



2023 North American Management Society Conference Proceedings

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A CHANCELLOR'S ASIAN LANGUAGE REMARKS AT A UNIVERSITY'S COMMENCEMENT CEREMONY: AN ANALYSIS FROM THE PERSPECTIVE OF SYMBOLIC MANAGEMENT

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Abstract

The remarks of a university chancellor at a formal commencement ceremony are analyzed from a symbolic management perspective. A video clip of the event was captured and virally disseminated on social media. The controversy resulted in an apology from the chancellor, calls for dismissal from the faculty senate, and a reprimand from the university's Board of Trustees. Language is a verbal symbol that is invested with meaning. When verbal symbols are used appropriately, they inspire, mobilize, and motivate. When used inappropriately, they can hurt and irreparably damage relationships and reputation. Two questions are addressed in this paper: (1) What is the meaning of the chancellor's remarks? and (2) Was the ensuing apology genuine and sufficient? Conclusions and implications are suggested.

Introduction

This paper analyzes the remarks of a chancellor affiliated with the regional campus of a major midwestern land grant university. Those remarks were articulated at the university's December 10, 2022 commencement exercises. They will be described and analyzed from a symbolic management perspective. In brief, symbolic management refers to an action-oriented approach to managing that involves explaining, rationalizing, and legitimating the activities of organizations. It is accomplished by means of material, verbal, and action symbols, the purpose of which is to provide meaning to the workings of organizations (Dandridge, Mitroff, & Joyce, 1980). Symbols are the basic constituents of organizational culture. From this perspective, the chancellor's comments represent verbal symbols, the commencement exercises represent action symbols, and the academic regalia as well as paper diplomas represent material symbols. Members of organizations such as faculty, students, and stakeholders exhibit insight, use language, invest meaning in events, and seek meaning in their lives. In essence, they act symbolically. While the commencement exercises of a university graduation are a richly symbolic event, the analysis that follows focuses on the verbal symbols associated with the chancellor's remarks.

Organizationally, this paper is divided into three sections. The first describes the remarks made by the chancellor at the December 10 commencement exercises. The second focuses on two questions: (1) What is the meaning of the remarks? And (2) Was the chancellor's apology genuine and sufficient? The third section frames some conclusions and details implications for what is likely to occur.

Description of the Remarks and Media Coverage

The university chancellor, as part of his December 10, 2022 address at the institution's commencement exercises honoring 833 graduates, uttered a remark – a gibberish aside – perceived by some students, parents, and faculty, to be a mockery of Asian people. The chancellor characterized it as a joke. It came in response to the ceremony's keynote speaker, James Dedelow, who mentioned a made-up language he sometimes uses as a radio host on the air and with his family. Dedelow spoke in the made-up language, sounding somewhat Eastern European, which drew laughs from the audience. After Dedelow concluded his address, the chancellor took back the microphone and said, "Well, all I can say is..." before articulating a string of made-up words meant to sound like he was trying to speak Chinese. Afterward, he remarked, "That's sort of my Asian version," which drew mild laughter. A YouTube clip of the chancellor's remarks can be seen and heard at the following link: <https://youtu.be/ofbtRH8fRoQ>

Analysis of the Chancellor's Remarks from a Symbolic Management Perspective

This section of the paper analyzes the chancellor's remarks, characterized as verbal symbols, from the perspective of symbolic management. Two questions will be addressed to facilitate an understanding of the words articulated at the December 10 commencement ceremony. The questions stem from the theoretical framework of organizational symbolism and symbolic management (Barczyk, 1988; Pfeffer, 1981).

1. What is the meaning of the chancellor's remarks in the context of symbolic management?

a. Theoretical framework

Management as symbolic action is a critical aspect of organizational decision-making. It is an expressive mode of managing that relates to the justification, legitimation, and rationalization of organizational policies and decisions. In addition to understanding the observable, measurable, and social facts evident in organizations, it is important to understand the symbols in organizations – material, verbal, and action (Pfeffer, 1981). The argument being advanced is that while management has some discretionary impact on instrumental or substantive action and resource allocation, its primary effect is with respect to expressive or symbolic actions. This view is consistent with Weick (1979) who argues that managerial work involves managing symbols, myths, and images – suggesting that managers may be more evangelists than accountants. Central to the view that management is a symbolic activity is the notion that people use language, exhibit insight, invest meaning in events and behavior, and seek meaning in their lives. In short, they act symbolically. When discussing leadership, Pondy (1978) develops a similar argument. He suggests that managerial leadership involves a large component of symbolic activity. According to Pondy (1978), the task of the manager is to provide a label and an explanation for organizational activity. He states:

...the effectiveness of a leader lies in his ability to make activity meaningful for those in his role set – not to change behavior but to give others a sense of understanding what they are doing and especially to articulate it so they can communicate about the meaning of their behavior....If in addition the leader can put it into words, then the meaning of what the group is doing becomes a social fact....This dual capacity...to make sense of things and to put them into language meaningful to large numbers of people gives the person who has it enormous leverage (Pondy, 1978: 94).

The activity of management is to make what is going on in the organization and the community surrounding it meaningful and sensible to organizational participants and to develop a social definition and consensus around the activities being undertaken. Management, in this perspective, involves more than sense making or labeling. It involves the development of a social consensus around those labels and the definition of activity. If management is viewed as an activity to rationalize and make sense of activity, then language as a verbal symbol, is a vehicle through which such rationalization occurs (Edelman, 1964: Chapter 6). On a basic level, symbols are signs that are endowed with meaning and significance and embody a wider pattern of meaning. A sign becomes a symbol when it is interpreted – when patterns of suggestion and meaning are thrown on the sign. Any utterance, remark, concept, or event offers itself as material for the creation of a symbol.

b. Interpretation of Remarks

Symbolic action, according to Pfeffer (1981) may serve to mobilize and motivate individuals both within and outside of an organization to act. The "Hawthorne effect" provides one illustration of this phenomenon. The effect refers to the idea that individuals, when subjected to special treatment or observation, may respond with higher levels of performance regardless of the content of the changes implemented. The chancellor's use of a fake Asian language may have had the same effect, but in a negative direction. The symbolic interpretation of his words and language was that it was acceptable to make fun of the Asian community in a public forum and at an official event. This interpretation is particularly problematic because it normalizes racist treatment of Asians, which has the potential to motivate individuals to commit hate crimes against them (Rodrigues-Sherley, 2022). Those crimes were exacerbated during the COVID pandemic when Asians were made the object of derision by then President Donald Trump who repeatedly mocked them and created the coronavirus nicknames 'China flu' and 'Kung flu' (Quinn, 2022)

When the chancellor spoke in the fake language meant to be a joke, it could be argued that he was criticizing Asian culture as being bad, worthless, or unimportant. His use of the fake Asian-sounding language was viewed by the audience and reported by journalists as mockery because the chancellor's remarks – the gibberish he articulated – seemed to make Asian culture look stupid and without value (Bui, 2022).

