

---

## WHAT A GENUINE VALUE-BASED LEADERSHIP COMMITMENT TO HIRING AFRICAN-AMERICAN FACULTY IN BUSINESS, TECHNOLOGY, AND PUBLIC HEALTH REQUIRES AT THE HIGHEST RANKED AND MOST PRESTIGIOUS U.S. UNIVERSITIES.

Darrell Norman BURRELL<sup>1\*</sup>  
Kevin RICHARDSON<sup>2</sup>

---

Received: March 2023 | Accepted: April 2023 | Published: June 2023

Please cite this paper as: Burrell, D.N., Richardson, K. (2023) What a genuine value-based leadership commitment to hiring African-American faculty in business, technology, and public health requires at the highest ranked and most prestigious U.S. universities. *Holistica Journal of Business and Public Administration*, Vol. 14, Iss. 1, pp.186-200

---

### Abstract

*There is a significant shortage of minority faculty at U.S. colleges and universities (Davis & Fry, 2019). The U.K. is even worse than the U.S., where just 160 out of 22,855 professors in 2020/21 are Black, essentially less than 1% (White, 2022). Black, Hispanic, Native American, and multi-racial faculty members are underrepresented in the faculty ranks, compared to not only their share of the U.S. population (Gasman, 2022; Davis & Fry, 2019). The U.K. is even worse than the U.S., where just 160 out of 22,855 professors in 2020/21 are Black, essentially less than 1% (White, 2022). Minority students with educators of the same race or ethnicity are more likely to see those teachers as role models and report more significant effort in school and higher college goals (Davis & Fry, 2019). Academic performance gaps of minority students can close by as high as 50% if faculty more closely resemble students (Davis & Fry, 2019). Research shows a significant strong positive relationship exists between graduation, transfer, and drop-out rates for minority students when there are increases in faculty diversity (Cross & Carman, 2022). This paper explores the value-based leadership best practices to recruit more African-American faculty in 2022 and beyond.*

**Keywords:** African-American Faculty, faculty diversity, academic search committees, highly ranked U.S. universities, and faculty recruiting.

---

### 1. Introduction

**Problem:** When it comes to forming anti-racist communities, skilled and successful African- American academics at the institutions with the highest rankings can play a

---

<sup>1</sup> Capitol Technology University, USA, darrell.burrell@yahoo.com

<sup>2</sup> Capitol Technology University, USA, kevin.richardson@yahoo.com

\* Corresponding author

crucial influence. This means that university learning communities and the graduates they develop are better off when they benefit from the interactions and insights of qualified expert minority faculty rather than when they hear lessons about the importance of inclusion from a distinct group of educators. This is because university learning communities benefit from the interactions and insights of minority faculty members who are experts in their fields. Representation is significant. It is possible that the beliefs and myths, whether conscious or unconscious, that African-American people are less worthy, less accomplished, and less qualified could be reinforced if the highest-ranked and most prestigious universities in the United States do not have African-American faculty members who are qualified and competent. Practices that deny talented African-Americans equitable opportunities to interview for highly prominent employment, such as academic positions, are detrimental to society and should be eliminated.

Topical events in the United States have propelled diversity and justice to the forefront of critical organizational discussions about value-based leadership and what kinds of actions it ought to include in organizations that are genuinely committed to diversity (Oglesby, 2022).

Discussions about diversity, equity, inclusion, and fairness have been taking place in organizations across the country. Even though the vast majority of organizations have already dealt with diversity by employing diversity statements, diversity websites, and hiring administrators in diversity job roles, an increasing number of organizations are now being challenged to move from a passive (valuing/tolerating diversity) to an active (diversity management) value-based leadership approach (Oglesby, 2022). Leadership founded on values that authentically appreciate diversity necessitates the adoption of new behaviors and new organizational best practices (Oglesby, 2022).

Recently as students across the country protested incidents of racism and discrimination on and off campus, they called attention to the small numbers of Black, Latinx, and Native American professors on their campuses, and faculty diversity has consistently appeared on activists' lists of demands (Chessman & Wayt, 2016; Flaherty, 2015). Students are requesting environments for all people of color where they are moving from being tolerated to being valued and celebrated for their unique perspectives and ways of contributing (Chessman & Wayt, 2016). This means having significantly more students, faculty, and staff at those universities perceived as the top or more elite in the United States.

There is a significant shortage of minority faculty at U.S. Colleges and Universities (Davis & Fry, 2019). Black, Hispanic, Native American, and multi-racial faculty members are underrepresented in the faculty ranks, compared to not only their share of the U.S. population but also to the student bodies of colleges and universities at the highest-ranked universities in America (Gasman, 2022; Davis & Fry, 2019).

