution of meritocratic individualism. The research offers a solution to tackle inequality but if managers subscribe to the meritocratic approach this will not be effective for DM (Gill and Greene, 2010).

There is also strong evidence to suggest that there is a business case for having diverse staff within an organisation. Having diverse staff allows HEI's to access new markets which previously it may not have been able to do (Bradley, 2011). Further to this, having diverse staff can contribute to HPWS with regards to giving organisations valuable and rare skills which contribute to the organisations competitive advantage. This competitive advantage can be manifested in the form of better problem solving and also better retention of staff. This is significant as both Advance HE (2020) and The UCU (2021) have highlighted the difficulties HEI's are facing in relationship to staff retention, which would contribute towards alleviating these challenges but also allowing HEI's to retain the talent they already have. There is still a significant amount of work that needs to be done in relationship to improving the state of diversity within organisations, but this research has shone a light on the approaches that can at least have an impact on addressing those challenges.

Authors such as Kirton and Greene (2016) argue the current context of diversity and diversity management has changed and public as well as private sector organisations are more receptive towards staff from minority backgrounds, the findings of this study would suggest otherwise. Kirton and Greene (2016) go on further to suggest that public sector organisations have generally been better at managing diverse staff, this thesis has highlighted the dichotomy that is still prevalent with HEI's with regards to diverse and their opportunities for career progression. The research has highlighted that there are ways in which the opportunities for diverse staff to progress can be improved if HEI's address a few key issues that would support and underpin BAME staff in progressing in their respective organisations. In particular, the role key actors and individuals as discussed before can afford a practical means for HEI's to redress inequality issues in the organisation. The value of line managers and their influence in organisations cannot be over emphasised. However, organisations can also invest in other roles that would support and encourage diversity management practices. Although not specifically mentioned in the data, roles such as diversity specialists and diversity champions who support line managers in the implementation of diversity policy and the support of line managers is essential. This would also allow organisations to "champion" diversity initiatives to ensure engagement with the process and policy.

The study also contributes to new knowledge with regards to the findings around the impact of society and structural inequality. The UK and due in part being a member of the European Union (at the time of writing) enacted changes to the legislation that contributed to policy that has led to greater representation in the public and private sector. However, taking the Equality Act into consideration, there is still a significant amount of work that needs to be done in order to address for example, the legislation needs to take into consideration intersectional characteristics of diverse employees, and this has ramifications for HEI's with regards to how these organisations develop and enact policy to address inequality issues and challenges. This is where the Trade Unions for example can play a significant role in contributing to effective policy that supports diverse academics. This provides an opportunity for the development of groups who can input and contribute to policy that aims to address inequality issues (Stringfellow, 2012). However, more importantly one aspect that has drawn attention around the development of policy to address inequality issues are the people that would develop these policies. The literature and the research that was undertaken has suggested that individuals who have experienced some form of discrimination would have more credibility amongst peers and therefore would be better suited to developing policy as these individuals would be better placed to guide and also drive diversity management policies.

These individuals working in collaboration with the Trade Unions for example would be better able to then monitor the policies that are put in place and to then address any challenges that may arise from the implementation of policy but further would then be able to develop the policy further. A critique of the current approach towards diversity management and policy do centre around the individuals and groups that are involved. If organisations are not able to get the support from all facets of the organisation it is unlikely that organisations will be able to effectively manage diversity (Holck et al., 2016). One of the challenges is that organisations are unwilling or at the very least reluctant to give diversity champions for example paid time off to engage in training and development around diversity issues which can then be used to support HEI's. There is a number of reasons for this, firstly governments not engaging with diversity issues but in the worst-case scenario even

though discrimination cases at tribunal are on the rise in organisations legislation can do little but to make organisations pay compensation.

This study also contributes to new knowledge in the sense that more needs to be done to support line managers with regards to dealing with equality and diversity challenges. It is clear from the research that issues around diversity management and inclusion are seen as by line managers as peripheral activity and is also seen as an addition to line manager workloads (Kirton and Green, 2016). However, what this study does find is that where line managers have engaged with diversity management, BAME academics have been able to progress in their careers and in some cases have been the means by which BAME staff are able to access advancement opportunities and, in some cases, hear about opportunities. This therefore provides a unique opportunity as per the previous discussion for the implementation of diversity champions who would be better able to communicate to staff and could also reduce the workload of line managers.

One of key points as well which has been highlighted by the DM management literature and has also been found to be significant from the literature is the nature of the role of being a lecturer for BAME staff. The literature around diversity management posits, organisations need to address in some cases most aspects around the employment lifecycle. Participants have found it very difficult to progress in their career due to having increased workloads which does not allow BAME staff to concentrate on activities such as research. This would afford lecturers the opportunity to progress within their careers. Therefore, HEI's need to address all aspects of the employment process from the recruitment of BAME staff to the terms and conditions of the employment contract. This would afford BAME staff the opportunity to engage with activities that would enable BAME staff to progress within their career. These activities can include opportunities to engage in research which participants have argued, they do not have the opportunity to do under the current terms of their employment contracts. This is therefore an opportunity for the Unions for example to get involved with policy makers to steer HEI's in the direction that would best support BAME staff and marginalised individuals to be able develop in a way as to be able to gain promotion within their career.

This study has also taken into consideration the lived experience of participants through the use of CRT with the aim of giving participants a voice against what is commonly held knowledge. The study aimed to provide a counter narrative to what would be constituted as taken for granted knowledge in relationship to BAME staff working in HE and the complexities surrounding their experiences.

This study took the methodological position of using the first person for a number of different reasons. First of all, to acknowledge the subjectivity of myself as the researcher and that I will be bring my own pre-understanding and experience of working in HE and being from a minoritised background (Alvesson and Sandberg, 2022). More specifically, to ensure the voices of the participants are reflected accurately and appropriately to meet the aim and objectives of the study. Further to this, as the thesis took a subjective approach, making use of the first person has meant that the objective voice of the researcher does not overpower the participants and the narratives, and the voice of the participants comes to the forefront. The data collection for the study was done during the start of the Covid-19 pandemic and therefore all the data collection was doing online through the relatively new online platform Zoom.

However, this gave myself as the researcher, the opportunity to record the interviews which would later be transcribed. This became important as Chandler et al., (2015) suggest simply transcribing the discussions with participants could mean that some meaning is lost from the data but having the recordings as means that the voice of the participants can come through effectively without having the meaning lost. Further to this, Gallagher (2020) argues that the voices of the participants are more than just conveyors of meaning but instead are a means to illustrate affective and socio-historic experiences and therefore it becomes essential when looking through the lens of CRT of as the lived experience of the participants needs to illustrated effectively and given the appropriate significance and to highlight the complexities of working in HE from a minoritised background.

In order to portray the experiences of the participants with the perspective of developing counter narratives and illuminating what the study made use of the life history approach which meant the participants could discuss the socio-historic

context and how the participants felt they came to this point in terms of their lived experience and the factors that contributed to where the participants find themselves (Sadam et al., 2019). This approach is also supplemented by the life story approach which meant once participants could articulate the complexities they face currently and what this constitutes with regards to the participants' employment within HE (Ishaq and Hussain, 2022). This was further supported by the hermeneutic approach and also the Braun and Clarke (2006) model which provides steps from moving from a point of preunderstanding to understanding whilst at the same time ensuring that the voice of the participants comes to the forefront and is not lost but instead the "truth" and reality of the participants is effectively portrayed.

11.3. Recommendations for Future Research

This thesis has looked at the experiences of BAME staff working in HE. The study investigated the challenges and complexities that employees face and the interventions that HEI's have put in place to address these issues. I believe there are aspects of the research that warrant further research.

The sample size could be expanded to a longitudinal study, but also future studies could use a larger sample of BAME participants with the aim of understanding where key issues present themselves and also to ensure there is generalisability of the findings and the results. In the case of this study, given the restraints of conducting this research the study could be expanded to include more participants. The study could also include participants who are in more senior leadership positions. Whilst it is acknowledged that there are very few BAME staff who occupy senior leadership in HE (UCU, 2021 and Miller, 2016). This study was reasonably balanced with regards the distribution participants who are at different points in their career such as early career researchers or lectures for examples, it could be beneficial to gain the perspective of the challenges that BAME staff had to face in order to get to senior positions within their respective institutions.

There could also be the opportunity to investigate different characterisations or variables. This study took into consideration BAME categorisations and added to that intersectionality. In this case do organisations and society genuinely understand factors relating to intersectionality and whether the legislation and HEI's take this into

consideration when considering discrimination. However, there is scope to take into consideration the protected characteristics for example (Equality Act, 2010) to gain an understanding the implications of the protected characteristics on the opportunities for career progression for staff who identify with those characteristics. For instance, participants discussed issues of class with regards to gaining entry to HE and also with regards to career progression and whilst this was not a focal point of the study this could be a further avenue to pursue.

The study gained an in-depth understanding of the experiences of BAME staff from a qualitative perspective however, it may also be useful to engage in a quantitative analysis of the experiences of BAME staff to ascertain causal relationships between the different variables and the implications for BAME staff working in HE. This could also be useful to understand the correlations between employee characteristics and the opportunities for career progression.

Further research into implementation of the findings of this research can be beneficial to understand if the recommendations contribute to improving the opportunities for career progression for BAME staff. This implementation of the findings could be implemented in post 1992, Russel Group and Red Brick institutions as per the objectives of the study to understand the significance of the findings in these institutions.

Further research into the experiences of administrative staff and the opportunities for progression is an area that needs be expanded upon. Whilst the study takes into consideration the experiences of administrative staff, more participants can shed more light on the experiences of BAME administrative staff working in HE and if they are experiencing the similar challenges as those faced by BAME academic staff. Also, these staff came from a Red Brick institution and further research into other HEI's could expand the scope of the study and provide greater opportunities the results to be generalisable to BAME administrative staff.

11.4. Limitations of the Research

This next will present the limitations in relationship to this study. Some of the limitations of the research have been touched on already with regards to the data

collection process and the collection of online data which was done online which has meant the non-verbal ques may have been lost.

However, Saunders et al. (2016) do present some limitations with regards to qualitative inductive research. Saunders and colleagues (2016) question who the theoretical conclusions will be applied. I also acknowledge that the findings from the study will not be generalisable to the population of academics that are working in HE but the findings will be significant to participants from a BAME background and those participants that have multiple intersecting characteristics. The research will have a significant impact for both BAME staff and HEI's in the sense that BAME staff working in HE will have an understanding of the challenges and complexities that prohibit BAME academics from progressing further in their career. In order to further expand the scope of the study wider to participants who do not fit into the BAME categorisation. This would allow the research to be more generalisable and apply to a wider population.

As per the previous discussion universities need to address access and the allocation of resources and who has the power provide that access. Participants from this study have expressed concerns around who provides funding for research projects but also what these individuals intentions behind providing access to these resources. HEI's need to re-evaluate the approach for providing support, if in the case the intentions from gatekeepers are to further their own careers and BAME staff cannot demonstrate they can do this, then participants have felt it is unlikely they will have access to these resources, which therefore would limit their opportunities for progression as they would not be able to demonstrate they are research active for example.

In terms of the broader aspects, participants have felt as there is a lack of BAME staff in senior leadership positions, participants feel they have no role models whom they can seek advice from, nor do they feel they could follow along the same trajectory. Although this is a challenge that is general to HE, HEI's need to address this gap in terms of more representation as BAME staff do not feel they can identify with any senior academics and therefore feel they would not be able to achieve the same success.