2. *Did the chancellor's apology following his graduation ceremony remarks serve to satisfy demands?*

According to Pfeffer (1981), one of the consequences of symbolic action is the satisfaction of demands. Words in an apology, for example, may serve to mollify groups that are dissatisfied with a product, an organization, or person connected with the organization. When the chancellor realized that his remarks at the commencement ceremony would not vanish or be quelled with time, he issued a statement of apology. The statement came four days after the commencement ceremony. Perhaps the chancellor felt some remorse over his hurtful remarks, or perhaps he realized that the exacerbation of the negative press coverage might jeopardize his career. The motivation for his apology may never be known. For many, the apology fell short of expectations. Numerous members of the faculty, the University Senate, the Purdue University Northwest chapter of the AAUP have all condemned the chancellor's remarks and have called for his resignation. In his apology on December 14, 2022, the chancellor stated that he "made a mistake and I assure you I did not intend to be hurtful and my comments do not reflect my personal or our institutional values" (Afshar and Sottile, 2022).

The chancellor's apology is analogous to the firing of a manager in professional sports (Gamson and Scotch, 1964). It is a ritual activity which has consequences for public perceptions. In the case of a sports team, the perceptions of poor performance on the field are symbolically addressed with the manager's dismissal. The fans' demands for change require this action, which does not guarantee better performance in the future if the players lack ability or funding for their training is lacking. In the case of the chancellor's remarks, the perceptions of global stakeholders that Purdue is a university that denigrates Asian culture required attention. It was hoped that those negative perceptions could be symbolically addressed with a ritual activity – the issuance of an apology. But for many individuals the apology fell short and did not achieve its intended effect, except with the Purdue University Board of Trustees. The Board accepted the chancellor's apology and issued a formal reprimand. The chancellor's fate remains uncertain in January 2023 – one month after the graduation ceremony incident. In the meantime, many stakeholders await satisfaction.

Conclusion

This paper details the aftermath of the remarks articulated by Thomas Keon, Chancellor of Purdue University Northwest. Those remarks lasted no more than a few seconds after he took the microphone from another speaker to deliver his address at the university's December 2022 commencement ceremony. In those few seconds an entire community was offended because those remarks, meant to sound like a fake Asian language, were symbolically interpreted by many as an affront and denigration of Asian culture. The chancellor's remarks and a few awkward seconds following them were captured on camera and posted to social media. The video clip went viral in 70 minutes. The almost universal reaction to the post was condemnation. Those few seconds of so-called remarks – gibberish – in the words of some journalists, were deemed inappropriate, hurtful, and potentially dangerous.

This paper analyzes the meaning of the seemingly innocuous jest made during a commencement speech. We advanced the argument that because a university's commencement ceremony is laden with powerful symbols – verbal, material, and action – that celebrate the academic achievements and intellectual endeavors of its graduates, the "off-the-cuff" remarks of the head of the institution, its chancellor, took on a special meaning. From a symbolic perspective, words have the power to energize and inspire, but they also have the power to debase and humiliate. In extreme circumstances, words can incite others to engage in hurtful and violent acts of racism.

U.S. Representative Grace Meng condemned the chancellor's verbal behavior at Purdue University Northwest's December 10, 2022 commencement ceremony, characterizing his remarks as "offensive and dangerous" (AAUP Press Release, 2022). The student bodies at PNW and Purdue University West Lafayette took to social media and sites such as Reddit and Snapchat to express anger, dismay and disappointment that a chancellor of a regional campus would impugn the highly regarded name of Purdue University.

This work also analyzed the meaning and sufficiency of the language in the chancellor's statement of apology. The language in his statement seemed superficial and lacked the tone necessary for a genuine apology. Absent were heart-felt expressions that a personal communication of remorse requires. The chancellor's statement of apology focused on the fact that his words had a hurtful effect.

Implications

Despite the Asian community's hurt feelings, the negative coverage of the fake language utterances on the web, the faculty's vote of no-confidence in the chancellor, and the student petitions calling for his resignation – nothing will happen. The chancellor will likely continue in his position until his administrative contract expires on June 30, 2023.

At the risk of being cynical, these authors believe that people will be unwilling to pursue the fight to oppose the decision of the Board of Trustees – the decision to simply reprimand the chancellor and issue some cautionary admonitions. Students at the university will forget or consciously choose to reallocate their time so as to pursue their own educational objectives; faculty will realize that pursuing a dispute against the chancellor and PNW takes time that could otherwise be devoted to their research or teaching; the chancellor will complete the last few months of his non-renewed contract and organizational life at Purdue and PNW will go on.

Faculty members who were initially upset at the chancellor's commencement ceremony remarks will realize that pursuing the fight to achieve a resignation and leadership change will cost them time, potential raises, and financial grant support for their pet programs. In essence, nothing will be done to ameliorate the pain of the aggrieved Asian community. Nothing will be done to protect the university's reputation and brand. Nothing will be done to change the decision that has already been made. What will happen is that the people who condemned the chancellor's remarks will take the path of least resistance. They will do nothing. They will not upset the applecart to reverse the decision of the Board of Trustees – a decision that has now been cast in concrete.

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BUILDING A BETTER FUTURE FOR CHRISTIAN HIGHER EDUCATION: DIVERSITY, EQUITY, AND INCLUSION OFFICERS

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Abstract

This paper is an exploratory study concerning the perceptions of 16 diversity, equity, and inclusion (DEI) officers at nine Protestant evangelical Christian Universities and six Catholic Universities. Among these 16 DEI officers, 15 are people of color. 13 possess Ph.D. degrees and hold the highest administrative positions at their institutions. They are often required to address justice issues in their diversity initiatives if they don't want to reproduce systematic institutional injustices in historically white-dominated Christian universities. They are working across multiple boundaries (i.e., boundary spanners) for institutional-level diversity changes. They all voice motivations to make institutional changes and 11 DEI officers treat justice as a religious or vocational calling. All DEI officers use their Christian faith to frame their struggles and sustain their long-term institutional changes for a better future. They perceive the following challenges in Christian higher education: the denial of the existence of race issues on campus; the resistance of their fellow staff and faculty members; meager financial resources; career prospects and identity threat; and quest for campus-wide support.

DEI officers with fewer than five years of experience in managing diversity tend to focus on generating more revenue from different kinds of students and developing many hidden activities to serve a particular group of students that may challenge the dominant identities of their institutions. More experienced DEI officers, those who choose to work in institutions that are really committed to diversity, intentionally cultivate institutionalized relational and healing spaces. They show signs of being sensitive to broader social, political, and economic conditions that shape stakeholders' receptivity to their diversity initiatives. They leverage the history, routines, and/or rhythms of their institutions when proposing or implementing institutional changes. DEI officers are in better settings to exemplify healing space and to develop institutional justice when the institutions have already started some social justice programs and the key administrators are deeply committed to racial justice without showing fear of being rejected by the governance board.

INTRODUCTION

Diversity, equity, and inclusion (DEI) is vital in U.S. higher education, and students now demand more systematic and structural changes that ensure greater equity (Hoffman and Mitchell, 2016; Loyd-Paige and Williams, 2021; Park, 2013; Reddick, 2022; Williams, 2013; Williams & Wade-Golden, 2013). DEI is an institutional imperative for academic excellence in a pluralistic world and has not yet been fully implemented in higher education (Duderstadt, 1990; Smith, 2009). Effective DEI practices must address historical institutional injustice and reinvent organizational systems as paths toward healing and justice (Bell, 2017; DiTomas and Hooijberg, 1996; Iverson, 2007; Livne-Tarandach, Steckler, Leigh, and Wheeler-Smith, 2021; Petts and Garza, 2021; Portocarrero, 2022). Pursuing social justice at institutional levels is essential for long-term institutional vitality and viability when there are more diversified student bodies (Buckner, Lumb, Jafarova, Kang, Marroquin and Zhang, 2021; Harper, 2012; Smith, 2009).