The numbers warrant more attention and focus on the university faculty diversity issue. For example, in the fall of 2017, only 5% of faculty members were Hispanic, compared

---

with 20% of undergraduates (Davis & Fry, 2019). Black faculty were also underrepresented compared with the black undergraduate population (faculty 6% vs. students 14%) (Davis & Fry, 2019). Conversely, Asian faculty made up a slightly higher portion of their peers than Asian students (faculty 11% vs. students 7%) (Davis & Fry, 2019). Meanwhile, close to half of the student population at the undergraduate level are students of color (Centeno, 2021). Between the fall of 1997 and the fall of 2017, the share of nonwhite assistant professors grew by ten percentage points, compared with 8 points for professors (Davis & Fry, 2019). Underrepresented minority faculty comprised roughly 11 percent of tenure-track or tenured faculty in 2013 and increased to just 12 percent of tenure-track or tenured faculty in 2019 (Gasman, 2022). The U.K. is even worse than the U.S., where just 160 out of 22,855 professors in 2020/21 are Black, essentially less than 1% (White, 2022).

Minority students with educators of the same race or ethnicity are more likely to see those teachers as role models and report more significant effort in school and higher college goals (Davis & Fry, 2019). Academic performance gaps of minority students can close by as high as 50% if faculty more closely resemble students (Davis & Fry, 2019). Research shows a significant strong positive relationship exists between graduation, transfer, and drop-out rates for minority students when there are increases in faculty diversity (Cross & Carman, 2022). Exposure to a diverse faculty produces improved academic outcomes for minority students (Cross & Carman, 2022).

## **2. Method**

This study uses two different focus groups consisting of African-American professors working at universities considered to be Predominantly White Institutions (PWI). One group had five males, and the other group had five females. All of them in both groups have worked as university professors, participated in faculty search committees, and worked in diversity and inclusion roles during their academic careers. Everyone who participated in the discussion held a doctoral degree and had more than ten years of experience in higher education. A qualitative focus group interview for the method was utilized for data collection to acquire practical knowledge that may impact the world of practice. The phrase "world of practice" was chosen since the research was conducted in the real world. A moderator, who was not a researcher, was in charge of directing the study of the focus group (Roach, 2014). Interviews conducted through ZOOM for one hour each were used to acquire the data. The interviews were based on a single essential question: What are the most effective methods for searching for and recruiting African-American faculty members?

According to Roach (2014), a trustworthy method of data collecting is using focus groups comprised of subject matter experts on a specific topic. When used for data gathering, focus groups are most valuable when more than one group is convened simultaneously. This allows for the triangulation of the data, which is accomplished by contrasting and comparing the findings of the various groups (Roach, 2014). The fact that Fortune 500 firms have been extensively employing focus groups as a data-gathering method to get

information on their products, strategies, and user experiences speaks directly to the legitimacy and utility of adopting qualitative focus groups as a data-collection methodology.

### 3. Contexts from the literature

According to Rutherford (2021), change theory recommends a change to the organizational system, which in many situations is designed to oppress one group to benefit another. Value-based leadership around diversity and inclusion requires changing how the system operates in ways that address implicit and unconscious bias. According to Gilissen et al., the theory of change can be defined as "a theory of how and why an initiative works which can be empirically tested by measuring indicators for every expected step on the hypothesized causal pathway to impact" (Gilissen et al., 2018). This definition emphasizes the need for deliberate actions toward ensuring inclusivity and diverse cultures as a representation of value-based leadership.

Rutherford, on the other hand, defines the concept of change as "latching onto a plausible and transparent distribution of intensities purposed to liberate human beings from constraints such as race, ethnicity, gender, sexual orientation and gender identity that enslave them from enacting and achieving solutions" (Rutherford, 2021). In the case of faculty diversity, the institutions need to free themselves from the shackles of racism and favoritism. To do this, institutions of higher learning must address the entire system. Espinosa et al. (2019) mention that ToC, when transformed into diversity and inclusion, conveys that success for people of color should not solely depend on a set quantity of people of color at the top or a percentage at the table, either. In context, having an African American as the department head while all other staff is White is insufficient because it does not provide exceptional representation. The need to have balance in the entire institution.

A diverse faculty strengthens the faculty and the institution as there is more richness in the curriculum and conversations on committees and faculty meetings (Gasman, 2022; Gasman, 2016). A diverse faculty also holds the university accountable in ways that uplift people of color and center issues important to the large and growing communities of color across the nation (Gasman, 2022; Gasman, 2016). We are getting to a point in higher education where increasing faculty diversity is an absolute necessity and crucial to the future of our nation (Gasman, 2022; Gasman, 2016).