Race and racism have been found to be a contributing factor to the challenges that are faced by BAME staff. Covert racism has played a part in limiting the opportunities that BAME staff are able to take advantage of. For instance, there is still a significantly higher proportion of BAME still employed on zero-hour contracts when compared to their white counterparts. This also extends to all roles within HE as evidenced by the number of BAME staff in full time employment, but these figures are lower the higher up in the institution you go. The research points towards the terminology again as the current approach towards the categorisation of BAME staff places diverse individuals outside of the norm and therefore limits the opportunities BAME staff have access to. There needs to be a new approach towards categorising diverse staff so as to ensure minority staff have access to opportunities such as their counterparts.

In terms of what this means in practice, diverse staff who are on fixed term contracts may not be afforded the opportunity to apply for promotions such as professorship. However, there are approaches that can be taken in order to be more inclusive with regards to representation. Once the structural challenges, as per the previous discussion have been addressed, organisations can put into place targeted interventions such as peer mentoring. In order to have a significant impact, interventions such as peer mentoring and also the categorisation or reconceptualisation of the terminology needs to be done in collaboration with diverse groups to ensure that the interventions are having the appropriate impact.

Given the findings from the research, HEI's need to address their communication channels in the sense that the channels that HEI's use to advertise promotion opportunities is not benefitting BAME staff. Therefore, HEI's for example need to change their approach to focus or target BAME staff specifically in terms of how they how HEI's advertise these opportunities. Previous studies have demonstrated the positive outcomes that are associated with affirmative action (AA) and this an approach HEI's could take into consideration however being mindful of positive discrimination.

For instance, from the findings of the research HEI's need to reconsider what their perception of what success means particularly for BAME staff. An example of this is

that a woman's trajectory may differ from a male counterpart should she take maternity leave. The ideologies of HEI's also needs to be addressed and this in part is informed by society. BAME participants have discussed having change their appearance in order to fit in and this has an implication on BAME staff opportunity for progression.

National policy also has an implication on the opportunities for BAME staff. In relationship to structural inequality when national government put in policy to reduce net migration HEI's collected and made use of data which supported and perpetuated national policy.

Universities and society also need to address how institutions categorise groups and individuals. Participants have felt the BAME categorisation does not capture people that have different backgrounds but neither does this capture individuals who have multiple intersecting characteristics. Institutions that are able to categorise individuals more effectively will be able to understand the challenges that are facing BAME staff with regards to progression and therefore put in place interventions to ensure greater representation.

As a consequence of HEI's adopting a free-market approach BAME staff have felt this has had a negative impact on their job prospects and even employment in general. Diverse staff have felt they have had to justify their roles so much so that participants have had to take roles out of fear of losing their jobs. The consequence has meant that BAME staff did not have the time to focus on the activities which would give them the experience which would allow BAME staff to seek promotions. Therefore, HEI's need to address agency in terms of what work BAME staff can and want to engage in with regards to furthering their career. The previous discussion around power has a part to play and contributes to what activities BAME staff engage with and what resources are provided to staff that would afford diverse individuals the opportunity to apply for promotions.

Power within HEI's is also a significant issue that has emerged to influence BAME career progression and the interventions that are put in place by HEI's. Participants have discussed how senior leaders who have access to resources use these resources to exercise their power for example BAME will not get access to resources

unless the individuals in senior positions will also gain. Participants have discussed being refused funding for research unless individuals in senior positions stood to be included. Participants then discussed the implications of this on their careers as without access to these resources participants would not be able meet the criteria required for progression such as being able to publish or being involved in major projects. This research contributes to knowledge and to HE in sense that HEI's need to have more transparency with regards to the allocation of resources as BAME are unlikely to secure the resources that would enable BAME staff to progress. However, BAME staff and participants have discussed agreeing to the conditions put forward by senior members out of fear of not being able to progress.

One of the most important, if not the most significant, contribution of the research which the participants have also highlighted is the importance of line managers. The trust that is built up between line managers and diverse staff has been shown to be the difference between staff not being included in activities that engage BAME staff but also activities that can provide a positive contribution to staff being able to evidence these activities when seeking promotions. Communication of opportunities for progression are better received from BAME staff. Another aspect which is important for more inclusion relates to the policies and practices that are put in place. When HEI's are developing these interventions with regards to inclusion. These should be done in consultation with line managers and also BAME staff. This would ensure that the policies that are developed are done so with the target audience in mind. That would also enable managers to be able disseminate the policies and this shown to be effective when communication opportunities for progression.

Another aspect that is significant in terms of BAME career progression is communication. This is in relationship to the policies and practices that are put in place in HEI's but also opportunities that are available for BAME staff. The literature and the data that was collected highlights the importance of the appropriate channels of communication with regards to the opportunities that are available for BAME staff. It has been found that the most significant approach towards disseminating information about opportunities that are available is through line managers. Another aspect that needs to be addressed in relationship to addressing the career

opportunities for BAME staff HEI's need to understand the structures that create inequality such as national government policy and how this contributes to a challenging environment for BAME staff. Although every institution is different once these institutions have understood the factors that contribute to discrimination HEI's can put interventions in place to address these challenges.

I feel one of the most important contributions to knowledge from the research which also serves to reinforce the importance of line managers is the trust that is developed between the line managers and the BAME staff that they manage. This is because the interventions that have been put in place with regards to BAME staff career progression are shown to have greater impact when coming from line managers that BAME staff trust. Leveraging line managers in terms of providing career progression opportunities needs to be done with targeted policies and practice to promote BAME career progression. However, line managers should still have the agency to tailor or concentrate these policies and interventions in such a way that will benefit individuals are their situations will be different.

I recognise the findings may only be of benefit to particular groups with the HE community. These limitations have also been addressed in the method chapter of the thesis.

As I collected and analysed 16 interviews, this could be regard as a challenge in relationship to the research being reliable and valid. Authors such as Bell et al. (2019) and Saunders et al. (2016) have argued in order to publish the research, at least 30 interviews would be acceptable with regards to ensuring there is reliability and validity in the research to be publishable, but the authors also argue the research can be deemed as acceptable when no new insights or contributions can be drawn from the data. As previously mentioned after the 12th interview, I felt there was no new insights that were emerging from the data, but I continued to collect data to confirm this. To increase the reliability of the study I could expand the quantity of responses collected from each of the institutions but further to this, the research could expand the research to include more participants who work in administration to gather their perspectives on their opportunities for progression.

This study was also conducted from the interpretivist perspective which drew from the Morgan and Smircich (1980) continuum which places my ontology in the objectivist camp and my epistemology in subjective camp. There are arguments to suggest that whilst this does allow an in-depth analysis of the phenomena, the literature would suggest studies of this nature would need to take into consideration contextual histories and socio-cultural considerations and therefore the research might be confined to a specific time period but I would argue with regards to the theory underpinning the study such as CRT it would be difficult to investigate the phenomena without taking into consideration the socio-cultural events that have led up to this point and shaped HE and society as we know it.

The study has identified themes that participants have deemed to be significant however a quantitative study making use of statistical analysis can be used to identify specifically which of the themes that have been identified have the most significance and the correlations between the phenomena and the relationships between the phenomena and to what degree the phenomena affect opportunities for BAME staff (Bryman et al., 2019).

CRT offered a different perspective in relationship to the factors within HEI's that have an implication progression opportunities for BAME staff. CRT enabled me to highlight hidden structures of inequalities that are prevalent within HEI's and CRT has highlighted the binaries that exist within HE in terms of who has access to opportunities (Ladson-Billings, 2005). CRT has argued and shaped the findings from this research in the sense that the literature on CRT has underscored the sentiments that have been put forward by participants in that those participants have argued that racism still exists albeit in a different form (Cabrera, 2018). This can be economic and this is highlighted by the aforementioned data by the UCU around economic activity of BAME staff but if power structures play a significant role and for example BAME cannot get access to resources to enable them publish this can have consequences on their promotion opportunities but Cabrera goes on to further suggest that even within the literature and even the papers that write around marginalisation tend not to cite literature from diverse scholars.

CRT has highlighted the challenges in relationship to the practices that HEI's put in place. Participants have questioned the effectiveness of policies that are put in place in order tri address inequality, for example the lack of diversity the higher up HEI's you go, but instead argues society and institutions are coercively creating inequality through tokenism in an attempt to demonstrate an inclusive society.

Bias from the point of view of myself the researcher must also be taken into consideration. I identify as being from a BAME perspective himself and this could introduce bias into the study. However, I do believe having similar experiences myself has used this to shape his research and the approach to the study but also, I was able to build a rapport with the participants. As a qualitative study I acknowledge that when collecting and analysing the data, I may influence the data and as opposed the scientific method the objectivity may be lost but I would counter this point by arguing this may lead to a richer picture being painted with regards to the study but also this may lead to a new way of understanding the world and the complexities that are associated with managing a diverse academic staff.

The choice of population and sample could also be considered, and the recruitment of participants could, also be seen as a limitation. Random sampling can be seen as an approach that would ensure generalisability and reliability of the data but also objectivity. However, in order to fulfil the objectives of the study and specifically to gain an understanding of the experiences of BAME staff the purposive sampling approach provided the study with the best opportunity to address the research question but also to meet the goals of the goals of the study and to address a gap in the literature which was discussed as part of the literature review.

This study made use of NVivo to code and analyse the data with a few benefits in terms of the study. The first was with regards to the time I saved through using NVivo. Although, there are some arguments to suggest greater immersion in the data could have been achieved through manual coding an analysis, but Richards (1999) would advocate for NVivo providing greater scope for analysis as there are a variety of ways in which the data could be analysed and therefore this would give myself as the researcher the choice to analyse the data. I decided on the best strategy for the research which would specifically allow the study to meet the

research objectives. The choice of using NVivo allowed me to develop codes which could connected with other ideas which aided in developing what would eventually become the themes of the study. This allowed me to develop new insights into the data and subsequently the findings.

11.5. Personal Reflection

My reflection will make use of Kolb's' Experiential Learning Model to illustrate the process of embarking on the PhD and the approach I have taken from the embarking on this journey to its conclusion. The opportunity to embark on doctoral studies has been a goal from the beginning of my academic career. The PhD has been a personal goal but also one that has come about out of necessity. Having grown up in Zimbabwe the economic situation has always been on a steady decline but there have been periods in the economy that have taken steep declines exacerbating the economic uncertainty of the country. There was, therefore, no opportunities to have a career in Zimbabwe and therefore the impetus to continue onto further education was always present. I must admit however, embarking on a PhD was always something I anticipated I would do in later life.

Upon arriving in UK, I had decided to undertake some part time work in order cover some of the costs of studying in the UK and being under a Tier 4 visa meant I was charged international fees. The search for employed uncovered some of the complexities and challenges that I would come to experience more and more often. The first experience I had with, what I now know as, the structures of inequality was upon trying to find employment and being told I could not be offered employment because of my immigration status or being only able to do 20 hours per week based on my immigration status. Reflecting on this experience now, I did question at the time what I felt were forces or obstacles in place that were in place that were making it more challenging to be financially stable as much as possible whilst studying. Looking back at this now this had a significant influence on the research because this served as the foundation to some of the questions I had around the challenges that people had when seeking employment.