Christian high education institutions are supposed to be different from secular institutions because of its three basic core commitments: "*First*, we integrate biblical truth not just into "spiritual" aspects of the institution but throughout the academic enterprise....*Second*, we are committed to the moral and spiritual formation of students....*Third*, we are committed to graduating students who make a difference for the common good as redemptive voices in the world" (Council for Christian Colleges & Universities, CCCU, 2022a). Christian higher education institutions are called to develop inclusive cultures with God's help and confront ingrained historical discrimination against women and racial/ethnic minority groups in their white, cis-heterosexual-male dominated institutions (Fletcher, 2017; Kratt, 2004; Longman, 2017; Nussbaum and Chang; 2013). As they learn from the best diversity practices at public universities, Christian universities must discern what aspects of diversity must be fundamentally transferred or maintained (Abadeer, 2009; Hernandez, 2020; Jadhav, 2020; Loss, 2012; Loyd-Paige and Williams,

2021; Thomas, 1996). In the past ten years, Christian universities have established new DEI officer positions at cabinet-level and have increased their DEI visibility as an extension of their Christian beliefs. These DEI officers are hired to fulfill their institutions' vision of being representatives of the kingdom of God (Longman, 2017; Menjares, 2017). Will DEI officers at Christian Universities use their highest-level administrative positions to increase institutional capacities toward justice? If not, why not? If yes, how so? What are the most significant challenges in Christian higher education? What are the best practices? What support do they need? As such, the following two questions are essential to the present study:

- (1) What are the perceived challenges of these DEI officers within their context of Christian higher education?
- (2) How do DEI officers implement institutional changes in their efforts to ensure justice?

This article proceeds with four sections. The first section reviews the literature on the complexity of DEI officers' work in Christian Higher Education. The second section describes the methodology. The third section answers the research questions. The fourth section concludes with contributions, recommendations, and future research.

THE COMPLEXITY OF DEI OFFICERS' WORK IN CHRISTIAN HIGHER EDUCATION

DEI officers in Christian higher education are embedded agents in the system that has its own regulations, norms, and cognitive-cultural elements providing stability and meanings to various stakeholders (Jenning, 2020; Kezar, 2001; Scott, 2017). They are almost always hired to make institutional changes though they are expected to maintain the core identity of their respective Christian institutions (Longman, 2017; Parker, 2022; Williams, 2007; Williams & Wade-Golden, 2013). They encounter historical institutional injustice internally and externally as contemporary social justice issues are complex, structurally and culturally embedded, and enduring (Hammack 2018; Livne-Tarandach et al., 2021). Without deep and broad institutional support, they are set up for failure. The following literature will synthesize the relationships between diversity and justice, DEI positions, diversity officers in Christian higher education, and DEI and institutional changes at Christian higher education.

Diversity and Justice

Portocarrero (2022) reviewed the last 50 years' literature about organizational diversity from historically-informed approaches, social psychological approaches, and cost and benefits approaches of implementing diversity initiatives in organizations. She reminds researchers to address discrimination whenever they study the popular and confused concept of "diversity" within organizations. Higher education leaders must address justice issues if they want their organization to demonstrate vitality in a system marked by historical and enduring social injustices (Livne-Tarandach, Steckler, Leigh, and Wheeler-Smith, 2021; Vargas, Saetermoe, Chavira, 2021). Smith (2009) used Blackwell, Kwoh, and Pastor's suggestion about leadership for diversity and recommended "[DEI] officer requires competencies in crossing borders and boundaries across sectors; building one's own ability to see multiple perspectives, especially multi-racial and multiethnic perspectives: a commitment to justice for all; and a commitment to keep learning." Without justice, diversity initiatives can reproduce injustice and legitimate white privileges (Buckner et al., 2021; Petts and Garza, 2021). Diversity officers are supposed to dismantle existing structural injustices and enable stakeholders to interpret diversity through lens of moral and ethical reasoning. DiTomaso and Hooijberg (1996: 164-165)'s definition of diversity shows the importance of incorporating justice in diversity initiatives:

People act through social, political, and economic institutions that create, embed and reproduce the inequality among people, which we then call diversity. Diversity is then acted out in the practices of everyday life and interpreted through lenses of moral and ethical reasoning that, when unexamined, legitimate both unearned privilege and unearned disadvantages.

DEI Positions

In the higher education context, the driving forces behind the development of Chief Diversity Officer (CDO) positions include shifting demographics, turbulent political and legal contexts, persistent social inequities, and the preparation of graduates ready to lead in a global economy (Williams & Wade-Golden, 2013: 33-36). Williams & Wade-Golden (2013:32) defined the role of the CDO within the higher education context as follows:

The CDO is a boundary-spanning senior administrative role that prioritizes diversity-themed organizational change as a shared priority at the higher levels of leadership and governance. Reporting to the president, provost, or both, the CDO is an institution's highest ranking diversity administrator. The CDO is an integrative role that coordinates, leads, enhances, and in some

instances supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all. With this context, diversity is not merely a demographic goal, but a strategic priority that is fundamental to creating a dynamic educational and work environment that fulfills the teaching, learning, research, and service mission of postsecondary institutions.

Thus, the chief diversity officer is a boundary spanner who has to collaborate with multiple stakeholders and integrate different diversity initiatives for institutional-level diversity change. Chief diversity officers work can be regarded as configurational boundary work, given that it's their role to create, maintain, or destroy existing boundaries for the sake of institutional justice in the domain of competition and collaboration (Langley, Lindberg, Mork, Nicolini, Raviola, and Walter, 2019). They can choose visible or invisible approaches to maintain the routines, deal with the dilemmas, and prophesize new directions for the institutions (Zietsma and Lawrence, 2010). Organizationally, it's their responsibility to respond to societal injustices (i.e., react in emerging healing space), deal with institutional biases in hiring policies (i.e., investigate in endeavoring healing space), and systematically introspect how the system reproduces injustice (i.e., introspect in exemplifying healing space). When DEI officers ensure their boundary work will reinvent the organization systems as paths toward healing and justice (Langley et al., 2019), they often simultaneously operate across these three healing spaces—emergent, endeavoring and exemplifying (Livne-Tarandach, Steckler, Leigh, and Wheeler-Smith, 2021). They need to be reactive to social crises (i.e., emerging healing space), investigate their internal complaints about promotion bias against women of color (i.e., endeavoring healing space), and systematically introspect how the system reproduces injustice (i.e., exemplifying healing space).

DEI positions need to be well-crafted such that there are alignments among the strategic span (i.e., the breadth of diversity issues that are part of the CDO's portfolio), span of control (i.e., the range of resources over which a person has formal authority to direct) and span of support (i.e., the resources or individuals whose cooperation is vital to the CDO's ability to move the institution's diversity agenda forward). Unfortunately, many DEI positions are haphazardly created (Parker, 2022). This is also the case in context of Christian higher education. Their strategic span is usually more than their span of control and the span of support. It means that the CDO often lacks the resources or institutional support to fully realize their potentials (Longman, 2017; Williams & Wade-Golden, 2013:41-57).