Often the term "quality" is used to dismiss people of color who are otherwise competitive for faculty positions (Gasman, 2022; Gasman, 2016). Even those people on search committees that appear to be dedicated to access and equity will point to "quality" or lack of "quality" as a reason for not interviewing or hiring a person of color (Gasman, 2022; Gasman, 2016).

Typically, quality means that the African-American applicant did not attend what is perceived as an elite institution for their Ph.D. or was not mentored by a prominent person in the field. (Gasman 2022; Gasman, 2016).The ability to attend and graduate

from elite institutions and be mentored by prominent people has been linked to social capital and relationships that people of color are not often able to experience fully (Gasman, 2022; Gasman, 2016). A common excuse is that there are not enough people of color in the faculty pipeline (Gasman, 2022; Gasman, 2016; Smith, 2020; Griffin, 2019; Gavino, 2021).

Research that included 47,000 faculty across eight disciplines highlights how parents pass on their socioeconomic standing to their children and spark concerns that a college education locks in class rather than drives social mobility (Anderson, 2022). The findings outline that over one in five tenure-track faculty have at least one parent with a doctoral degree (Anderson, 2022). Those results cast doubt on higher education's treasured concept of meritocracy (Anderson, 2022). This research indicates some potential systematic barriers for African-American that are first or 2nd generation to attend college but have aspirations of becoming faculty members at the most prestigious universities. These results shed light on significant barriers that limit opportunities and fair consideration of African-American faculty job applicants.

### **3.1 Values theories that provide more context**

Modern theories of intergroup bias tend to explain intergroup bias in terms of various social and psychological motivations that can explain the interactions that occur during the faculty recruiting, interviewing, and hiring process. Several theories provide contexts for challenges of changing systems and processes that hamper diversity. For example, sociocentrism is the tendency to judge one's own group as superior to other groups across various domains (American Psychological Association, 2022B). This theory could manifest itself when a White person on a search committee, a graduate from a predominantly White university, assumes that a Black applicant who went to a Historically Black College (HBCU) might have gotten an inferior level of education.

Ethnocentrism is one more theory that offers a supplementary perspective on the factors that impede the diversification of college teachers (American Psychological Association, 2022A). The propensity, which is frequently inadvertent, to base one's impressions and understandings of other groups or cultures on one's own is known as ethnocentrism. An individual who operates within the parameters of ethnocentrism will engage in the behavior of viewing one's own ethnic, racial, or social group as the focal point of everything (American Psychological Association, 2022A). This might imply that they need to evaluate how the paths, experiences, and viewpoints of others could be so drastically different from their own when it comes to how they behave on a faculty search committee.

According to one of the key tenets of terror management theory, individuals are presupposed to have favorable opinions about members of their own in-group because they believe that those who share similar perspectives are more likely to validate and support their own cultural worldview. However, they have a negative attitude of members of out-groups because they believe that people who are different from them pose a danger to their worldview (Hewstone, Rubin, & Willis, 2002). This idea gives some

---

background for what may restrict the feasibility of an African-American candidate when the search committee does not have any representation from other minority groups.

Intergroup bias is another significant theory that offers extra context to the obstacles that prevent the diversification of college professors. In general, this idea refers to the systematic propensity to judge one's own membership group (also known as the in-group) or the members of that group more positively than one would rate a non-membership group (also known as the out-group) or the members of that group (Hewstone, Rubin, & Willis, 2002). Bias can refer to actions (such as discrimination), attitudes (such as prejudice), or cognitive processes (such as stereotyping) (Wilder & Simon, 2001; Hewstone, Rubin, & Willis, 2002). This predisposition toward helping one's own group might benefit the in-group while hurting the out-group (Hewstone, Rubin, & Willis, 2002). The concept of "bias" requires one to make an interpretive decision. Because it goes beyond the objective standards or facts of the circumstance, this judgment is unfair, illegitimate, or indefensible. All three of these descriptors are accurate (Hewstone, Rubin, & Willis, 2002). This indicates that candidates from underrepresented groups may not be deemed to be part of the "in-group" or "group of choice." As a direct consequence of this, the applications submitted by members of the in-group will receive a higher degree of favor, value, and desirability (Kang et al., 2016; Luo, 2009).

Research shows that schemas affect evaluation and performance (Kang et al., 2016). The study uncovered those job applicants with African-American-sounding names needed to send significantly more resumes than applicants with White-sounding names to get contacted for an interview (Kang et al., 2016). "Resume whitening" refers to a practice in which candidates alter any information on their resume that indicates their ethnicity or race. This process could even include changing foreign-sounding or ethnic-sounding names to something American-sounding or a nickname that might seem more Caucasian-sounding (Kang et al., 2016). The clashing forces of assimilation and diversity have long fought for preeminence in the American experience, most intensely among African-Americans (Luo, 2009). The Whitening strategy is often viewed as a way to eliminate one more potential obstacle that might keep applicants from at least getting the chance to make it to an interview so they can sell themselves in person (Luo, 2009).