The first aspect of the learning is its emphasis on the here and now (concrete experience) which calls for the validation of abstract concepts which were derived

from my immediate personal experience (Kolb, 1984). The catalyst which allowed me to refine my research further was when I was entering HE. I had somewhat if an idea of the personal challenges that I would face with regards to finding employment as an academic within the sector, but I did not know the extent of the complexities that surrounded gaining employment within the sector. I had anticipated again my immigration status would play a crucial role in my employment, but it was only upon conducting this research did I truly understand the extent to which there were other forces at play. I identify as mixed race and although race is an ever-present reality in Zimbabwe my initial perception was that race would not be a significant factor in the UK. It was only upon conducting research as part of PhD that I came to understand the different forces that act BAME individuals working in the sector. Kolb goes on to further suggest that individual and organisation ineffectiveness can arguably be traced to inadequate feedback practices (Kolb, 1984). This is one of the reasons I embarked on this journey observe and collect data around the challenges around BAME progression so as to learn and provide recommendations around how the current context in relationship to BAME staff can be improved. Listening to the experiences of the participants highlighted different phenomena that they perceive to be significant with regards to their career progression and participants experiences of working in HE. Having now worked in the sector for 4 years the findings of the research do resonate with myself as I have been through the experiences the participants have discussed but also I have uncovered other experiences which I have found to be shocking and although I have not personally gone through these experiences, they have served to highlight the different challenges BAME staff faces who identify with different characteristics.

In terms of the actual research process, there have been a number of challenges that have had an impact on myself and my thesis. The most significant factor was the outbreak of the COVID-19 pandemic. In hindsight there were some benefits as well that I can attribute the pandemic. The most obvious advantage was the cost aspect as I did not have to travel to meet with participants which saved both time and financial resources, however, the literature on qualitative research and conducting interviews argues for face-to-face interaction to pick up on the non-verbal ques from the interviews I was not able to do so. All of my interviews were conducted online

either on Zoom or Microsoft teams which I believe limited the rapport and relationships that could have been developed from the research.

Another aspect of the research that I found challenging was getting access to participants. At the point of collecting data for my study, I had not been working in the HE very long and had not made or developed an extensive network of colleagues. However, I have been very fortunate in the sense that my supervisors were able to leverage their networks and alongside personal contacts I was able to get access to the first participants for interview. I believe this was the turning point for the study as I was able to snowball (Saunders et al., 2019) and take a purposive sampling approach which meant I was able continue to collect interviews for the study. This was a very challenging period as I was still self-funded and had to balance work commitments with engaging with the University targets for the PhD as part of the UKVI policy. The data collection phase did also take longer than anticipated but I was able to reach theoretical saturation.

Collecting the data, I felt was quite a daunting prospect (Bryman et al., 2019). As per the previous discussion I aimed to follow the literature as a guide for how to collect interview data. In my research design, I had discussed taking a semi-structured approach and my concern was that my approach would be too rigid, and I would not collect sufficient data. The reason for this being a daunting challenge is due in part to how the data collection process will impact on the findings of the research. Also, as the data was collected remotely, there were concerns over the richness of the data, but this was quite the opposite as participants engaged very positively with the data collection process. Whilst conducting the first few interviews, I was nervous but as I got more comfortable with the process and more comfortable with collecting data online, the process became more organic, in the sense that the conversations became deeper, fluid and I was able to get participants to discuss their experiences that were not initially planned in the interview schedule. I was also concerned that I would not reach saturation but after the 12th interview, I began to see similarities in the data. In order to confirm that I had actually achieved saturation I continued collect 4 more interviews which did confirm that I had reached theoretical saturation.

Overall, the process of engaging with the thesis brought to light a number of different experiences, revelations as well as personal questions that needed answering for myself as the researcher. Having worked in both the private sector and HE has highlighted new as well as reinforced previously assumptions about the nature of coming from a minoritised group with the aim of having a career within the UK. The most striking revelation for the researcher relates to the societal challenges that are prevalent within the UK today. Consecutive governments in their aim to reduce net migration introduce policy which has the effect of creating a more challenging environment for minoritised groups. Societal norms around minoritised groups who are native to the UK are not much different with structural inequality and racism still quite prevalent and persistent in today's world. However, institutions such as HEI's can do more tackle these challenges but the fundamental issue comes back to the business case. It is clear to the researcher, unless diversity and diversity management contributes organisational performance organisations are still reluctant to engage with the process. Substantial work needs to be undertaken to address these issue and challenges and in particular from a HE perspective, there is more work that can be done to become more inclusive.

12. References

ABEL, G., & CONANT, J. (2011). Rethinking Epistemology: Volume 1. *De Gruyter*,. https://doi.org/10.1515/9783110253573

ACKER, J. (2006). Inequality Regimes Gender, Class, and Race in Organizations. *Gender & Society*, 20 (4), 441–464. https://doi.org/10.1177/0891243206289499

ACKER, J. (2012). Gendered Organizations and Intersectionality: Problems and Possibilities. *Equality, Diversity and Inclusion an International Journal*, *31* (3), 214–224. https://doi.org/10.1108/02610151211209072

ACKER, J., & SAYCE, S. (2012). Joan Acker's Review of the Contributing Papers. *Equality, Diversity and Inclusion an International Journal*, *31* (3), 208–213. https://doi.org/10.1108/0261015121120915

ADAMS, J., KHAN, H, T, A., RAESIDE, R., & WHITE, D. (2007). Research Methods for Graduate Business and Social Science Students. SAGE.

ADAMS, S. (2011). Castoriadis's Ontology Being and Creation (1st ed.). Fordham University Press.

Advance HE (2020). Equality and Higher Education: Staff Statistical Report 2020. Last Accessed 11/03/2023. Retrieved from: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/058_2020_AdvHE%20stats_report_staff_FINAL_10mb_1603451440.pdf

Advance HE (2022). Equality in Higher Education: Statistical Reports 2022. Last accessed 31/05/2023. Retrieved from: https://www.advance-he.ac.uk/news-and-views/equality-higher-education-statistical-reports-2022

AFFUL, I. (2018). The Impact of Values, Bias, Culture and Leadership on BME Under-Representation in the Police Service. *International Journal of Emergency Services*, *7* (1), 32–59. https://doi.org/10.1108/IJES-05-2017-0028

AL-AMOUDI, I., & WILLMOTT, H. (2011). Where Constructionism and Critical Realism Converge: Interrogating the Domain of Epistemological Relativism. *Organization Studies*, 32 (1), 27–46. https://doi.org/10.1177/0170840610394293

ALHAWARI, S., JARRAH, M., KARADSHEH, L., & NASER, M. (2018). The Influence of Human Resources Management Processes (HRMPs) to Achieving Sustainable Competitive Advantage. *International Journal of Knowledge and Systems Science*

(IJKSS), 9 (1), 41–58.
https://doi.org/10.4018/IJKSS.2018010103

ALLEN, M., ADOMDZA, G., & MEYER, M. (2015). Managing for Innovation: Managerial Control and Employee Level Outcomes. *Journal of Business Research*, 68 (2), 371–379.
https://doi.org/10.1016/j.jbusres.2014.06.021

ALVESSON, M., & SKÖLDBERG, K. (2009). Reflexive Methodology: New Vistas for Qualitative Research. (2nd ed.). SAGE.

ALVESSON, M., & SKOLDBERG, K. (2018). Reflexive Methodology: New Vistas for Qualitative Research. (Third edition.). SAGE.

ALVESSON, M., & WILLMOTT, H. (2003). Studying Management Critically. Sage Publications

ANDREWS, P. (2019). The Compliant Environment: Conformity, Data Processing and Increasing Inequality in UK Higher Education. *Online Information Review*, 43(6), 1063–1079.
https://doi.org/10.1108/OIR-09-2018-0284

ARCHER, M, S. (1998). Critical Realism: Essential Readings. Routledge.
https://doi.org/10.4324/9781315008592

ARDAY, J. (2021). Fighting the Tide: Understanding the Difficulties Facing Black, Asian and Minority Ethnic (BAME) Doctoral Students' pursuing a career in Academia. *Educational Philosophy and Theory*, 5 3 (10), 972–979.
https://doi.org/10.1080/00131857.2020.1777640

ARDAY, J., MILLER, P., JOSLYN, E., & CALLENDER C. (2018). Understanding Race and Educational Leadership in Higher Education: Exploring the Black and Ethnic Minority (BME) Experience. *Management in Education*, *32*(4), 192–200.
https://doi.org/10.1177/0892020618791002

ARORA, R. (2016). Role of Performance Improvement and Instructional Design in Strategic Human Resource Management*. Journal of Strategic Human Resource Management*, 5 (1).
https://doi.org/10.21863/jshrm/2016.5.1.022

ASHIKALI, T., & GROENEVELD, S. (2015). Diversity Management for All? An Empirical Analysis of Diversity Management Outcomes Across Groups. *Personnel Review*, *44*(5), 757–780.
https://doi.org/10.1108/PR-10-2014-0216

ATEWOLOGUN, D. (2018). Intersectionality Theory and Practice. Oxford University Press.
https://doi.org/10.1093/acrefore/9780190224851.013.48

BALLIET, D., WU, J., & DE DREU, C. K. W. (2014). Ingroup Favouritism in Cooperation: A Meta-Analysis. *Psychological Bulletin*, *140* (6), 1556–1581. https://doi.org/10.1037/a0037737

BANKS, J. A. (2011). Educating Citizens in Diverse Societies. *Intercultural Education (London, England),* 22 (4), 243–251. https://doi.org/10.1080/14675986.2011.617417

BARNEY, J. B., & CLARK, D. N. (2007). Resource-Based Theory: Creating and Sustaining Competitive Advantage. *Oxford University Press*

BBC (2020). George Floyd: What Happened in the Final Moments of his Life. [online]. (last accessed 25/11/2022). Retrieved from: https://www.bbc.co.uk/news/world-us-canada-52861726

BELL, E., BRYMAN, A., HARLEY, B., & BRYMAN, A. (2019). Business Research Methods. (Fifth edition.). Oxford University Press.

BHOPAL, K. (2020). For Whose Benefit? Black and Minority Ethnic Training Programmes in Higher Education Institutions in England, UK. *British Educational Research Journal*, 46 (3), 500–515. https://doi.org/10.1002/berj.3589

BHOPAL, K., & HENDERSON, H. (2021). Competing Inequalities: Gender versus Race in Higher Education Institutions in the UK. *Educational Review (Birmingham)*, *73* (2), 153–169. https://doi.org/10.1080/00131911.2019.1642305

BHOPAL, K., & PITKIN, C. (2020). “Same old Story, Just a Different Policy”: Race and Policy Making in Higher Education in the UK. *Race, Ethnicity and Education*, 23(4), 530–547. https://doi.org/10.1080/13613324.2020.1718082

BLUNDEN, A. (2012). Concepts: A Critical Approach. Brill.

BONJOUR. L. (2010). Epistemology Classic Problems and Contemporary Responses (2nd ed.). Rowman & Littlefield Publishers, Inc.