Parker (2015) studied the formation process of chief diversity officers at two research institutions. He affirmed that DEI officers should be at senior administrative positions with adequate vertical and horizontal authority, given the complexity of their roles in the process of making institutional changes. However, the appointment of a chief diversity officer (CDO) is often symbolic rather than a sign of transformative changes. Park (2022) noted,

Often the chief diversity officer is inaugurated in response to an institutional crisis associated with racial incidents on campus' perceptions by students, faculty and staff of unwelcoming college environments; or increased and visible social activism and mobilization by institutional members. To some people, the appointment of a chief diversity officer is mostly a symbolic undertaking, while to others, the appointment of the CDO demonstrates intentional action toward organizational and transformative change at the institution. There is little consistency across higher education regarding how the office and the role is structured, perceived and fulfilled.

Smith (2009) advocated diversity as an urgent and an unfinished need for American higher education fifty years ago. She developed a framework to increase the institutional capacity to "capitalize on the benefits of diversity, and to do so in contexts that are too often characterized by inequities" (p.18). The framework places the institutional mission at the center with four dimensions including 1) institutional viability and vitality, 2) student access and success, 3) campus climate and intergroup relations, 4) education and scholarship. DEI officers need to know how to mobilize institutional resources to fulfill institutional mission in the context of these four dimensions. They need to keep on working and collaborating with multiple internal and external stakeholders for more equitable institutions. DEI officers work is strongly related to the institutional viability and vitality when these institutions recruit students to intentionally diversify their campus environment to fulfill their missions. A new template of organizing needs to be introduced to change the existing system (Greenwood and Hinings, 1996). DEI officers need to facilitate administrators and faculty to be engaged in the tough conversations about the existence of injustice in the system and develop institutional measurements to track their institutional progress toward justice.

Diversity Officers in Christian Higher Education

Diversity officers in Christian Higher Education are facing more harsh conditions than other DEI officers in non-religious private or public universities because their key stakeholders often refuse to accept the reality of the existence of racism in Christian institutions (Adams, 2021; Kim, Kendall, and Katharine, 2021; Post, 2022). Not only do they have to do the same work as their public school peers in advocating diversity and introducing measures to make their campus a safe and more just place, but they also have to convince fellow faculty, staff, and students that their position is worthwhile and meaningful to the long-term health of their organization. Their situation becomes increasingly agitated when politics and religion intersect, such as in the so-called “Culture War.” Christian universities’ DEI work can be resisted by their faculty members holding different social, cultural, and political ideologies in the divisive and polarized evangelical circles (Dalrymple, 2021). Conservative white Christians sometimes regard the work of DEI as the work of the antichrist or too liberal/progressive. The CCCU has launched a workshop about faithful leadership in 2021 for DEI officers and Christian leaders to know how to respond to the influence of political ideas on evangelical Christians and parents of students enrolled at Protestant colleges (CCCU, 2021).

These DEI officers “struggle with discouragement, fatigue, and burnout. They often struggle to get buy-in from colleagues and feel they were hired to make a problem go away, rather than to start the long, difficult work of cultural transformation” (Adams, 2021). These officers consistently express their faith for unity in Christ and want to have reconciliation with different stakeholders. They creatively redefine their priorities and the scope of their diversity objectives to cope with the changing needs of different constituents in a dynamic social and political environment (Sisco, 2017). They collaborate with many stakeholders to carry out what they see as God’s work. DEI officers often use metaphors such as “God’s battle,” “God’s workers,” “disciples of Christ,” and “God’s prophets” to describe their work (Longman, 2017). Their work can also be described as faith labor. For example, Denu (2017) described her faith labor in the language of God’s battle. She said, “We will face many battles, but we must remember that ultimately the fight for justice, reconciliation, racial healing, and love is not just our battle but it belongs to the Lord. When we remember this, the burden and weight shifts from our shoulders to the one who is all-powerful” (Denu, 2017). Loyd-paige and Williams, two DEI officers, describe their work in prophetic terms and practice long-term obedience to live out the “love mandate” (Mathew 22:36-40) when they “face the messy, painful reality of sin in the form of -isms, divisions, and schism” (Loyd-paige and Williams, 2021: 43). They say that they do this out of love and believe that they are working for God whom they perceive to be a lover of diversity and inclusion. The extent to which they can craft their faith labor is shaped by the social contexts in which the crafting occurs. They are embedded agents in the situation in which they operate while they also have an effect on the situation (Battilana and D’Aunno, 2009). Their faith labor “affects and are affected by a whole network of actors, including but also well beyond a person’s work relationships” (Lawrence and Philip, 2019:112). They are ambassadors of their university’s various diversity initiatives and represent their institutions to the public.

Their responsibilities usually exceed their assigned authorities (Loyd-Paige and Williams, 2021; Williams, 2013; Williams & Wade-Golden, 2013). These officers constantly reevaluate how to survive in the multiple directions of the current that is aligned with or against the perceived faith identity of their institutions. They also have to discern what diversity measures are fundamentally true to their perception of the Christian faith in a pluralistic world and what traditions, habits, and preferences of their institutions need to be changed to be better witness to Christ’s kingdom on earth (Longman, 2017). Moreover, they often have limitations on their work placed by church or religious authorities larger than their immediate institution, such as a denomination or diocese. They are involved in the process of embracing all varieties of tensions including the life-style choices of students, the “culture wars,” political polarization, structural injustices, racism, financial budget cuts, low trust between administrations and faculty members, high turnover of senior administrators...etc.

DEI officer positions at Christian institution are often very tiring and stressful because of their demands for significant spiritual and emotional labor. The officers often “find themselves preventing or solving crises, carrying heavy workloads, and wearing many hats in the attempts to live up to the demands of their job to support students of color, educate white students and staff, and hold their institutions accountable....Many of these individuals also feel underresourced and frequently speak of the need for additional staff, budget, programming, and space to do their jobs well and with excellence” (Menjares, 2017:17-18). For example, they are obliged to deal with polarized complex social and political realities and are expected to handle all inequity issues at their universities. Given that these

individuals are very often racial and ethnic minorities themselves, they also experience racial battle fatigue or/and trauma as they repeatedly listen to stories of inequity and exclusion (Kinoshita, 2017). Simultaneously, they are also expected to maintain their institutions' best public images. It's also possible they may be unintentionally or intentionally set up for failure when they are designated as the only person to confront systematic structural injustice issues. They have experienced multiple sources of frustration and slow-paced cultural changes at their institutions that have historically fostered an environment dominated by conservative white-males (Nussbaum and Chang, 2013; Schuurman, 2003). These conservative white-males are often in the board of trustees and senior administrative positions and have also shown a tendency to be unconscious of their contributions to structural injustice (Ray, 2019).

DEI and Institutional Changes in Christian Higher Education

The Council for Christian Colleges and Universities (CCCCU), an association of 184 intentionally Christ-centered institutions around the world, affirms the importance of diversity, which is supported by the fact that the overall percentage of students of color in CCCCU institutions increased gradually from 16.6 percent in 2003 to 19.9 % in 2009. However, the racial and ethnic make-up of students, faculty, and staff in Christian universities is still much below than other college attendees (CCCCU, 2022b). At the same time, the rate of diversity among non-CCCCU institutions increased from 20.5% in 2003 to 23.2% in 2009 (CCCCU 2022b). Many evangelical Christian colleges and universities are still dominantly white in their residential programs and have higher percentage of racial diverse students in their on-line courses and fully on-line programs (Hoey, 2021). William Kratt in his doctoral dissertation (2004) about diversity in evangelical Christian higher education affirms the existence of a chilly and non-welcoming campus climate for students of color and other underrepresented groups. He asserted (2004:24) "The social construct of whiteness is a complex historical, social-political, and psychological notion that permeates society at individual, cultural, and institutional levels in the United States." Recent research has affirmed the continual racial microaggression practices in Christian higher education (Kim, Kendall, and Bau, 2021).