Nevertheless, the strategy of hiding race, changing names, and adopting nicknames can be demoralizing (Luo, 2009). Black job seekers said the purpose of hiding racial markers extended beyond simply getting in the door for an interview (Luo, 2009). It was also part of making sure they appeared palatable to hiring managers once their race was observed in the interview. In some ways, it is viewed as denying who and what they are or attempting to make it easier to be accepted and embraced by having a nickname that is easier to pronounce or by having a name that might sound like those conducting the interviews (Luo, 2009). Ultimately feeling pushed to a state of desperation to be hired that they attempt to tone down their identity in a way be more tolerated instead of celebrated. In a study, the researchers sent out 1,600 fabricated resumes, based on real

candidates, to employers in 16 different metropolitan areas in the U.S. Some resumes were left as is.

In contrast, others were "whitened" (Kang et al., 2016). The study found that while 25.5% of resumes received callbacks if African American candidates' names were "whitened," only 10% received a callback if they left their name and experience unaltered. For Asian applicants, 21% heard back if they changed their resume, and only 11.5% of candidates did if their resumes were not "whitened" (Kang et al., 2016).

### **3.2 Faculty search committees**

A significant issue with faculty diversity is often the hiring committee that screens the resumes and selects those to be interviewed. These faculty search committees are part of the problem (Gasman, 2022; Fraser & Hunt, 2011). They need to be trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department (Gasman, 2022; Fraser & Hunt, 2011). They reach out to those they know for recommendations and rely on ads in national publications (Gasman, 2022). Efforts in recruiting still include biases that limit the inclusion of diverse candidates for interviews because their education or schools are perceived differently (Gasman, 2022). Efforts in recruiting still include biases that limit the inclusion of diverse candidates.

Search committees that are lacking in diversity are can participate in the manifestation of unconscious schemas or assumptions. Our assessments of others, regardless of whatever group we belong to, are colored by schemas, which are expectations or preconceptions (Nosek, Banaji, & Greenwald, 2002). Every schema has an impact on the members of the group and the expectations they have for how they will be evaluated (Nosek, Banaji, & Greenwald 2002). Schemas frequently make their presence known through the occurrences of the following categories of events:

- The quick processing of information, despite the fact that it is sometimes erroneous.
- Frequently come into conflict with attitudes that are openly expressed.
- Evolve as a result of one's experiences and exposures as the only correct and accurate ones.

The result is that the whole person is not considered for their full background and work experiences beyond the perceived pedigree of where they went to school (Gasman, 2022).

There are concerning trends where many selection committees are biasedly over-focused on international applicants or assume that everyone that goes to an Ivy League university must be the best in ways that dismissively leapfrog over highly qualified African-American applicants to focus diversity efforts exclusively on applicants from outside the U.S. with international backgrounds. Repeatedly search committees and administrators from predominately White institutions (PWI) superficial perception that only scholars from certain schools as automatically a better fit, instinctively more

worthy, or more beneficial to the organization or its reputation or impact (Gasman, 2022; Smith, 2020; Griffin, 2019; Gavino, 2021).

Frequently, search committees make assumptions that people of color attended their doctoral university because it was the only university they could get into, not understanding that often people of color have different variables and approaches to school choice (Gasman, 2022). The reality is that faculty search committees are not selecting a diploma. They are selecting a person. Inclusion requires that hiring committees consider more than where someone went to school without taking the time to find out about an applicant's full story or even the long and complex journey that someone took to get to where they are today (Gasman, 2022). The zig-zagged paths of diverse applicants often need to be fully valued, appreciated, and even understood (Gasman, 2022). An authentic commitment to diversity usually does not manifest itself by only interviewing a limited assortment of cookie-cut look-alike applicants regarding the same kind of backgrounds, degrees from the same types of universities, and linear career trajectories (Gasman, 2022; Smith, 2020; Griffin, 2019; Gavino, 2021).

### **3.3 Evaluation Arrogance**

Search committee members can engage in a level of evaluation arrogance in which they might evaluate those from different backgrounds and universities unfairly or inaccurately because they feel those applicants are lesser in some way than their own education and experiences. Evaluation arrogance appears in applying erroneous knowledge, distortions, and perspectives on multiple levels (Cowan et al., 2019). In this regard, a perceptual foundation of arrogance can manifest through subjective judgments and flawed analysis. This flawed evaluation can encompass the elevation of some factors that might be of minor importance while minimizing those variables that should be significant in terms of what is required to do the job effectively.