BOULTON, C. (2016). Black Identities Inside Advertising: Race Inequality, Code Switching, and Stereotype Threat. *The Howard Journal of Communications*, 27(2), 130–144. https://doi.org/10.1080/10646175.2016.1148646

BOWYER, D, M., JAMISON, A., TAYLOR, C. E., GYENGESI, E., ROSS, J., HAMMOND, H., OGBEIDE, A. E., & DUNE, T. (2022). Academic Mothers, Professional Identity and COVID-19: Feminist Reflections on Career Cycles, Progression and Practice. *Gender, Work, and Organization*, *29* (1), 309–341. https://doi.org/10.1111/gwao.12750

BOXENBAUM, E. (2006). Lost in Translation: The Making of Danish Diversity Management. *American Behavioral Scientist*, 49 (7), 939–948. https://doi.org/10.1177/0002764205285173

BRAUN, V., & CLARKE, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3 (2), 77–101. https://doi.org/10.1191/1478088706qp063oa

BRESLIN, R., PANDEY, S., & RICCUCCI, N. (2017). Intersectionality in Public Leadership Research: A Review and Future Research Agenda. *Review of Public Personnel Administration*, *37*(2), 160–182. Retrieved from: https://doi.org/10.1177/0734371x1769711

BRYSON, C. (2004). The Consequences for Women in the Academic Profession of the Widespread Use of Fixed Term Contracts. *Gender, Work, and Organization*, *11*(2), 187–206. https://doi.org/10.1111/j.1468-0432.2004.00228.x

BUNCE, R., & FIELD, P. (2017). Darcus Howe Obituary. The Guardian. [online]. Last accessed 02/06/2023. https://www.theguardian.com/world/2017/apr/03/darcus-howe-obituary

CABRERA, N, L. (2018). Where is the Racial Theory in Critical Race Theory?: A Constructive Criticism of the Crits. *Review of Higher Education*, *42* (1), 209–233. https://doi.org/10.1353/rhe.2018.0038

CALLAGHAN, C, W. (2016). Critical Theory and Contemporary Paradigm Differentiation. *Acta Commercii*, *16* (2), 59–99. https://doi.org/10.4102/ac.v16i2.421

CALLENDER, C. (2018). Needles in a Haystack: An Exploratory Study of Black Male Teachers in England. *Management in Education*, *32*(4), 167–175. https://doi.org/10.1177/0892020618791656

CANHAM, H., & MAIER, C. (2018). Women Bankers in Black and White: Exploring Raced, Classed and Gendered Coalitions. *Social Dynamics*, *44* (2), 322–340. https://doi.org/10.1080/02533952.2018.1487749

CARSTENS, J., & DE KOCK, F. (2017). Firm-level Diversity Management Competencies: Development and Initial Validation of a Measure. *The International Journal of Human Resource Management*, *28* (15), 2109–2135. https://doi.org/10.1080/09585192.2015.1128460

CASSELL, C. (2015). Conducting Research Interviews for Business and Management Students. SAGE Publications Ltd.

CASSELL, C., CUNLIFFE, A. L., & GRANDY, G. (2018). The SAGE Handbook of Qualitative Business and Management Research Methods: History and Traditions. SAGE Publications Ltd.

CASSELL, C., CUNLIFFE, A. L., & GRANDY, G. (2018). The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges. SAGE Publications Ltd

ÇELIK, S., & ÇELIK, G. (2017). Aiming to Connect: The Business Case for Diversity in Public Organizations in The Netherlands. *Public Money & Management*, *37* (7), 499–506.
https://doi.org/10.1080/09540962.2017.1372108

CHADWICK, R. (2021). Theorizing Voice: Toward Working Otherwise with Voices. *Qualitative Research: QR*, *21* (1), 76–101.
https://doi.org/10.1177/1468794120917533
CHANDLER, R., ANSTEY, E., & ROSS, H. (2015). Listening to Voices and Visualizing Data in Qualitative Research: Hypermodal Dissemination Possibilities. *SAGE Open*, *5* (2), 215824401559216-.
https://doi.org/10.1177/2158244015592166
CHEN, Y., & LI, S. X. (2009). Group Identity and Social Preferences. *The American Economic Review*, *99* (1), 431–457.
https://doi.org/10.1257/aer.99.1.431

CHO, S., CRENSHAW, K., & MCCALL, L. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis. *Signs*, *38* (4), 785–810.
https://doi.org/10.1086/669608

COLLIS, J., & HUSSEY, R. (2014). Business Research: A Practical Guide for Undergraduate & Postgraduate Students (Fourth edition.). Palgrave Macmillan.

COLQUITT, J, A., LEPINE, J, A., & WESSON, M, J. (2021). Organisational Behaviour: Improving Performance and Commitment in the Workplace. (Seventh edition). McGraw-Hill.

CRENSHAW, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, *43*(6), 1241–1299.
https://doi.org/10.2307/1229039

CUMPA, J., & TEGTMEIER, E. (2011). Ontological Categories. *Ontos Verlag*.
https://doi.org/10.1515/9783110329599

DANERMARK, B., & EKSTRÖM, M. (2019). Explaining Society: Critical Realism in the Social Sciences (2nd edition.). Routledge.

DANIEL, B-J. (2019). Teaching while Black: Racial Dynamics, Evaluations, and the role of White Females in the Canadian Academy in Carrying the Racism Torch. *Race, Ethnicity and Education*, *22* (1), 21–37.
https://doi.org/10.1080/13613324.2018.146874

DARDER, A. (2018). Decolonizing Interpretive Research: Subaltern Sensibilities and the Politics of Voice. *Qualitative Research Journal*, *18* (2), 94–104.
https://doi.org/10.1108/QRJ-D-17-00056

DENNISSEN, M., BENSCHOP, Y., & van den BRINK, M. (2020). Rethinking Diversity Management: An Intersectional Analysis of Diversity Networks. *Organization Studies*, *41*(2), 219–240. https://doi.org/10.1177/0170840618800103

DEPOY. (2016). Introduction to Research: Understanding and Applying Multiple Strategies (5th ed.). Elsevier.

DHUNPATH, R. (2000). Life History Methodology: "Narradigm" Regained. *International Journal of Qualitative Studies in Education*, *13* (5), 543–551. https://doi.org/10.1080/09518390050156459

DOHARTY, N., MADRIAGA, M., & JOSEPH-SALISBURY, R. (2021) The University went to 'Decolonise' and all they Brought Back was Lousy Diversity Double-Speak! Critical Race Counter-Stories from Faculty of Colour in 'Decolonial' Times. *Educational Philosophy and Theory*, 53 (3), 233-244. DOI: 10.1080/00131857.2020.1769601

DOWNEY, S. N., VAN DER WERFF, L., THOMAS, K. M., & PLAUT, V. C. (2015). The Role of Diversity Practices and Inclusion in Promoting Trust and Employee Engagement. *Journal of Applied Social Psychology*, *45* (1), 35–44. https://doi.org/10.1111/jasp.12273

Dreyfus, H, L., & Wrathall, M. A. (2005). *A companion to Heidegger*. Blackwell Pub

DUFF, A. (2017). Social Mobility and Fair Access to the Accountancy Profession in the UK: Evidence from Big Four and Mid-tier Firms. *Accounting, Auditing, & Accountability*, *30* (5), 1082–1110. https://doi.org/10.1108/AAAJ-10-2012-1133

EASTON, G. (2010). Critical Realism in Case study Research. *Industrial Marketing Management*, *39* (1), 118–128. https://doi.org/10.1016/j.indmarman.2008.06.004

Economic and Social Research Council (2021). Doing Research Ethically. [online]. https://esrc.ukri.org/public-engagement/social-science-for-schools/resources/doing-research-ethically/

EISENHARDT, GRAEBNER, M. E., & SONENSHEIN, S. (2016). Grand Challenges and Inductive Methods: Rigor without Rigor Mortis. *Academy of Management Journal*, *59* (4), 1113–1123. https://doi.org/10.5465/amj.2016.4004

ELDER, G, H. (1998). The Life Course as Developmental Theory. *Child Development*, *69* (1), 1–12. https://doi.org/10.1111/j.1467-8624.1998.tb06128.

ERIKSSON, P., & KOVALAINEN, A. (2015). Qualitative Methods in Business Research (2nd edition.). SAGE Publications.

ESTRADA, M., BURNETT, M., CAMPBELL, A. G., CAMPBELL, P. B., DENETCLAW, W. F., GUTIÉRREZ, C. G., HURTADO, S., JOHN, G. H., MATSUI, J., MCGEE, R., OKPODU, C. M., ROBINSON, T. J., SUMMERS, M. F., WERNER-WASHBURNE, M., & ZAVALA, M. (2016). Improving Underrepresented Minority Student Persistence in STEM. *CBE Life Sciences Education*, *15* (3), es5–. https://doi.org/10.1187/cbe.16-01-0038

EZZY, D. (2011). Qualitative Analysis Practice and Innovation. Routledge.

FAIRFIELD, P. (2011). Philosophical Hermeneutics in Relation Dialogues with Existentialism, Pragmatism, Critical Theory, and Postmodernism. *Continuum*. https://doi.org/10.5040/9781472547262

FAROOQI, A., JUTLLA, K., RAGHAVAN, R., WILSON, A., UDDIN, M. S., AKROYD, C., PATEL, N., CAMPBELL-MORRIS, P. P., & FAROOQI, A. T. (2022). Developing a Toolkit for Increasing the Participation of Black, Asian and Minority Ethnic Communities in Health and Social Care Research. *BMC Medical Research Methodology*, *22* (1), 17–17. https://doi.org/10.1186/s12874-021-01489-2

FOOK, J. & ROSS, F. (2016). It is High Time UK Higher Education Got its Act Together on Ethnic Diversity. https://www.timeshighereducation.com/blog/it-high-time-uk-higher-education-got-its-act-together-ethnic-diversity

GABBAY, D. M., HARTMANN, S., & WOODS, J. (2011). Inductive logic (1st ed.). Amsterdam, The Netherlands: Elsevier

GALLAGHER, M. (2020). Voice Audio Methods. *Qualitative Research: QR*, *20* (4), 449–464. https://doi.org/10.1177/1468794119867549

GALVIN, B, M., LANGE, D., & ASHFORTH, B. E. (2015). Narcissistic Organizational Identification: Seeing Oneself as Central to the Organization's Identity. *The Academy of Management Review*, *40*(2), 163–181. https://doi.org/10.5465/amr.2013.0103

GARCÍA JOHNSON, C., & OTTO, K. (2019). Better Together: A Model for Women and LGBTQ Equality in the Workplace. *Frontiers in Psychology*, 272 (10), 1-17. https://doi.org/10.3389/fpsyg.2019.00272

GARCÍA-CARBONELL, N., MARTÍN-ALCÁZAR, F., & SANCHEZ-GARDEY, G. (2018). Determinants of Building Consistent Human Resources Management Systems. *International Journal of Manpower*, *39* (3), 354–377. https://doi.org/10.1108/IJM-06-2016-0140

GARVEY, A., TALHOUK, R., & AJIBADE, B. (2023). Coping Techniques and Strategies for Pursuing Anti-Racism Within Academe: A Collective Autoethnographic Account from Minoritised Academics in the UK. *Equality, Diversity and Inclusion an*

International Journal.
https://doi.org/10.1108/EDI-03-2023-0090

GEORGEAC, O. A. M., & RATTAN, A. (2022). The Business Case for Diversity Backfires: Detrimental Effects of Organizations' Instrumental Diversity Rhetoric for Underrepresented Group Members' Sense of Belonging. *Journal of Personality and Social Psychology*.
https://doi.org/10.1037/pspi0000394

GIDDENS, A. (1984). The Constitution of Society Outline of the Theory of Structuration. Polity Press.

GIOIA, CORLEY, K. G., & HAMILTON, A. L. (2013). Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology. *Organizational Research Methods*, *16* (1), 15–31.
https://doi.org/10.1177/1094428112452151

GLAISTER, K., AHAMMAD, M., & JUNNI, P. (2015). Special issue of International Journal of Human Resource Management: Organizational ambidexterity and human resource practices. *The International Journal of Human Resource Management*, *26* (13), 1785–1789.
https://doi.org/10.1080/09585192.2015.1028757

Gooderham, P. N., Morley, M. J., Parry, E., & Stavrou, E. (2015). National and Firm-Level Drivers of the Devolution of HRM Decision Making to Line Managers. *Journal of International Business Studies*, *46* (6), 715–723.
https://doi.org/10.1057/jibs.2015.5

GOODSON, I. (2001). The Story of Life History: Origins of the Life History Method in Sociology. *Identity: An International Journal of Theory and Research*, *1* (2), 129-142.
https://doi.org/10.1207/S1532706XID0102_02

GORMAN, C., MERIAC, J., ROCH, S., RAY, J., & GAMBLE, J. (2017). An Exploratory Study of Current Performance Management Practices: Human Resource Executives' Perspectives. *International Journal of Selection and Assessment*, *25* (2), 193–202.
https://doi.org/10.1111/ijsa.12172

GRAY, D, E. (2021). Doing Research in the Real World (5th edition.). SAGE Publications Ltd.