Some Christian universities may set DEI positions for symbolic status purposes without making corresponding changes to their institutions, which are characterized by historical injustice. Loyd-Paige and Williams (2021:26) observed, "Christian organizations have been complicit in the perpetuations of oppressive systems since their founding." It is a long-haul process to initiate change at Christian universities when their alumni and board of trustees are accustomed to and comfortable with their system without knowing how oppressive it can be (Nussbaum and Chang, 2013). When Christian universities need to attract more diversified students, DEI officers often portray their universities as welcoming places (Longman, 2017). In general, DEI positions are occupied by faculty or staff of color. These officers also experience racial battle fatigues (Arnold, Crawford, Khalifa, 2016; Ford, 2020; Harlep and Balls, 2020; Smith, 2008). Their performance is heavily scrutinized and their mistakes are often used against them as signs of their incompetence. Many DEI officers serve as the "symbolic face" of diversity and have few resources to accomplish the ambitious strategy diversity agenda and fulfill their institutions' overall strategic missions (Williams and Wade-Golden, 2013: 58).

Some Christian universities have decades of experience of running programs similar to DEI before the term DEI was used. These organizations are more ready for institutional transformations bending toward healing and justice. DEI officers must be attentive to the realities of campus culture and also think strategically about how to move their organizations in favor of incremental changes (Hernandez, 2020; Longman, 2017). Sustaining the necessary commitment to DEI practices to represent God's work requires careful planning because these DEI programs have proven very vulnerable to financial budget cuts and have higher failure rates (Loyd-Paige and Williams, 2021; Williams, 2013; Williams & Wade-Golden, 2013). Christian higher education institutions are increasingly under financial pressure. When diversity is regarded as a shared responsibility, some administrators may perceive that there is no special or existential requirement for diversity officers because the faculty and staff have learned how to implement diversity programs. Sometimes institutions may hire some diversity officers to create promising documents to increase students enrollment to deal with a short-term social crisis without developing the capacity for long-haul institutional cultural changes (Ahmed, 2007). Institutions can easily cut the DEI costs and return to the old budget after they make use of DEI for window-dressing purposes. Furthermore, in the process of changes, new programs and policies may disrupt the routine of employees and thus need to be gradually weaved into the fabric of the organization. It is critical to develop collective learning practices through the raising of multiple voices and processes that are supported by senior leaders, strategic action plans, accountability systems, and networks of employees (Edmondson,

Bohmer, and Pisano, 2001; Ely and Thomas, 2001; Loyd-Paige and Williams, 2021: 138-141; Satterstrom, Kerrissey, and DiBenigno, 2021).

DEI officers represent their institutions in their efforts to bring together diverse groups of people to evaluate the status of diversity and collectively engage multiple perspectives and recommend actions that can lead to the substantive improvement of the institution's vitality and viability (Smith, 2009). They are the key drivers of collective inquiry and learning about diversity issues. A culture of inquiry directed to improvement has to be formed when many diversity practices require broad engagement in decision-making. Many changes will come from people inside the institution rather than from outside mandates (Smith, 2009: 234). The collective inquiry process can "generate more coordination and sharing of experiences, including the incorporation of a more self-reflective perspective that recognizes the existence of real conflicts in the communities as well as within the organization" (Aragón and Macedo, 2010:96). Collective inquiry also includes the process of reflection that facilitates learning. The process can be generated in the relational space (Kellogg 2009) and healing space (Livne-Tarandach et al., 2021).

Kellogg (2009) found that relational space critically determined the success of two hospitals efforts at implementing change. She suggests:

relational spaces—a subset of free spaces that allow such inclusion—give reformers in different work positions a forum for building a sense of efficacy around accomplishing change with newly developed task allocations. These spaces allow reformers to develop an identity dictating how reformers in different work positions should behave with one another. Finally, the spaces facilitate the creation of frames justifying these new task and role expectations. Through the creation of new relational efficacy, identity, and frames, reformers can build a cross-position collective that enables them to sustain a challenge against defenders of the status quo and change a long-standing work practice. (p. 664).

DEI officers are recommended to use cross-boundary connections to build relational spaces that develop collective new practices that can be reach across status boundaries to overcome resistance. "The emergence of relational efficacy, identity, and frames are necessary for change to occur, and relational spaces are at least one route to getting there" (Kellogg, 2009:702). It is recommended that relational space be grounded on social movement theory, boundary work and practice work (Zietsma and Lawrence, 2010).

Livne-Trarandach et al. (2021) call on organizations to do the following when then want to take proactive and holistic reconciliation approaches to deal with systemic historical and social issues in the exemplifying healing space:

engage in introspection, including reviewing the systems and vulnerabilities that create and reproduce inequity, and challenging and reinventing organizational systems as paths toward healing. Organizations that function as exemplifying healing spaces activate healing by embracing the importance of vulnerability and adopting a beginner's mindset, akin to the notion of innocence and curiosity, in attempting to fully account for and understand multiple points of views among those impacted by societal injustices. Such organizations carve spaces for individuals to deeply bear witness to suffering by being fully present and to approach problems with humility, rather than prior assumptions, suspending any denial, rationalization, or opinion about another's experience of suffering. This kind of engagement with suffering affords the opportunity to approach a deeper familiarity with the lived experiences of suffering. This in turn seeds empathy toward those affected by societal injustices, and mobilizes organization members to recognize harm endured by and act to restore the dignity of marginalized people....

DEI officers are recommended to mobilize their stakeholders to embrace exemplifying healing space as an important step on the path to justice. Through the exemplifying healing space, universities enable stakeholders to be committed to comprehensive inquiry about injustices inside and outside their organizations while co-creating an inclusive system that cultivate and enhance justice and equity.

Faced with pervasive DEI rhetorical messages from leaders, financial constraints of Christian institutions, diverse interpretations of DEI practices among stakeholders, and high turnover of DEI officers at Christian higher education, these DEI officers must develop institutional processes for collective inquiry in the relational and healing space. Participants can be aware of power that hinders or facilitates the change process. They can question the

assumptions, rules, procedures, purposes and principles that foster or discourage particular groups of peoples' power and relationships (Argyris, 2003). They also help the organization to exemplify healing space for long-haul cultural changes. DEI officers must sustain good practices through policies, structure, and cultural changes (Arvidson, 2018; Gagliardi, 1986; Huy, 2001; Kellogg, 2009; Langley, Smallman, Tsoukas and Van de Ven, 2013; Schein, 1984; Tsoukas and Chia, 2002).

In summary, DEI officers' work is very complex and their responsibilities usually exceed their assigned authorities. They experience "Culture War," racial battle fatigue, and internal and external social injustice in Christian higher education. They collaborate with many stakeholders to carry out what they see as God's work.