Individual arrogance includes sensory and perceptual illusions, memory failures and distortions, attention limitations, incorrect facts, imperfect though usually good-enough simplifications or heuristics for solving problems, assumptions about one's own motivations that are often demonstrably wrong, biases in evaluating arguments, slips of the tongue and action, and motor response inaccuracies (Cowan et al., 2019).

In evaluation arrogance individuals can display some examples of inattentional blindness as a result (Cowan et al., 2019). These displays can significantly influence the ability to engage in a level of analysis, judgements, and evaluation in ways that are accurate, fair, objective, or even logical due to application of skewed knowledge and overestimation of subject matter expertise (Cowan et al., 2019). Frequently individuals that exhibit evaluation arrogance are often overconfident to a level that relies more on their own past experiences and preconceived notions than on the actual facts and dynamics of current situations on such a level that it leads to make erroneous judgments (Cowan et al., 2019).



Examining various sorts of judgements that are accompanied with "meta-judgments," or inquiries about how right one's judgment was, or will be, might provide insight into the phenomenon of over-estimating one's knowledge and talents (Cowan et al., 2019). Many times, individuals have an inflated opinion of how much they know (Cowan et al., 2019). An overestimation of what one can keep in their working memory, for instance, might lead to an overconfident belief that they are not forgetting something crucial, which in turn creates the idea that they are employing good reasoning (Cowan et al., 2019).

#### **4. Focus group results and recommendations**

Research question: What are the most effective methods for searching for and recruiting African-American faculty members?

The following were outlined as best practices to diversify faculty. They include:

- [1] Build an effective search committee- Make sure that there is a significant representation of diverse members on the committee. Include people openly committed to diversity and excellence. When faculty members of color are low in a department, add African-American graduate students or alumni as part of the search committee. (10 out of 10 participants mentioned and outlined this concept as important).
- [2] Train the search committee- Ensuring there is training on unconscious bias, diversity, and inclusion. One participant stated, "To be on a search committee at my university, we require that members read the following books as part of our training: "The Sum of Us" by Heather McGee, "Nice Racism," by Robin DiAngelo, Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring by Marybeth Gasman and "Everyday Bias," by Howard Ross. We require the books to be read, and we have a facilitator debrief them and talk about how they might apply to the faculty search and hiring process." (10 out of 10 participants mentioned and outlined this concept as important).
- [3] Widen the pool from which the university recruits: actively pursue candidates thriving at less well-ranked institutions. (10 out of 10 participants mentioned and outlined this concept as important).
- [4] Partner with minority-serving institutions and institutions that are effective at graduating African-Americans from a variety of academic disciplines. (10 out of 10 participants mentioned and outlined this concept as important).
- [5] Include a diversity advocate- This is someone outside the school or academic department who is an expert on diversity and inclusion. This role supports the search committee by helping them see activities, approaches, and interactions that might need to be more inclusive or could recommend approaches that promote inclusion. This role could also be an externally hired consultant. (10 out of 10 participants mentioned and outlined this concept as important).

- [6] Engage in Active Recruiting- Relationship building and recruiting begins before there is an open position. Network directly with young scholars, including your own students. Invite them to speak. Foster connections with other institutions to identify and track promising candidates. (10 out of 10 participants mentioned and outlined this concept as important).
- [7] Encourage high-quality applications- Provide explicit directions for applicants. Be clear about the audience for applications. Provide a checklist with clear instructions. (8 out of 10 participants mentioned and outlined this concept as important).
- [8] Include a diversity statement for all applicants- This statement should state an applicant's commitment to diversity by providing examples of when they promoted diversity, functioned as an ally, or even championed a diversity initiative. One participant stated, "This might seem as something unnecessary for African-American candidates because they have lived diversity their whole lives, this is critical for non-African-American candidates if the goal is to create a climate of faculty members that support diversity and inclusion (9 out of 10 participants mentioned and outlined this concept as important).
- [9] Thoughtfully Evaluate Candidates - Discuss and define evaluation criteria in advance. One participant stated, "We have had searches where we remove names of candidates and the universities during our first review of whom we want to interview. We have done this to remove bias or favoritism of universities or colleges that the search committee members might have an inequitable affinity for to such a level that they may develop tunnel vision about candidates." (10 out of 10 participants mentioned and outlined this concept as important).
- [10] Use a Candidate Evaluation Tool at Multiple Stages- Having rating and ranking sheets for all interviews. (10 out of 10 participants mentioned and outlined this concept as important).
- [11] Try to interview more than one female/African-American candidate because of critical mass effects. (10 out of 10 participants mentioned and outlined this concept as important).
- [12] Treat all applicants as valuable scholars and educators, not representatives of a minority class or group. (10 out of 10 participants mentioned and outlined this concept as important).
- [13] Provide information well ahead of the visit regarding schedule, expectations, and audience. (7 out of 10 participants mentioned and outlined this concept as important).
- [14] Ask the candidate who s/he would like to meet that are current faculty listed on the faculty webpage. (6 out of 10 participants mentioned and outlined this concept as important).