GRENIER, R, S. & COLLINS, J. C. (2016). Man, Have I Got a Story for You: Facilitated Autoethnography as a Potential Research Methodology in Human Resource Development. *Human Resource Development Review*, *15* (3), 359–376.
https://doi.org/10.1177/1534484316656658

GREY, C., & WILLMOTT, H. (2005). Critical Management Studies: A reader. Oxford University Press

GROFF, R. (2004). Critical Realism, Post-Positivism and the Possibility of Knowledge. Routledge. https://doi.org/10.4324/9780203417270

GUO, C., BROWN, W., ASHCRAFT, R., YOSHIOKA, C., & DONG, H. (2011). Strategic Human Resources Management in Non-profit Organizations. *Review of Public Personnel Administration*, *31* (3), 248–269. https://doi.org/10.1177/0734371X11402878

GÜTH, W., PLONER, M., & REGNER, T. (2009). Determinants of In-group Bias: Is Group Affiliation Mediated by Guilt-Aversion? *Journal of Economic Psychology*, *30* (5), 814–827. https://doi.org/10.1016/j.joep.2009.07.001

HAIR, J, F., PAGE, M. J., & BRUNSVELD, N. (2020). Essentials of Business Research Methods (Fourth edition.). Routledge

HARGIS, M., & BRADLEY, D. (2011). Strategic Human Resource Management in Small and Growing Firms: Aligning Valuable Resources. *Academy of Strategic Management Journal*, *10* (2), 105–125. http://search.proquest.com/docview/886552476/

HÄRKÖNEN, J., & BIHAGEN, E. (2011). Occupational Attainment and Career Progression in Sweden. *European Societies*, *13* (3), 451–479. https://doi.org/10.1080/14616696.2011.56826

HARPER, S, R. (2012). Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms. *Review of Higher Education*, *36* (1), 9–29. https://doi.org/10.1353/rhe.2012.004

HARTLEP, N. D. (2009). *Critical Race Theory: An Examination of its Past, Present, and Future Implications*.

HAYES, L., HOPKINSON, C., & TAYLOR, A. G. (2016). Problematising Qualitative Research In Organisations: Three Voices, Three Subjectivities, Three Struggles. *Qualitative Research in Organizations and Management*, *11* (2), 127–146. https://doi.org/10.1108/QROM-07-2014-1234

HEALY, G. (2019). Visible and Invisible Borders in Time and Space: History, Biography and Work Borders in a Research Career. *Equality, Diversity and Inclusion: An International Journal*, *38* (6), 676–691. https://doi.org/10.1108/EDI-03-2019-0106

HEALY, G., BRADLEY, H., & FORSON, C. (2011). Intersectional Sensibilities in Analysing Inequality Regimes in Public Sector Organizations. *Gender, Work, and Organization*, *18* (5), 467–487. https://doi.org/10.1111/j.1468-0432.2011.00557.x

HEALY, G., TATLI, A., IPEK, G., ÖZTURK, M., SEIERSTAD, C., & WRIGHT, T. (2018). In the Steps of Joan Acker: A Journey in Researching Inequality Regimes and Intersectional Inequalities. *Gender, Work, and Organization*, *26* (12), 1749–1762.
https://doi.org/10.1111/gwao.12252

HEILMAN, J., & SEMENTELLI, A. (2020). Rethinking Habermas, from the Ideal to the Individual: A Practical Application of Critical Management Theory. *Administrative Theory & Praxis*, *42* (4), 430–442.
https://doi.org/10.1080/10841806.2019.1678351

HEITNER, K. L., KAHN, A. E., & SHERMAN, K. C. (2013). Building Consensus on Defining Success of Diversity Work in Organizations. *Consulting Psychology Journal*, *65*(1), 58–73.
https://doi.org/10.1037/a0032593

HENDERSON, S., HOLLAND, J., MCGRELLIS, S., SHARPE, S., & THOMSON, R. (2012). Storying Qualitative Longitudinal Research: Sequence, Voice And Motif. *Qualitative Research: QR*, *12* (1), 16–34.
https://doi.org/10.1177/1468794111426232

HENNINK, M, M., KAISER, B. N., & MARCONI, V. C. (2017). Code Saturation Versus Meaning Saturation: How Many Interviews Are Enough? *Qualitative Health Research*, *27* (4), 591–608.
https://doi.org/10.1177/1049732316665344

Hirsch, E, D, Jnr. (1972). Three Dimensions of Hermeneutics. *New Literary History*, *3* (2), 245–261.
https://doi.org/10.2307/468314

HODGKINSON, P., & STARKEY, K. (2012). Extending the Foundations and Reach of Design Science: Further Reflections on the Role of Critical Realism. *British Journal of Management*, *23* (4), 605–610.
https://doi.org/10.1111/1467-8551.12001

HOGGETT, G. (2006). Conflict, Ambivalence, and the Contested Purpose of Public Organizations: Power and Politics in Organizations. *Human Relations (New York)*, *59* (2), 175–194.

HOLCK, L., MUHR, S., & VILLESÈCHE, F. (2016). Identity, Diversity and Diversity Management. Equality, Diversity and Inclusion: An International Journal, 35 (1), 48–64.
https://doi.org/10.1108/EDI-08-2014-0061

HOWARTH, C., & ANDREOULI, E (2016). “Nobody Wants to Be an Outsider”: From Diversity Management to Diversity Engagement. *Political Psychology*, *37* (3), 327–340.
https://doi.org/10.1111/pops.12276

HUME. (2009). A Treatise of Human Nature Being an Attempt to Introduce the Experimental Method of Reasoning into Moral Subjects. The Floating Press.

HUSBAND, G. (2020). Ethical Data Collection and Recognizing the Impact of Semi-Structured Interviews on Research Respondents. *Education Sciences*, *10* (8), 206–218.
https://doi.org/10.3390/educsci10080206

INNSTRAND, S. T., & GRØDAL, K. (2021). Antecedents and Consequences of Perceived Inclusion in Academia. *International Journal of Environmental Research and Public Health*, *19*(1), 431–450.
https://doi.org/10.3390/ijerph19010431

IPHOFEN, R., & TOLICH, M. (2018). The SAGE Handbook of Qualitative Research Ethics. SAGE Publications Ltd.

ISHAQ, M., & HUSSAIN, A. M. (2022). BAME Employees' Work Experience in The UK Public Sector: An Empirical Study of Academic and Research Libraries. *The International Journal of Public Sector Management*, *35* (3), 334–348.
https://doi.org/10.1108/IJPSM-03-2021-0069

ISHAQ, M., & HUSSAIN, A. M. (2022). BAME Employees' Work Experience in the UK Public Sector: An Empirical Study of Academic and Research Libraries. *The International Journal of Public Sector Management*, *35* (3), 334–348.
https://doi.org/10.1108/IJPSM-03-2021-0069

ISSLER, S. & NIXON, D. (2007). Life History Methodologies: An Investigation into Work-Based Learning Experiences of Community Education Workers. *Research in Post-Compulsory Education*, *12* (3), 391–407.
https://doi.org/10.1080/13596740701559860

JACOB, M. & KLEIN, M. (2019). Social Origin, Field of Study and Graduates' Career Progression: Does Social Inequality Vary Across Fields? *The British Journal of Sociology*, *70* (5), 1850–1873.
https://doi.org/10.1111/1468-4446.12696

JACQUETTE. D (2014). *Ontology*. Routledge.
https://doi.org/10.4324/9781315710655

JAMES, M, C., WILLIAMS, J. A., DÍAZ BELTRÁN, A. C., VÁSQUEZ NESHYBA, M., OGLETREE, Q., & YOUNG, J. (2021). The Equity Paradox Typology: An Application of Critical Race Methodology to Redress Racial Harm Against Faculty of Color. *Qualitative Inquiry*, *27* (10), 1221–1232.
https://doi.org/10.1177/10778004211021804

JANES, F., & HARVEY, R. H. (2022). The Case for Diversity, Equality and Inclusion. *Journal of Financial Compliance*, *5* (3), 218–227.

JANIS, S. (2012). Am I Enough? A Multi-Race Teacher's Experience In-Between Contested Race, Gender, Class, and Power. *Journal of Curriculum Theorizing*, *28* (3), 128–141

Janssens, M., & Zanoni, P. (2014). Alternative Diversity Management: Organizational Practices Fostering Ethnic Equality at Work. *Scandinavian Journal of Management*, *30*(3), 317–331. https://doi.org/10.1016/j.scaman.2013.12.006

JAWITZ, J. (2012). Race and Assessment Practice in South Africa: Understanding Black Academic Experience. *Race, Ethnicity and Education*, *15* (4), 545–559. https://doi.org/10.1080/13613324.2011.645568

JEBB, PARRIGON, S., & WOO, S. E. (2017). Exploratory Data Analysis as a Foundation of Inductive Research. *Human Resource Management Review*, *27* (2), 265–276. https://doi.org/10.1016/j.hrmr.2016.08.003

JENKINS, S. (2015). Truthfulness as Nietzsche's Highest Virtue. *The Journal of Value Inquiry*, *50* (1), 1–19. https://doi.org/10.1007/s10790-015-9496-7

JOHNSON, & DUBERLEY, J. (2015). Inductive Praxis and Management Research: Towards a Reflexive Framework. *British Journal of Management*, *26*(4), 760–776. https://doi.org/10.1111/1467-8551.12103

JOHNSON, L. (2017). The Lives and Identities of UK Black and South Asian Head Teachers: Metaphors of Leadership. *Educational Management, Administration & Leadership*, *45* (5), 842–862. https://doi.org/10.1177/1741143217717279

JORANGER, L. (2019). An Interdisciplinary Approach to the Human mind: Subjectivity, Science and Experiences in Change. Routledge

JOSE CHIAPPETTA JABBOUR, C., SEROTINI GORDONO, F., HENRIQUE CALDEIRA DE OLIVEIRA, J., CARLOS MARTINEZ, J., & APARECIDA GOMES BATTISTELLE, R. (2011). Diversity Management. *Equality, Diversity and Inclusion: An International Journal*, *30*(1), 58–74. https://doi.org/10.1108/02610151111110072

KALRA, A, P., & ESMAIL, A. (2009). Developing Leadership Interventions for Black and Minority Ethnic Staff. *Journal of Health Organization and Management*, *23* (1), 103–118. https://doi.org/10.1108/14777260910942588

KAMASAK, R., OZBILGIN, M., BAYKUT, S., & YAVUZ, M. (2019). Moving from Intersectional Hostility to Intersectional Solidarity: Insights from LGBTQ Individuals in Turkey. *Journal of Organizational Change Management*, *33* (3), 456–476. https://doi.org/10.1108/JOCM-11-2018-0328

KANDOLA, R., & FULLERTON, J. (1998). Diversity in Action: Managing the Mosaic (2nd ed.). Institute of Personnel and Development.