METHODOLOGY

I answered the above two research questions by using a grounded-theory approach (Strauss and Corbin, 1998) and an extensive literature review about the voices of DEI officers and institutional theories concerning change. As the perceived challenges and methods of dismantling historical institutional injustice in faith-based organizations are very complex issues, it is best to collect the subjective, emotion and unique experiences of DEI officers working in Christian higher education through a qualitative research and semi-structured interview (Golden-Biddle, 2020; Huy, 1999; Hochschild, 1979, 1983; Ibarra, 2004; Miller, Howell and Struve, 2019). Perceived multiple realities and strategies could be found by me by comparing, conceptualizing, and theorizing the data in the process of collecting data. I used theoretical sampling and intentionally contacted DEI officers who demonstrated signs of commitment to their diversity and equity responsibilities.

Between October, 2021 and July, 2022, I conducted exploratory, open-ended, in-depth and semi-structured interviews with 16 DEI officers from nine Protestant evangelical universities and six Catholic Universities. Only one interviewee is the chair of DEI committee in a small Christian University, has no formal DEI title. She is also the only white person among all respondents. I also used an appreciative inquiry (AI) method (Cooperrider, 2021) to ask interviewees about the best DEI experiences. The questionnaire (see Appendix A) included three sections: 1). Personal journey with the DEI work and faith, 2). Faith tensions at Christian University, and 3). Coping strategies and personal requests for institutional changes. The research was approved by my previous institution's IRB. Interviewees were requested to sign a consent form before the interview. Before each interview, I studied the organization's public documents including their DEI policies, strategies, events posted on their websites and the public speech of DEI officers.

All interviews took between 45 minutes and one hour. Within 24 hours after the interview was conducted, I read the transcript again and verified the content against the recording, paid attention to the overall story shared by each interviewee, and wrote a narrative summary of each interview. I also noted specific themes of the interviewee and discussed my findings with my mentors for one year. I also made some adjustments in data collection for each new interview. I equipped myself to be familiar with the issues surrounding race and justice in Christian higher education and the localized in-group vocabularies and colloquium used by African Americans in these contexts by attending more than 10 related seminars, including African American autobiography, intergroup dialogues...etc. I coded the data and developed theoretical frames from my data. I also interviewed two emerita professors who had been senior academic leaders at two Protestant evangelical Christian institutions to help me better understand the structures, powers, cultures, and human dynamics of Christian higher education institutions at play over the past five years. I discussed my findings with my mentors and friends in the process of theorizing the data. I also interviewed one biblical studies professor from another Protestant evangelical college who taught students to apply systematic theologies in a pluralistic society to understand the gap between institutional practices and biblical interpretations of DEI practices. I also used my experience of working nineteen years in four Protestant evangelical colleges to connect with interviewees and interpret their DEI work by using the skills I developed from my previous qualitative research.

Except for two respondents, all were transparent and comfortable sharing their experiences. They shared positive and not-so-positive experiences. It seemed that they wanted to learn from the process of being interviewed. They paused and reflected before answering questions on some occasions, and showed the desire to learn and develop their own practices. Two subjects did not want to be recorded as they had experienced many frustrations and doubts about their work. All interviewees were concerned about the perception of the community about their institutions and were involved in church organizations outside of their work responsibilities. Some received support outside of their

work organizations. It is logical to assume people frustrated with their work or institutions would have been more hesitant to accept my request to interview them than those with largely more positive experience.

FINDINGS

Characteristics of Respondents

The sixteen DEI officers' experiences of managing diversity ranges from three months to over 25 years. Two Protestant evangelical institutions' diversity programs are in the emerging stage of development and two lack an official title of "diversity officer." The other 13 institutions (i.e., seven Protestant Evangelical and six Catholics) have already incorporated diversity and inclusion into their institutional missions, core values, and strategic plans. Some officers told me they would revise the publicized DEI strategies soon as they earn more trust from their stakeholders. They continuously assess the progress of their DEI work and affirm their support from their presidents. Among these 16 DEI officers, seven are African American men, six are African American women, one is an Asian American man, two are Asian American women, and one is a white American woman. 13 have Ph.D. degrees in social work, psychology, education or ministry (read Table 1, p. 43).

These respondents are the chief person at their institution to direct, coordinate and integrate diversity-related themes. They have a wide ranges of titles: *Director of the Center for Diversity and Inclusion; Executive Associate to the President for Diversity and Inclusion; Associate Dean for Diversity & Inclusion; Assistant Vice President of Diversity; Life Calling and Christian Community, Career and Life Calling, Vice President for Diversity, Inclusion & Community; Director of Diversity Education and Training; Vice President, Student Belonging / CDO; Interim vice president for intercultural affairs, Vice President, Diversity, Equity, and Inclusion & Chief Diversity Officer; Associate Provost for Diversity, Equity, and Inclusion; Vice President for Diversity; Associate Provost for Student Engagement, Equity and Inclusion.*

Three of the officers hold part-time DEI positions, two are tenured full-time professors and one is a professor emerita. 13 of them hold senior administrator positions and report directly to their provost or president. Their positions are structured in various ways to respond to the context and historical commitment of justice of their own institutions. For example, some institutions focus on serving students of color and promoted their only faculty or staff members of color to these new DEI positions without providing them the required training or designing their positions to cope with their wide-scope responsibilities.

Motivations

All of them claim to be motivated to use their DEI roles to increase impact on their institutions and lead positive changes at institutional levels. These talented DEI officers choose to work for organizations that seem to them really committed to the larger principles of DEI. They refuse to be tokens of representation or do window-dressing works that maintain the structurally conservative identities of their institutions; they desire real change. They are maintaining and changing their institutional work to better fulfill the missions of their organizations. They have already known that they must be sensitive to the context and are willing to collaborate with different stakeholders for long-haul cultural changes and frequently set up institutional frameworks to assess their work in white-dominated institutions. DEI officers who have been involved in DEI work for more than 20 years tend to use their own deep faiths to sustain their work and outreach community programs. They perceive that their work will foster a better equitable environment for future generations. One Black woman (interviewee #13) said,

the person that's in the role has to demand that this is serious business and not performative....I'm working for justice for people on the margins. I think I do that at the institution on a daily basis...this is probably the most difficulty job I've had in my entire career.

An Asian American woman (interviewee #9) who has been involved in DEI work for more than 20 years and formally took the interim DEI position for three years during the COVID-19 pandemic. She affirmed that she had to rely on God in the process for long-haul institutional change. She said,

Trust in the slow work of God and you know it's not for us to have big impact or but we have to contribute and I think there's also responsibility to be grounded and be sustained for the long haul....it is fundamental belief that all of us are created in the image of God, that everyone is worthy of respect because of that, and that everyone needs to be treated with dignity. And that means fighting oppression. It means fighting racism. It means fighting systems that marginalized

community and uplifted other communities so that I feel is the ground out of which all this work emerges.

One African American woman (interviewee #16) has worked in the area of diversity in public organizations and universities for more than 25 years. Diversity is her vocational commitment and passion. She helped the institution to hire the first chief diversity officer. She works closely with faculty and staff members who are involved in diversity. She accepted the interim chief diversity officer position after her retirement as a professor of education, and she wants to sustain the momentum of diversity programs at the institution. DEI work is her calling. She said,

God motivates me to keep or like Nehemiah to stay on the wall. You know, stay on the wall. Just keep you know. And it's not always easy, but keep plugging and keep moving, you know, moving...Build the coalition of the willing. So you want to try to continue to build people who are supportive of the work.