- [15] Identify a host or key logistics person that can set the tone and schedules for all interview visits. (6 out of 10 participants mentioned and outlined this concept as important).
- [16] Establish interview questions that are asked of all those being interviewed- Interviews should only evaluate qualifications that are relevant to a faculty position – questions about matters that are not job relevant (*i.e.*, family status) are not appropriate. (10 out of 10 participants mentioned and outlined this concept as important).
- [17] Grow your own faculty African-American through specialized funded doctoral programs and post-doctoral programs that could have a criterion of selection in the program of being an HBCU graduate. These are universities that anyone of any race or background could attend but the most likely attendees would be African-Americans. (10 out of 10 participants mentioned and outlined this concept as important).

## 5. Research Synopsis

It is necessary to cultivate and include value-based leaders in every facet of the faculty recruiting and search process, particularly on search committees, to bring about a change in the diversity of the campus and to make the hiring processes for faculty members more equitable and comprehensive. Banks and colleagues identified three organizational outcomes that particularly hold promise concerning values-based or moral leadership approaches through a review of meta-analytic leadership studies. These three organizational outcomes are as follows: (1) organizational citizenship behaviors, (2) unit 21 performance, and (3) turnover intentions (Banks et al., 2018). Their rationale for making this proposal relied on the selfless and social nature of the objectives being sought. Employees who demonstrate high levels of organizational citizenship behaviors put the organization's interests ahead of their personal self-interests and put in additional effort beyond what is required.

Employees who have a genuine concern for the health and happiness of their coworkers are more likely to put the needs of the team ahead of those of themselves, which ultimately results in an improvement in the team's overall performance (Byers, 2009). Approaches to leadership that are values-driven have the potential to impact the results of community life by cultivating certain climates (Oglesby, 2022). In support of Banks et al. (2018) suggestion that the definitions of values-based leadership styles may change due to renewed concerns about what diversity leadership values mean in real action. This study suggests that these leadership approaches have incorporated changing social norms regarding diversity and inclusion. In particular, the findings of this research indicate that an atmosphere favorable to inclusion acts as a mediator between the various values-based leadership approaches and the intent of employees to leave their positions. The findings of this study offer credence to the importance of value-based leadership in making university faculties diverse and inclusive. In addition, the topic of

inclusiveness needs to be explored in the workplace along with other perspectives on what constitutes justice (Oglesby, 2022).

Organizations must be concerned with how people perceive their fairness. According to the findings of this research, these perceptions are particularly significant as they relate to essential outcomes such as faculty representation and the reasons why it is not significant to confuse activities with results or actual numbers. In addition, the study demonstrates why it is insignificant to confuse activities with actual numbers. Considering the present state of social justice in the United States, perceptions of fairness maybe even be 45 times more crucial for organizations in 2022 and beyond. The findings of this research provide universities with straightforward advice on the steps that may be taken to address the essential nature of maintaining a fair working environment. Values-based leadership affects people's feelings about the hiring processes and the work culture. Therefore, organizations ought to seek out candidates for positions on faculty hiring and search committees who hold personal beliefs that are congruent with the values held by an organization concerning diversity and inclusion. Employees at all levels of an organization need to undergo training that considers the organization's core values and emphasizes the significance of diversity, inclusion, and representation.

African-American faculty members do not wish to live in a work culture or participate in interview procedures in which they are tolerated or operate as some check-the-box (we have to interview an African-American) necessity. Being "merely" tolerated implies social identity, assimilation, and acceptance threats that compromise specific psychological needs such as belongingness, esteem, control, safety, and mental health security. Tolerance implies certain liberties, but being "merely" tolerated also carries with it the implication of these threats (Verkuyten, Yogeewaran, & Adelman, 2020). As a direct result of this, educational institutions ought to place a more significant focus on the development of cultures that provide its staff members, faculty members, and students the sense that they are included, respected, and celebrated (Verkuyten, Yogeewaran & Adelman, 2020; Oglesby, 2022).

## **6. Recommendations for the conduct of subsequent research**

A potential area of research that might be carried out is the identification of certain leadership behaviors that have a role in forming perspectives on what constitutes fairness and equity in the faculty interviewing process. Future research should emphasize finding values-based leadership behaviors that improve diversity and inclusion in faculty search committees. More simply, what kind of leadership behaviors promote inclusive faculty searches?