KAUFMAN, B. (2015). The RBV Theory Foundation of Strategic HRM: Critical Flaws, Problems for Research and Practice, and an Alternative Economics Paradigm. *Human Resource Management Journal*, *25* (4), 516–540. https://doi.org/10.1111/1748-8583.12085

KAUFMANN, W., & NIETZSCHE, F. W. (1976). The Portable Nietzsche. Penguin

KELE, J. E., CASSELL, C., FORD, J., & WATSON, K. (2022). Intersectional Identities and Career Progression in Retail: The Experiences of Minority-Ethnic Women. *Gender, Work, and Organization*, *29* (4), 1178–1198. https://doi.org/10.1111/gwao.12830

KELLY, L., & SANKARANARAYANAN, S. (2023). Differential Attainment: How can we Close the Gap in Paediatrics? *Archives of Disease in Childhood. Education and Practice Edition*, *108*(1), 54–57. https://doi.org/10.1136/archdischild-2020-321066

KERSTEN, A. (2000). Diversity Management: Dialogue, Dialectics and Diversion. *Journal of Organizational Change Management*, *13* (3), 235–248. https://doi.org/10.1108/09534810010330887

KETOKIVI, M., & MANTERE, S. (2010). Two Strategies for Inductive Reasoning in Organizational Research. *The Academy of Management Review*, *35* (2), 315–333. https://doi.org/10.5465/AMR.2010.48463336

Kirton, G., & Greene, A. M. (2016). The Dynamics of Managing Diversity: A Critical Approach (Fourth edition.). Routledge.

KIRTON, G., & GREENE, A.-M. (2010). What Does Diversity Management Mean for the Gender Equality Project in the United Kingdom? Views and Experiences of Organizational "Actors." *Canadian Journal of Administrative Sciences*, *27* (3), 249–262. https://doi.org/10.1002/cjas.168

KIRTON, G., and GREENE, A. (2016). The Dynamics of Managing Diversity: A Critical Approach (Fourth edition.). Abingdon: Routledge.

KLIKAUER, T. (2015). Critical Management Studies and Critical Theory: A Review. *Capital & Class*, *39* (2), 197–220. https://doi.org/10.1177/0309816815581773

KNIES, E., BOSELIE, P., GOULD-WILLIAMS, J., & VANDENABEELE, W. (2017). Strategic Human Resource Management and Public Sector Performance: Context Matters. *International Journal of Human Resource Management*, 1–13. https://doi.org/10.1080/09585192.2017.1407088

KNIGHTS, D., & OMANOVIĆ, V. (2016). (Mis)Managing Diversity: Exploring the Dangers of Diversity Management Orthodoxy. *Equality, Diversity and Inclusion an International Journal*, *35*(1), 5–16. https://doi.org/10.1108/edi-03-2014-002

KNIGHTS, D., & RICHARDS, W. (2003). Sex Discrimination in UK Academia. *Gender, Work, and Organization*, *10* (2), 213–238. https://doi.org/10.1111/1468-0432.t01-1-00012

KOLB, D, A. (2014). Experiential Learning Experience as the Source of Learning and Development (Second edition.). Pearson Education Inc.

KÖLLEN, T. (2021). Diversity Management: A Critical Review and Agenda for the Future. *Journal of Management Inquiry*, *30*(3), 259–272. https://doi.org/10.1177/1056492619868025

KONSTANTINOVSKIY, D, L. (2012). Social Inequality and Access to Higher Education in Russia. *European Journal of Education*, *47* (1), 9–24. https://doi.org/10.1111/j.1465-3435.2011.01504.x

LADSON-BILLINGS, G. (1998). Just What is Critical Race Theory and What's it Doing in a Nice Field like Education? *International Journal of Qualitative Studies in Education*, *11* (1), 7–24. https://doi.org/10.1080/095183998236863

LADSON-BILLINGS, G. (2005). The Evolving Role of Critical Race Theory in Educational Scholarship. *Race, Ethnicity and Education*, *8* (1), 115–119. https://doi.org/10.1080/1361332052000341024

LADSON-BILLINGS, G., & TATE, W, F. (1995). Toward a Critical Race Theory of Education. Teachers College Record, 97, 47-68.

LANDY, J. (2002). Nietzsche, Proust, and Will-To-Ignorance. *Philosophy and Literature*, *26* (1), 1–23. https://doi.org/10.1353/phl.2002.0015

LEE, C. (2021). Promoting Diversity in University Leadership: The Argument for LGBTQ+ Specific Leadership Programmes in Higher Education. *Perspectives: Policy and Practice in Higher Education*, *25* (3), 91–99. https://doi.org/10.1080/13603108.2021.1877205

LEE, Y., TAO, W., LI, J.-Y. Q., & SUN, R. (2021). Enhancing Employees' Knowledge Sharing Through Diversity-Oriented Leadership and Strategic Internal Communication During the COVID-19 Outbreak. *Journal of Knowledge Management*, *25* (6), 1526–1549. https://doi.org/10.1108/JKM-06-2020-0483

LEFEVER, S., DAL, M., & MATTHIASDOTTIR, A. (2007). Online Data Collection in Academic Research: Advantages and Limitations. *British Journal of Educational*

Technology, 38 (4), 574–582. https://doi.org/10.1111/j.1467-8535.2006.00638.

LING, C. X., & YANG, Q. (2012). *Crafting your Research Future a Guide to Successful Master's and Ph.D. Degrees in Science & Engineering*. https://doi.org/10.2200/S00412ED1V01Y201203ENG018

LORINO, P., TRICARD, B., & CLOT, Y. (2011). Research Methods for Non-Representational Approaches to Organizational Complexity: The Dialogical Mediated Inquiry. *Organization Studies*, *32* (6), 769–801. https://doi.org/10.1177/0170840611410807

LOVEDAY, V. (2018). Luck, Chance, and Happenstance? Perceptions of Success and Failure Amongst Fixed-Term Academic Staff in UK Higher Education. *The British Journal of Sociology*, *69* (3), 758–775. https://doi.org/10.1111/1468-4446.12307

LÜCKE, G., ENGSTRAND, Å., & ZANDER, L. (2018). Desilencing Complexities: Addressing Categorization in Cross-Cultural Management with Intersectionality and Relationality. *International Studies of Management & Organization: Fringe Voices in Cross-Cultural Management Research: Silenced and Neglected?*, *48* (3), 294–313. https://doi.org/10.1080/00208825.2018.1480872

MABILLE, M. L., & STEENKAMP, Y. (2021). Does Meaning Matter? Nietzsche, Jung and Implications for Global Leadership. *Hervormde Teologiese Studies*, *77*(3), e1–e9. https://doi.org/10.4102/hts.v77i3.6284

MAHONY, P., & WEINER, G. (2020). "Getting in, Getting on, Getting out": Black, Asian and Minority Ethnic staff in UK higher education. *Race, Ethnicity and Education*, *23* (6), 841–857. https://doi.org/10.1080/13613324.2019.1679761

MALLESON, K. (2018). Equality Law and the Protected Characteristics. *Modern Law Review*, *81* (4), 598–621. https://doi.org/10.1111/1468-2230.12353

MANZONI, A., HÄRKÖNEN, J., & MAYER, K. U. (2014). Moving On? A Growth-Curve Analysis of Occupational Attainment and Career Progression Patterns in West Germany. *Social Forces*, *92* (4), 1285–1312. https://doi.org/10.1093/sf/sou002

MASON, J. (2017). Qualitative Researching (3rd edition.). SAGE Publications.

MENSAH. (2019). Finding Voice and Passion: Critical Race Theory Methodology in Science Teacher Education. *American Educational Research Journal*, *56* (4), 1412–1456. https://doi.org/10.3102/0002831218818093

METZ, D., ILIES, L., & HÖRMANN, B, O. (2018). The Impact of Human Resources Management System Effectiveness on Performance. *Annals of the University of Oradea: Economic Science*, *28* (1), 471–478. https://doaj.org/article/a1604ea6ff1a48ec9f2cbf064782282b

MILLER, P, W. (2020). “Tackling” Race Inequality in School Leadership: Positive Actions in BAME Teacher Progression – Evidence from Three English Schools. *Educational Management, Administration & Leadership*, *48* (6), 986–1006. https://doi.org/10.1177/1741143219873098

MILLER, P. (2016). “White sanction”, Institutional, Group and Individual Interaction in the Promotion and Progression of Black and Minority Ethnic Academics and Teachers in England. *Power and Education*, *8* (3), 205–221. https://doi.org/10.1177/1757743816672880

MILLER, R., LIU, K., & BALL, A, F. (2020). Critical Counter-Narrative as Transformative Methodology for Educational Equity. *Review of Research in Education*, *44* (1), 269–300. https://doi.org/10.3102/0091732X20908501

MINGERS, J. (2008). Management Knowledge and Knowledge Management: Realism and Forms of Truth. *Knowledge Management Research & Practice*, *6* (1), 62–76. https://doi.org/10.1057/palgrave.kmrp.8500161

MINGERS, J., & STANDING, C. (2017). Why Things Happen: Developing the Critical Realist View of Causal Mechanisms. *Information and Organization*, *27* (3), 171–189. https://doi.org/10.1016/j.infoandorg.2017.07.001

MORGAN, G., & SMIRCICH, L. (1980). The Case for Qualitative Research. *The Academy of Management Review*, *5* (4), 491–500. https://doi.org/10.5465/AMR.1980.428894

MORGENROTH, T., KIRBY, T. A., RYAN, M. K., & SUDKÄMPER, A. (2020). The Who, When, and Why of the Glass Cliff Phenomenon: A Meta-Analysis of Appointments to Precarious Leadership Positions. *Psychological Bulletin*, *146* (9), 797–829. https://doi.org/10.1037/bul0000234

MORRISON, E, W. (2011). Employee Voice Behavior: Integration and Directions for Future Research. *Academy of Management Annals*, 5(1). https://doi.org/10.5465/19416520.2011.574506

MUZANENHAMO, P., & CHOWDHURY, R. (2022). Leveraging from Racism: A Dual Structural Advantages Perspective. *Work, Employment and Society*, *36* (1), 167–178. https://doi.org/10.1177/09500170211061089

MYERS, M. (2022). Racism, Zero-Hours Contracts and Complicity in Higher Education. *British Journal of Sociology of Education*, *43* (4), 584–602. https://doi.org/10.1080/01425692.2022.2042192

NASH, J. (2008). Re-thinking Intersectionality. *Feminist Review*, *89* (1), 1–15. https://doi.org/10.1057/fr.2008.4

NG, E. S., & SEARS, G. J. (2018). Walking the Talk on Diversity: CEO Beliefs, Moral Values, and the Implementation of Workplace Diversity Practices. *Journal of Business Ethics*, *164* (3), 437–450. https://doi.org/10.1007/s10551-018-4051-7

NGO, H., JIANG, C., & LOI, R. (2014). Linking HRM Competency to Firm Performance: An Empirical Investigation of Chinese Firms. *Personnel Review*, *43* (6), 898–914. https://doi.org/10.1108/PR-05-2013-0086

NOON, M., & OGBONNA, E. (2021). Controlling Management to Deliver Diversity and Inclusion: Prospects and Limits. *Human Resource Management Journal*, *31* (3), 619–638. https://doi.org/10.1111/1748-8583.12332

NOVICK, G. (2008). Is There a Bias Against Telephone Interviews in Qualitative Research? *Research in Nursing & Health*, 31 (4), 391–398. https://doi.org/10.1002/nur.2025

NYBERG, A., MOLITERNO, T., HALE, D., & LEPAK, D. (2014). Resource-Based Perspectives on Unit-Level Human Capital: A Review and Integration. *Journal of Management*, *40* (1), 316–346. https://doi.org/10.1177/0149206312458703

O'GORMAN, K., & MACINTOSH, R. (2015). *Research Methods for Business & Management: A Guide to Writing your Dissertation* (Second edition.). Goodfellow Publishers Ltd.

O'LEARY, B. J., & WEATHINGTON, B. L. (2006). Beyond the Business Case for Diversity in Organizations. *Employee Responsibilities and Rights Journal*, *18* (4), 283–292. https://doi.org/10.1007/s10672-006-9024-9

O'SHEA, S. (2016). Avoiding the Manufacture of "Sameness": First-in-Family Students, Cultural Capital and the Higher Education Environment. *Higher Education*, *72* (1), 59–78. https://doi.org/10.1007/s10734-015-9938-y

OGBEMUDIA, J. (2021). Confronting Discrimination and Structural Inequalities: Professional Nigerian Women's Experiences of Negotiating the UK Labour Market. *Journal of International Women's Studies*, *22* (4), 4–24.