Interviewee #1 has experienced heavy emotions with the rise of white nationalism. She was responsible for establishing a DEI framework and a DEI document from a system perspective for her entire institution. The framework and document are connected to the organization's missions and Christian identity. She systematically measured the progress of DEI goals on campus and has noted the need for patience and persistence as she desires long-haul systematic changes in the direction of social justice and equity. She trains members of the board of directors and senior leadership teams to increase their awareness and knowledge about DEI and to explain why DEI matters to the institution. She sustains her DEI work with her own faith and serves her university as a part of her bigger community. She accepts that she is serving for God while God is in charge of the outcome of her work. She trusts God for the process and outcomes. She said,

And my understanding of the Bible, what I believe is God's heart, that shows me that diversity is a part of God's heart...this is God's work, this is kingdom work. So if, if a God that I serve, and I am called to follow has a heart for diversity, then I should have a heart for diversity....And my faith also tells me that I might be a person who is only planting the seeds for change, may I be able to water some places. But ultimately, it's God that's going to get the increase. My faith also tells me to not get tired, do good work. And my faith also tells me that ultimately, God will bring justice, and ultimately God's will, will be done. I just have to be faithful in the work that he's calling me to do.

Five Black men that I interviewed are also motivated to use their senior positions to honor their ancestors and those who came before them. These men frequently mentioned their grandparents were uneducated and never would have imagined that their grandson could hold a senior leadership position.

Perceived Challenges of these DEI Officers in Christian Higher Education

15 of the interviewees are people of color and are paid to increase the representations of people of color among students, faculty, and staff. They demonstrated an awareness of their own identities and know they indicate their identities to illuminate how predominately white Christian institutions embrace students and faculty of color as a means to advance the institutions' own images as progressive, already diverse and welcoming (Foste et al., 2021). Their racial and ethnic identities are used as an asset, which can be described as race capitalism (Leong, 2013). They also are involved in many committees to represent their racial group at white-dominated Christian institutions and, consequently, experience identity taxation (Hirshfield & Joseph, 2012). Several of them expressed racial battle fatigue: "physiological, psychological, and behavioral strain exacted on racially marginalized and stigmatized groups and the amount of energy they expend coping with and fighting against racism" (Smith, 2008:617). These DEI officers have facilitated discussions about racism and keep calm when DEI officers want participants to learn from their own ignorance. The work of these officers can be very taxing on their psychology and mental health. Sometimes, they need to speak the truth to people in positions of power, and in predominately white Christian institutions that are often unconsciously built through historical and structural racism and inequity, these people are often white men. Their DEI work has become more laborious with the rise of polarization and white supremacy. Their DEI work is sometimes labelled as "liberal" or is identified with a particular political agenda that offends existing donors who are threatened (consciously or not) by the loss of power. The fear of being involved in social justice issues was amplified when DEI officers witnessed the layoff of staff who were involved in DEI work at other peer institutions. They must be consistent with the missions of their institutions and be creative in making impoverished decisions for the needs of their students.

They provide some short-term service for students without changing official policy. For example, some have individual private dialogues with their LGBTQ+ students. They experience racial battle fatigue, financial cuts, being threatened by board members and alumni, and resistance from their fellow faculty members. These are their perceived challenges:

The denial of the existence of race issues on campus

These interviewees are required to provide training workshops to change the mindset of their stakeholders as many in Christian institutions do not want to learn about the existence of race issues. In particular, white fragility is common (Diangelo, 2018). Interviewee #15, an African American man, is the only Black person on the leadership cabinet. He has worked for 14 years to develop many dialogue sessions on race for faculty, staff and students. He worries about these dialogues will continue when he leaves the institution, since he is the only person actively working to sustain safe spaces for such racial dialogues. He is still frustrated with faculty and staff who spend a lot of time discussing whether there are systematic biases or racism present at their institution. After his 19 years of steadfast work, the first minor in “racial ethnic studies” developed by faculty members following his advice was approved by the Board of Trustees in 2022. He observed,

Too many people are arguing over semantics rather than listening to each other. So that’s my vision is that we start to listen to each other...10 years from now, we would have progressed as an institution where we’re not hearing from students all the time that there are microaggressions we’re not hearing about these types of things.

Interviewee #10, a Black woman, is very frustrated with the disconnection between Catholic social thoughts and its practice at her institution. Her president voices supports for her anti-racist work. However, she still struggles with discussing racism’s on the campus. She said,

And I’ve encountered a handful of folks who are like, we don’t have racism at Y. I’m like yes, we do. We have racism at Y. This is a thing that I need to address, in particular for our faculty and staff or people of color are leaving just unhappy with Y because it’s just a white space and I’ve tried addressing race in a couple of instances, police shootings that have happened....It’s sort of prevailing idea Y, the racism, in particular whiteness and white supremacy aren’t real things, and we shouldn’t be talking about them. I have a supportive cabinet and a supportive president....It’s a fine line within the Catholic institution to talk about racism.”

Interviewee#4, the only white DEI officer I interviewed, has worked with her multicultural committee (recently the name changed to be the “diversity and equity committee”) and has written an official anti-racism statement. However, the statement still must be accepted at every level in her small institution. She has worked patiently with leaders at different levels for a year and a half. Some of her fellow Christian peers are as concerned with antiracist as they are with the anti-Christ; to them, anti-racism is the work of an ungodly figure. She has to defend the statement at most meetings and explain the connections between antiracism and the Christian faith. She also uses scriptures to support anti-racism at the first five minutes of each meeting. The degree to which she continually educates her audience requires great patience, although the slow reception of the anti-racism statement has been very demoralizing and discouraging to her and her committee members.

Resistance from their fellow faculty members

Interviewee #12, an African American woman, is working in the area of ambiguities and uncertainties. She perceives that she is welcomed to solve long-term systematic institutional injustices during her job interview. However, no one told her what problems she needs to address. When she wanted to address anti-Semitism, she was stopped by faculty members as they worried that they also had to address other anti-minorities issues such as anti-Asian hate. Faculty members were said to be afraid of being trapped in all “Cultural Wars.” Interviewee #13 (a Black woman) had similar experience to #12. She received a lot of negative criticisms when she invited guest speakers to talk about anti-racism. According to her, faculty members are afraid of being involved in politics and being criticized for being “not religious enough.”

Interviewee #7, an Asian American man, frequently hears many stories of marginalization and discrimination on the campus, even though he has been involved for 25 years on DEI service for this institution. He realizes that the institution still requires structural changes including in the areas of culture, the high-level decision-making process, classroom practices, dorms, and interpretative schemas. He told me that the majority of his institution feels

comfortable doing their work in White-privileged ways. He develops training and education programs and services to increase the consciousness of faculty and enable them to have more effective classrooms. However, the training is voluntary. Those who need it the most and lack an understanding of how diversity issues impact their effectiveness have the liberty to not attend. Some faculty intentionally do not want to understand, and some faculty perceive that DEI work is too “liberal” and thus resist it. Some white Christians do not want to know their own biases and experience white fragility (Diangelo, 2018). They do not model curiosity in the learning process and prefer to be confined to their own belief systems.

Being drained by meager financial resources

Many Christian institutions are financially struggling and do not prioritize DEI work in their limited budgets. DEI officers may prioritize their activities as tools for increasing enrollment. They usually focus on socializing interventions such as Hispanic heritage week, Asian week, African American week. Some replace their full-time DEI positions with part-time ones. Interviewee #16 disclosed that her 24 weekly hours of DEI work in 2021 was cut down to 40 hours per month in 2022. The institution had decided to freeze the permanent position and does not plan to hire a full-time person. She accepted this part-time position because she wanted to keep the institution’s momentum in DEI work. However, she lamented, “a lot of the staff and infrastructure that we had built in terms of DEI has been cut back.” She focuses her limited hours on educating senior leaders and board members who have the authority to “disrupt and dismantle corrupt practices” by having 14 hours of cabinet meetings per month.