## **References**

American Psychological Association (2022A) Ethnocentrism. American Psychological Association. Retrieved from: <https://dictionary.apa.org/ethnocentrism>

---

- American Psychological Association (2022B) **sociocentrism**. American Psychological Association. Retrieved from: <https://dictionary.apa.org/sociocentrism>
- Anderson, J. (2022, November 28). Research shows deep class and wealth divisions between faculty and broader society. Can colleges change that? Higher Education Deep Dive. Retrieved from: Research shows deep class and wealth divisions between faculty and broader society. Can colleges change that? | Higher Ed Dive
- Banks, G. C., Gooty, J., Ross, R. L., Williams, C. E., & Harrington, N. T. (2018). Construct redundancy in leader behaviors: A review and agenda for the future. *The Leadership Quarterly*, 29(1), 236-251.
- Boyatzis, R. E. (2006). An overview of intentional change from a complexity perspective. *Journal of management development*.
- Britton, T., Rall, R. M., & Commodore, F. (2022). The Keys to Endurance: An Investigation of the Institutional Factors Relating to the Persistence of Historically Black Colleges and Universities. *The Journal of Higher Education*, pp. 1–23.
- Broadly, K. E., Perry, A. M., & Romer, C. (2021, August 4). *Underfunding HBCUs leads to an underrepresentation of Black faculty*. Brookings. <https://www.brookings.edu/blog/the-avenue/2021/08/04/underfunding-hbcus-leads-to-an-underrepresentation-of-black-faculty/>
- Byars, J. L. (2009). *Holographic leadership: Leading as a way of being: Holographic leadership integrates values -based leadership into a practical understanding of an energetic holographic world* (Order No. 3353785). Available from ProQuest Central; ProQuest Central; ProQuest Dissertations & Theses Global.
- Centeno, J. (2021, May 12). Why We Need More Faculty Of Color In Higher Education. Forbes
- Chessman, H, Wayt, L. (2016, January 13). What Are Students Demanding? Higher Education Today. American Council on Education. Retrieved from: <https://www.higheredtoday.org/2016/01/13/what-are-students-demanding>.
- Cowan, N., Adams, E. J., Bhangal, S., Corcoran, M., Decker, R., Dockter, C. E., Eubank, A. T., Gann, C. L., Greene, N. R., Helle, A. C., Lee, N., Nguyen, A. T., Ripley, K. R., Scofield, J. E., Tapia, M. A., Threlkeld, K. L., & Watts, A. L. (2019). Foundations of Arrogance: A Broad Survey and Framework for Research. *Review of General Psychology*, 23(4), 425–443. <https://doi.org/10.1177/1089268019877138>
- Cross, J. D., Carman, C. (2022). The Relationship between Faculty Diversity and Student Success in Public Community Colleges, *Community College Journal of Research and Practice*, 46:12, 855–868, DOI: 10.1080/10668926.2021.1910595
- Davis, L., Fry, R. (2019). College faculty have become more racially and ethnically diverse but remain far less so than students. Pew Research Center. Retrieved from: <https://www.pewresearch.org/fact-tank/2019/07/31/us-college-faculty-student-diversity/>
- Elliott, S. (2021, July 6). *TSU looks to recoup millions in missing funding*. Nashville Scene. [https://www.nashvillescene.com/news/citylimits/tsu-looks-to-recoup-millions-in-missing-funding/article\\_8ae60614-db7e-11eb-ba1f-0384b96522aa.html](https://www.nashvillescene.com/news/citylimits/tsu-looks-to-recoup-millions-in-missing-funding/article_8ae60614-db7e-11eb-ba1f-0384b96522aa.html)
- Espinosa, L. L., Turk, J. M., Taylor, M., & Chessman, H. M. (2019). Race and ethnicity in higher education: A status report.
- Flaherty, C. (2015, November 30). Demanding 10 Percent: Student protesters on a number of campuses want to see many more black faculty members. But how realistic are some of their goals? Inside Higher Education. Retrieved from: <https://www.insidehighered.com/news/2015/11/30/student-activists-want-more-black-faculty-members-how-realistic-are-some-their-goals>
- Fraser, G. J., & Hunt, D. E. (2011). Faculty diversity and search committee training: Learning from a critical incident. *Journal of Diversity in Higher Education*, 4(3), 185.
-