OKIKI, C., GIUSMIN, G., CARPENTER, J., & HUNTER, L. (2023). Choosing Midwifery − The Perceptions and Experiences of Black, Asian and Minority Ethnic Applicants to Midwifery programmes: A Mixed Methods Study. *Nurse Education in Practice*, *69*, 103626–103626. https://doi.org/10.1016/j.nepr.2023.103626

OLIVE, J. L. (2014). Reflecting on the Tensions Between Emic and Etic Perspectives in Life History Research: Lessons Learned. *Forum, Qualitative Social Research*, *15*(2).

OLSEN, J., & MARTINS, L. (2012). Understanding Organizational Diversity Management Programs: A Theoretical Framework and Directions for Future Research. *Journal of Organizational Behavior*, *33* (8), 1168–1187. https://doi.org/10.1002/job.1792

OPARA, V., SEALY, R., & RYAN, M. K. (2020). The Workplace Experiences of BAME Professional Women: Understanding Experiences at the Intersection. *Gender, Work, and Organization*, *27* (6), 1192–1213. https://doi.org/10.1111/gwao.12456

ORMEROD, R, L., (2010). Rational Inference: Deductive, Inductive and Probabilistic Thinking. *The Journal of the Operational Research Society*, *61* (8), 1207–1223. https://doi.org/10.1057/jors.2009.96

OTAYE-EBEDE, L. (2018). Employees' Perception of Diversity Management Practices: Scale Development and Validation. *European Journal of Work and Organizational Psychology*, *27* (4), 462–476. https://doi.org/10.1080/1359432x.2018.1477130

PARKER, L & LYNN, M. (2002). What's Race Got to Do with It? Critical Race Theory's Conflicts with And Connections to Qualitative Research Methodology and Epistemology: Critical Race Theory And Qualitative Research. *Qualitative Inquiry*, *8* (1), 7–22.

PATTON, L. D. (2016). Disrupting Postsecondary Prose: Toward a Critical Race Theory of Higher Education. *Urban Education*, *51* (3), 315–342.

PEATE, I. (2014). The Statistics Prove that the NHS is Still Discriminatory. *British Journal of Nursing (Mark Allen Publishing)*, *23* (9), 451–451. https://doi.org/10.12968/bjon.2014.23.9.451

PENDLETON, J. (2017). The Experiences of Black and Minority Ethnic Nurses Working in the UK. *British Journal of Nursing (Mark Allen Publishing)*, *26*(1), 37–42. https://doi.org/10.12968/bjon.2017.26.1.37

PETERSON, H. (2014). An Academic "Glass Cliff"? Exploring the Increase of Women in Swedish Higher Education Management. *Athens Journal of Education*, *1* (1), 33–44. https://doi.org/10.30958/aje.1-1-3

POSTMES, T., SPEARS, R., LEE, A. T., & NOVAK, R. J. (2005). Individuality and Social Influence in Groups: Inductive and Deductive Routes to Group Identity. *Journal of Personality and Social Psychology*, *89* (5), 747–763. https://doi.org/10.1037/0022-3514.89.5.747

PRASAD, P. (2015). Crafting Qualitative Research: Working in the Postpositivist Traditions . Routledge. https://doi.org/10.4324/9781315705385

PRATIWI, P., & AINI ZAHRA, S (2015). The Impact of Strategic Human Resources Management to Organizational Citizenship Behavior for the Environment in Manufacturing Company. *APMBA (Asia Pacific Management and Business Application)*, *4* (2), 32–47. https://doi.org/10.21776/ub.apmba.2015.004.02.

PRINGLE, J, K., HARRIS, C., RAVENSWOOD, K., GIDDINGS, L., RYAN, I., & JAEGER, S. (2017). Women's Career Progression in Law Firms: Views from the Top, Views from Below. *Gender, Work, and Organization*, *24* (4), 435–449. https://doi.org/10.1111/gwao.12180

QIN, J., MUENJOHN, N., & CHHETRI, P. (2014). A Review of Diversity Conceptualizations: Variety, Trends, and a Framework. *Human Resource Development Review*, *13* (2), 133–157. https://doi.org/10.1177/1534484313492329

QUINLAN, C., & ZIKMUND, W. G. (2015). *Business Research Methods*. Cengage Learning.

RAINERI, A. (2017). Linking Human Resources Practices with Performance: The Simultaneous Mediation of Collective Affective Commitment and Human Capital. *The International Journal of Human Resource Management*, *28* (22), 3149–3178. https://doi.org/10.1080/09585192.2016.1155163

RAZA, I., & AWANG, Z. (2021). Knowledge-Sharing Practices in Higher Educational Institutes Of Islamabad, Pakistan: An Empirical Study Based on Theory of Planned Behavior. *Journal of Applied Research in Higher Education*, *13* (2), 466–484. https://doi.org/10.1108/JARHE-03-2020-0068

REDMOND, P., GUTKE, H., GALLIGAN, L., HOWARD, A., & NEWMAN, T. (2017). Becoming A Female Leader In Higher Education: Investigations From A Regional University. *Gender and Education*, *2 9*(3), 332–351. https://doi.org/10.1080/09540253.2016.1156063

RICHARDS, L. (1999). *Using NVivo in Qualitative Research*. London; Sage Publications.

ROBERTS, J, M. (2014). Critical Realism, Dialectics, and Qualitative Research Methods. *Journal for the Theory of Social Behaviour*, *44* (1), 1–23. https://doi.org/10.1111/jtsb.12056

ROBINSON, S., & KERR, R. (2015). Reflexive Conversations: Constructing Hermeneutic Designs for Qualitative Management Research. *British Journal of Management*, *26* (4), 777–790. https://doi.org/10.1111/1467-8551.12118

RODRIGUEZ, J., HOLVINO, E., FLETCHER, J., & NKOMO, S. (2016). The Theory and Praxis of Intersectionality in Work and Organisations: Where Do We Go from Here? *Gender, Work, and Organization*, *23* (3), 201–222. https://doi.org/10.1111/gwao.12131

ROSETTE, A., KOVAL, C., MA, A., & LIVINGSTON, R. (2016). Race Matters for Women Leaders: Intersectional Effects on Agentic Deficiencies and Penalties. *The Leadership Quarterly*, *27* (3), 429–445. https://doi.org/10.1016/j.leaqua.2016.01.008

RUIZ CASTRO, M., & HOLVINO, E. (2016). Applying Intersectionality in Organizations: Inequality Markers, Cultural Scripts and Advancement Practices in a Professional Service Firm. *Gender, Work, and Organization*, *23* (3), 328–347. https://doi.org/10.1111/gwao.12129

RYAN, I., & MOONEY, S. K. (2020). "Not our Class Darling": Networking – Privilege or Penalty in Large Hotels? *Equality, Diversity and Inclusion an International Journal*, *39* (2), 181–194. https://doi.org/10.1108/EDI-11-2017-0257

SABHARWAL, M. (2014). Is Diversity Management Sufficient? Organizational Inclusion to Further Performance. *Public Personnel Management*, *43* (2), 197–217. https://doi.org/10.1177/0091026014522202

SADAM, M., JÕGI, L., & GOODSON, I. F. (2019). Improving the Transparency of the Life History Method Data Analysis Process in Qualitative Biographical Research. *Pedagogika (Vilnius, Lithuania)*, *134* (2), 5–24. https://doi.org/10.15823/p.2019.134.1

SANKARAN, S. (2018). Megaproject Management and Leadership: A Narrative Analysis of Life Stories – Past and Present. *International Journal of Managing Projects in Business*, *11* (1), 53–79. https://doi.org/10.1108/IJMPB-07-2017-0081

SAUNDERS, B., SIM, J., KINGSTONE, T., BAKER, S., WATERFIELD, J., BARTLAM, B., BURROUGHS, H., & JINKS, C. (2017). Saturation in Qualitative Research: Exploring its Conceptualization and Operationalization. *Quality & Quantity*, *52* (4), 1893–1907. https://doi.org/10.1007/s11135-017-0574-8

SAUNDERS, M, N, K., LEWIS, P., & THORNHILL, A. (2019). *Research Methods for Business Students* (Eighth edition.). Pearson.

SCHMITZ, C. L., STAKEMAN, C., & SISNEROS, J. (2001). Educating Professionals for Practice in a Multicultural Society: Understanding Oppression and Valuing Diversity. *Families in Society*, *82* (6), 612–622. https://doi.org/10.1606/1044-3894.160

SCHUDDE, L., & GOLDRICK-RAB, S. (2015). On Second Chances and Stratification: How Sociologists Think About Community Colleges. *Community College Review*, *43* (1), 27–45. https://doi.org/10.1177/0091552114553296

SCOTT, C. (2020). Managing and Regulating Commitments to Equality, Diversity and Inclusion in Higher Education. *Irish Educational Studies*, *39* (2), 175–191. https://doi.org/10.1080/03323315.2020.1754879

ŞENDOĞDU, A., KOCABACAK, A., & GÜVEN, Ş. (2013). The Relationship between Human Resource Management Practices and Organizational Commitment: A Field Study. *Procedia - Social and Behavioral Sciences*, *99* (C), 818–827. https://doi.org/10.1016/j.sbspro.2013.10.553

SHARMA, A., & NISAR, T. (2016). Managing Diversity and Equality in the Workplace. *Cogent Business & Management*, 3:1. DOI: 10.1080/23311975.2016.1212682

SHAW, J., PARK, T., & KIM, E. (2013). A Resource-based Perspective on Human Capital Losses, HRM Investments, and Organizational Performance. *Strategic Management Journal*, *34* (5), 572–589. https://doi.org/10.1002/smj.2025

SHEN, J., TANG, N., & D'NETTO, B. (2014). A Multilevel Analysis of the Effects of HR Diversity Management on Employee Knowledge Sharing: The Case of Chinese Employees. *The International Journal of Human Resource Management*, *25* (12), 1720–1738. https://doi.org/10.1080/09585192.2013.859163

SHEPHERD, & SUTCLIFFE, K. M. (2011). Inductive Top-Down Theorizing: A Source of New Theories of Organization. *The Academy of Management Review*, *36* (2), 361–380. https://doi.org/10.5465/AMR.2011.59330952

SHIELDS, S. (2008). Gender: An Intersectionality Perspective. *Sex Roles*, *59* (5-6), 301–311. https://doi.org/10.1007/s11199-008-9501-8

SIKKA, T. (2022). Covid-19 and Race: News Coverage of Structural Racism and The Role of John Henryism and Racial Weathering in BAME Covid-19 Deaths. *Javnost (Ljubljana, Slovenia)*, *29* (2), 215–229. https://doi.org/10.1080/13183222.2022.2042949

SILVERMAN, D. (2014). Interpreting Qualitative Data (Fifth edition.). SAGE

SILVERMAN, D. (2021). Doing Qualitative Research. SAGE Publications Ltd.

SMITH, A. E. (2015). On the Edge of a Glass Cliff: Women in Leadership in Public Organizations. *Public Administration Quarterly*, *39* (3), 484–517.

SREEJESH, S., MOHAPATRA, S., & ANUSREE, M. R. (2014). *Business Research Methods an Applied Orientation*. Springer.