- Gasman, M. (2016, September). An Ivy League professor on why colleges don't hire more faculty of color: 'We don't want them.' *The Washington Post*.
- Gasman, M. (2022). *Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring*. Princeton, New Jersey: Princeton University Press.
- Gavino, M. C. (2021). Moving beyond the rhetoric on faculty diversity in higher education: an interview with diversity expert Dr. Bailey Jackson. *Equality, Diversity, and Inclusion: An International Journal*.
- Gilissen, J., Pivodic, L., Gastmans, C., Vander Stichele, R., Deliëns, L., Breuer, E., & Van den Block, L. (2018). How to achieve the desired outcomes of advance care planning in nursing homes: a theory of change. *BMC geriatrics*, 18(1), 1-14.
- Griffin, K. A. (2019). Redoubling our efforts: How institutions can affect faculty diversity. *Redoubling our efforts: How institutions can affect faculty diversity. Race and ethnicity in higher education: A status report*.
- Hewstone M, Rubin M, Willis H. (2002). Intergroup bias. *Annu Rev Psychol.* ;53:575-604. doi: 10.1146/annurev.psych.53.100901.135109. PMID: 11752497
- Kayes, P. E. (2006). New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process. *Multicultural Education*, 14(2), 65–69.
- Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whiteness Résumés: Race and Self-Presentation in the Labor Market. *Administrative Science Quarterly*, 61(3), 469–502. <https://doi.org/10.1177/0001839216639577>
- Kershaw, C., Rast III, D. E., Hogg, M. A., & van Knippenberg, D. (2021). Battling in-group bias with effective intergroup leadership. *British Journal of Social Psychology*, 60(3), 765-785.
- Lovett, D. (2022). Rhetorical Twitter Tactics: Nikole Hannah-Jones and Digital Resistance on Twitter.
- Lou, M. (2009, December 5). 'Whitening' the Résumé. *The New York Times*.
- McBride, L. (2017, May 24). *Changing the narrative for men of color in higher education*. INSIGHT Into Diversity. <https://www.insightintodiversity.com/changing-the-narrative-for-men-of-color-in-higher-education/>
- Moultry, A. M. (2021). The Evolving Role of Historically Black Pharmacy Schools in a Changing Environment. *American Journal of Pharmaceutical Education*, 85(9).
- Nosek, Banaji, & Greenwald (2002). *Group Dynamics: Theory, Research, and Practice*, 6(1), 101-115.
- Oglesby, M. T. (2022). *Leadership, justice, and inclusion: Assessing the effect of values-based leadership approaches on fairness-related climates* (Order No. 29063862). Available from ProQuest Dissertations & Theses Global. (2649019183).
- Patt C, Eppig A, and Richards MA (2022) Postdocs as Key to Faculty Diversity: A Structured and Collaborative Approach for Research Universities. *Front. Psychol.* 12:759263. doi: 10.3389/fpsyg.2021.759263
- Prestiadi, D., Zulkarnain, W., & Sumarsono, R. B. (2019, December). Visionary leadership in total quality management: efforts to improve the quality of education in the industrial revolution 4.0. In *The 4th International Conference on Education and Management (COEMA 2019)* (pp. 202-206). Atlantis Press.
- Roach, T. J. (2014). Do it yourself focus groups: Focus groups can be used to generate ideas and deepen your understanding of issues. *Rock Products*, 117(3), 33.
- Rutherford, M. (2021, May 12). Diversity & inclusion's theory of change (ToC). Diversity Professional. <https://diversityprofessional.com/diversity-inclusions-theory-of-change-toc/>
- Sekaquaptewa, D., Takahashi, K., Malley, J., Herzog, K., & Bliss, S. (2019). An evidence-based faculty recruitment workshop influences departmental hiring practice perceptions among university faculty. *Equality, Diversity, and Inclusion: An International Journal*.

- Smith, D. G. (2020). *Diversity's promise for higher education: Making it work*. JHU Press.
- Strauss, V. (2019, February 26). Debunking 3 myths about black students — using data and logic. *Washington Post (Washington, D.C.: 1974)*.  
<https://www.washingtonpost.com/education/2019/02/26/debunking-myths-about-black-students-using-data-logic/>
- Taylor, S. N. (2006). Why the real self is fundamental to intentional change. *Journal of Management Development*.
- The Annie E. Casey Foundation. (2022). *Adult population by race and ethnicity*. Kidscount.org.  
<https://datacenter.kidscount.org/data/tables/6539-adult-population-by-race-and-ethnicity#detailed/1/any/false/2048,574,1729,37,871,870,573,869,36,868/68,69,67,12,70,66,71,2800/13517,13518>
- Verkuyten M, Yogeewaran K, Adelman L. (2020, May 15). The Negative Implications of Being Tolerated: Tolerance From the Target's Perspective. *Perspect Psychol Sci.* (3):544-561. doi: 10.1177/1745691619897974. Epub 2020 Apr 9. PMID: 32271648; PMCID: PMC7243076.
- White, N. (2022, February 1). Just 1% of U.K. professors are Black, new figures reveal. *The Independent*.
- Wilder D, Simon AF. (2001). Affect as a cause of intergroup bias. See Brown & Gaertner 2001, pp. 153–72.