Stewart, C. (2016). How Diverse is your Pipeline? Developing the Talent Pipeline for Women and Black and Ethnic Minority Employees. *Industrial and Commercial Training*, *48* (2), 61–66. https://doi.org/10.1108/ICT-09-2015-0059

STOLL, T. (2018). Science and Two Kinds of Knowledge: Nietzsche, Schopenhauer, and the Ignorabimus-Streit. *Journal of the History of Philosophy*, *56* (3), 519–549. https://doi.org/10.1353/hph.2018.0050

STRAWSON, P, F. (2006). The Bounds of Sense: An Essay on Kant's Critique of Pure Reason. Routledge. https://doi.org/10.4324/9780203010860

STRINGFELLOW, E. (2012). Trade Unions and Discourses of Diversity Management: A Comparison of Sweden and Germany. *European Journal of Industrial Relations*, *18*(4), 329–345. https://doi.org/10.1177/095968011246109

SWEETMAN, J. (2018). When Similarities are More Important than Differences: "Politically Black" Union Members' Experiences of Racism and Participation in Union Leadership. *Journal of Social Issues*, *74* (2), 244–264. https://doi.org/10.1111/josi.12267

SYMON, G., & CASSELL, C. (2012). *Qualitative Organizational Research: Core Methods and Current Challenges*. SAGE.

TAJFEL, H., TURNER, J. C., AUSTIN, W. G., & WORCHEL, S. (1979). An Integrative Theory of Intergroup Conflict. *Organizational identity: A reader*, *56* (65), Gu9780203505984-16

TARIQ, M., & SYED, J. (2018). An Intersectional Perspective on Muslim Women's Issues and Experiences in Employment. *Gender, Work, and Organization*, *25*(5), 495–513. https://doi.org/10.1111/gwao.12256

TATLI, A. (2011). A Multi-layered Exploration of the Diversity Management Field: Diversity Discourses, Practices and Practitioners in the UK. *British Journal of Management*, *22*(2), 238–253. https://doi.org/10.1111/j.1467-8551.2010.00730.x

TOWNSEND, K., HUTCHINSON, S., COOPER, R., & TOWNSEND, K. (2017). Line Managers in Industrial Relations: Where Are We Now and Where to Next? *Journal of*

Industrial Relations, *59* (2), 139–152. https://doi.org/10.1177/0022185616671163

TURNER, L. A., & MERRIMAN, K. K. (2022). Cultural intelligence and establishment of organisational diversity management practices: An upper echelons perspective. *Human Resource Management Journal*, *32*(2), 321–340. https://doi.org/10.1111/1748-8583.12407

UGGLA, B., K. (2010). Ricoeur, Hermeneutics, and Globalization. Continuum. https://doi.org/10.5040/9781472547415

ULRICH, D. (1996). Human Resource Champions: The Next Agenda for Adding Value and Delivering Results. *Harvard Business Press.*

University and College Union (2020). Universities' £2.5bn 'black hole' will Cost Economy £6bn and 60,000 jobs, warns report. Last Accessed 23rd May 2022. Retrieved from: https://www.ucu.org.uk/article/10759/Universities-2.5bn-black-hole-will-cost-economy-6bn-and-60000-jobs-warns-report

University and College Union (2021). Precarious work in higher education Insecure contracts and how they have changed over time. [online]. Accessed 13/07/2022. Retrieved from: https://www.ucu.org.uk/media/10899/Precarious-work-in-higher-education-May-20/pdf/ucu_he-precarity-report_may20.pdf

VALORE, P. (2016). *Fundamentals Of Ontological Commitment*. De Gruyter. https://doi.org/10.1515/9783110459036

van den BRINK, M., & BENSCHOP, Y. (2014). Gender in Academic Networking: The Role of Gatekeepers in Professorial Recruitment. *Journal of Management Studies*, *51* (3), 460–492. https://doi.org/10.1111/joms.12060

van DIJK, H., van ENGEN, M., & PAAUWE, J. (2012). Reframing the Business Case for Diversity: A Values and Virtues Perspective. *Journal of Business Ethics*, *111* (1), 73–84. https://doi.org/10.1007/s10551-012-1434-z

VERLOO, M. (2016). Multiple Inequalities, Intersectionality and the European Union. *The European Journal of Women's Studies*, *13* (3), 211–228. https://doi.org/10.1177/1350506806065753

VINKENBURG, C. J., BLOCK, C, J., & NOUMAIR, D, A. (2017). Engaging Gatekeepers, Optimizing Decision Making, and Mitigating Bias: Design Specifications for Systemic Diversity Interventions. *The Journal of Applied Behavioral Science*, *53*(2), 212–234. https://doi.org/10.1177/0021886317703292

WADHWA, P., & GUTHRIE, J. (2018). Strategic Human Resources Management and Organizational Effectiveness in Hospitality Settings. *American Journal of*

Management, *18* (1), 10–24.
http://search.proquest.com/docview/2099845675

WANG, W., & SEIFERT, R. (2018). BAME Staff and Public Service Motivation: The Mediating Role of Perceived Fairness in English Local Government. *Journal of Business Ethics*, *161*(3), 653–664.
https://doi.org/10.1007/s10551-018-3953-8

WARD, P., CLARK, T., ZABRISKIE, R., & MORRIS, T. (2014). Paper/Pencil Versus Online Data Collection: An Exploratory Study. *Journal of Leisure Research*, *46* (1), 84–105.
https://doi.org/10.1080/00222216.2014.11950314

WELLS, C., GILL, R., & MCDONALD, J. (2015). “Us foreigners”: Intersectionality in a Scientific Organization. *Equality, Diversity and Inclusion an International Journal*, *34*(6), 539–553.
https://doi.org/10.1108/edi-12-2014-0086

WICKS, A., & WHITEFORD, G. (2006). Conceptual and Practical Issues in Qualitative Research: Reflections on a Life-History Study. *Scandinavian Journal of Occupational Therapy*, *13* (2), 94–100.
https://doi.org/10.1080/11038120600654676

WIEGNER, A., & NOWAKOWA, I. (2005). *Observation, hypothesis, introspection*. Rodopi.

WILSON, B, A. (1978). Hirsch’s Hermeneutics: A Critical Examination. *Philosophy Today (Celina)*, *22* (1), 20–33.
https://doi.org/10.5840/philtoday197822123

WILSON, J. L. (2018). A Framework for Planning Organizational Diversity: Applying Multicultural Practice in Higher Education Work Settings. *Planning for Higher Education*, *46* (3), 23–31.

WOO, S, E., O’BOYLE, E. H., & SPECTOR, P. E. (2017). Best Practices in Developing, Conducting, and Evaluating Inductive Research. *Human Resource Management Review*, *27* (2), 255–264.
https://doi.org/10.1016/j.hrmr.2016.08.004

WOODHAMS, C., LUPTON, B., & COWLING, M. (2015). The Presence of Ethnic Minority and Disabled men in Feminised Work: Intersectionality, Vertical Segregation and the Glass Escalator. *Sex Roles*, *72* (7), 277–293.
https://doi.org/10.1007/s11199-014-0427-z

WRIGHT, C., THOMPSON, S., & CHANNER, Y. (2007). Out of Place: Black Women Academics in British Universities. *Women’s History Review*, *16* (2), 145–162.
https://doi.org/10.1080/09612020601048704

ZANONI, P., & JANSSENS, M. (2007). Minority Employees Engaging with (Diversity) Management: An Analysis of Control, Agency, and Micro-Emancipation. *Journal of Management Studies*, *44*(8), 1371–1397. https://doi.org/10.1111/j.1467-6486.2007.00700.x

Appendices

Appendix 1

Interview Questions

Thank you very much for agreeing to take part in this interview. The utmost confidentiality will be maintained at all times. I will keep all names anonymous and where there are instances that call for the use of names; pseudonyms will be provided instead. I will desensitise information so as it may not be directly linked back to any particular individual or circumstance. [Check any concerns and give reassurances]

The interview will take an informal approach and I was hoping we could just chat around the issues surrounding diversity within the academia. The length of the interview is likely to be around 1 hour and I may prompt or ask you for more information regarding certain aspects. I will also be recording the interview on a dictaphone are you happy with this? Offer to show them the transcription to ensure accuracy.

Questions to HR Directors and Trade Union Members

1. What is your role?

2. How long have you been employed by your institution?

3. Do you feel the University has the appropriate policies and procedures in place to manage a diverse staff?

4. What Training and Development policies have been put in place by the University?

5. Have their been any disputes in relationship to BAME staff?
   [Probe: Can you give examples and what were the outcomes?)
6. How aware are staff of University policies and practice?
7. How does the University adhere to the PSED?
8. (Probe: How does the University audit its EDI policy and practice ie recruitment, progression etc to ensure that BAME staff are not disadvantaged?)

   What is the University's stance on attracting BAME staff?

What policies have been put in place to attract BAME staff?

9. Tell me about the union equality and diversity strategy and support for BAME members
10. How does this work at branch level?
11. (Probe: Role of the branch equality officer)
12. How aware are union representatives of union policy on equality and diversity?
13. (Probe: training for reps, item on branch meeting agenda)
14. Have you negotiated with the University on BAME issues?
15. (If so on what aspects? What were the outcomes?)

Questions to Academics

Biodata

1. What is your role?
2. (Subjects taught? Module leader? Programme leader? Other pedagogic or non-pedagogic roles?)

   How long have you been employed by your institution?

   What prospects are there for career progression?

   What work did you do previously?
3. (Probe: For how long? What was your role? How satisfying was it? Why?)

   What are your aspirations?
4. What sort of qualifications do you have?

Experiences in HE

1. To what degree are you aware of diversity policies?

2. How comfortable are you with the term BAME?

3. Do you feel the University should have diversity policies in place?

4. How supported do you feel by the University? If at all?
   [Probe]

5. What is your view on the role of the unions in promoting equality in HE? Specifically, at this University?

6. What are your experiences of accessing training and development?

7. What do you enjoy about teaching?

8. What do you least enjoy about teaching?

9. How do you view your relationship with your students?
10. How is your relationship with colleagues?

11. What opportunities do you feel you have had?

12. How do you see the categorisation of BAME?

13. What barriers do you feel you have faced in HE?
    [Probe]

14. Do you feel you are treated different?

15. What drew you to a career in HE?

16. How could that career be advanced?

17. What are your research interests?

18. (Probe: To what degree have you been supported in doing research?)

Equality Diversity and inclusion

1. What does the term diversity mean to you?

2. To what degree do you think that societal norms (i.e. attitudes, influence of the media) have an impact on the experience of BAME staff at universities? (Probe: In what way)

3. How could government better address the negatives aspects of being BAME in the UK today?

4. What is your perception of discrimination in Higher Education and how have you felt your University has navigated those challenges?

5. What has been the impact of structural inequality (Discuss this term first) in relationship to your career progression? If there has been any impact?

6. [Probe] Specific examples from your experiences? Other colleagues' experiences?
7. How do you feel the policies, procedures and interventions designed by the University have contributed to creating equal opportunities?

8. In your perception, how have you felt the University has supported you with regards to career progression?

9. To what extent do you feel stereotypes have had an impact on your prospects for career advancement?

10. How would you perceive your career trajectory?

11. To what extent do you feel diversity management practices realise equality and diversity?

12. How do you feel achieving the positive outcomes of having a diverse workforce should be addressed in Higher Education Institutions? At the individual or group level?

13. In your perception, do you feel the diversity management programs implemented by the University have eliminated bias and other obstacles to the inclusion and advancement of BAME staff? (Probe: some examples?)

14. How do you feel Universities should address diversity and inclusion?

15. How do you feel a singular approach towards diversity management would impact on representation within Higher Education Institutions?

16. In your opinion what are the barriers that exist in relationship to BAME career advancement?

Draw interview to a close

1. Would you recommend HE as a career?

2. Is there anything else you want to tell us about?