Interviewee #7 perceives that DEI work is becoming harder as the faculty and administrators just want to do the minimum without making serious commitments, and many new DEI ideas are not implemented because the turnover in the DEI department is much higher than in other departments. When the student enrollment drops and staff is laid off, it is common for most or all of the DEI work to be done by one person or a handful of people. He chooses to be realistic and do what he can. As his institution does not address the pain and suffering that DEI officers have gone through, he sustains his work thoroughly through self-care practices such as taking some time off and participating in some life-giving activities.

Being threatened

These DEI officers collaborate with different stakeholders but also have to educate them in order attempt to change their mindsets about DEI initiatives. A few interviewees shared they even received career prospect threats from the board members. But board members are often the least diversified organizational body compared to the compositions of students, faculty, and staff. Members of the board of trustees are usually older white-males and often lack an awareness of their own racist attitudes and behaviors. Interviewee #10 ‘s institution provides an interesting case of this. Because her institution serves many Hispanic students and generates revenue from Pell grants, she has installed Hispanic murals and facilitated activities to welcome these students. She hoped that external consultants will change the board’s mindset. She said, “98% white folks and old white folks who grew up at Y...They have an idealized idea about the world and how the world operates.” When the board members doubt her work, she has to resort to weaponizing the mission statement, languages of Catholic authorities and Catholic social teaching to push these members to accept her DEI initiatives. One day, a cabinet member even threatened her and wanted to call Catholic authorities to shut down her antiracism work.

When interviewee #9, an Asian American woman, served in an interim DEI position, a few board members did not support the president’s anti-racist document and left. She summoned her courage and was able to mobilize faculty and staff to take actions in response to the president’s anti-racist statement in 2021 with the full support from the president. However, she experienced racial discrimination and was not trusted as a good advocate for anti-racism because she was neither Black nor White (Hyun, Kim, Cheon, and Long, 2022). She said, “The unanswered questions being an Asian American woman in a role that there’s not a lot of Asian American chief diversity officers, and it’s the ambiguity of being Asian American. Are you with us? Are you against us? Where do you stand? It’s very difficult to be an Asian American doing this work.” As evidenced in this quote, she had this self-doubt and questioned the effectiveness of her work.

Quest for campus-wide support

DEI officers need support in order for their work to be sustainable. They are susceptible to frustration when their well-crafted DEI documents and time-consuming DEI marketing materials are not heartily embraced by faculty and administration leaders. For example, interviewee #7 addressed the need for reform of his institution’s historically

ingrained attitude and minds. He is very frustrated with the attitudes and behaviors of fellow Christians at his institution, and like Interviewee #10, he has to rely on scriptures to sustain his DEI work. He believes that DEI work should be God-centered and beneficial to the learning environment. At some interviewees' institutions that have approved antiracism documents, many stakeholders perceive that the tasks of anti-racism and DEI are finished. Likewise, these documents are not used as organizing principles to affect the discourse in faculty and staff meetings. Sometimes, faculty and administrators expect the DEI officer to do the work and do not want to serve DEI even though they had been highly involved in DEI before the inauguration of these DEI positions. Interviewee #13 hopes to have a dedicated thoughtful partner on a daily basis to help her think through many actions and programs as her work requires support from many different divisions and departments.

In summary, many DEI officers (12 out of 16) have experienced racial battle fatigue, slow pace of changes, tensions among faculty and staff, and a lack of financial and human resources to accomplish their work. Sometimes they could not discuss why their institutions allocated more money to sports rather than DEI practices or why DEI cabinet positions have less power than other cabinet positions such as Information Technology Officers or Finance Officers. These officers, in summary, recognize their power limitations.

How Do DEI Officers Implement Institutional Changes Toward Justice?

DEI officers act on their shared understandings among key stakeholders about historical context, mission, ethos, and the current campus leadership of their respective institutions. These DEI officers are good at using scriptures, Christian in-group language, and traditional Christian resources to frame their struggles, mobilize stakeholders, and project God's vision of community. They frequently advocate self-care and reach out for help from people outside their organizations. They try to exemplify Christ's love through facilitation of collaborative inquiry among different stakeholders with different programs such as cross-cultural competence training, curriculum development, and book discussion groups. They aim to create safe space for black students to share their concerns and also coach faculty and senior leaders on how to develop inclusive communities. They are very sensitive to their institutional religious identities and know how to make their work visible, hidden or forbidden (Cascante-Gómez, 2008; Mikkelsen and Wahlin, 2020; Weick, 2001). They tend to accept the existence of long-term systematic institutional racism at their organizations. They all want to foster a sense of belongings among students and increase student enrollment. Some focus on justice in the hiring processes, faculty development, future leadership development, and diversifying the board of trustees. Their approaches to antiracism differ: reframing the issue, accept the issue and discussing a better way to deal with the issue, documenting the event of racism, or developing a better accountability system. To move their organizations toward justice, some measure their institutions' capacity for diversity in the way decisions are made, in how power is distributed, and in the characteristics of institutional culture.

Their approaches toward justice can be labeled as a student-centered approach and an institutionalized relational and healing space approach. They negotiate or exploit structures, networks, and/or institutional frameworks to dismantle racism at their institutions in differing ways. Institutions with a historical experience of fighting for justice tend to support the work of their DEI officers.

Student-centered approach

The interviewees of officers with fewer than five years of experience of managing diversity (Interviewees #3, 5, 6, 8) tend to focus on generating more financial resources through increasing enrollment numbers of students of colors, students of different faith backgrounds, and students with different gender identities and sexuality orientations. They embrace practices that provide a safe way to report racist complaints within or directed to their institutions as opportunities to correct their path and create a sense of belonging for students while also increasing the transparency of the reporting of racist behaviors, incidents, and practices. Their DEI work tends to, at least on the surface, maintain the conservative identity of the institutions even though they may give hidden or forbidden messages to their students. They are motivated into developing a welcoming environment for students of color without responding to the pressure to change historically ingrained racism and inequities. For example, interviewee #8 coming from a Protestant evangelical school perceived that although racism was shared by all Christian institutions, he does not feel racial fatigue and is satisfied with the reporting process. He is concerned for those students who identified as Muslim or Catholic. His focus is serving students who are not aligned with his institution's identity statement. He wants students of religious minorities to experience a sense of belonging. His most satisfying experience was working with 70 faculty members through several work groups to develop an inclusive pedagogy for the 51% of the student

body that comes from minority backgrounds. His main goal is to increase the graduation rate of African American men and Latino students, and to increase the representation of people of color in visible senior leadership roles. Interviewee #8 expresses his faith in terms of a biblical mandate and biblical examples from both the Hebrew Bible and New Testament. He said,

it was part of my purpose to elevate diversity and inclusion as distinctive. I feel like this is biblical... I believe that diversity, equity, inclusion, they are kingdom distinctive. (Interviewee #8)

Interviewee #5 focuses on enrollment, student approval of DEI measures, and increasing good words of mouth for DEI. He intends to transform the community through the transformation of students and has developed rituals and monthly events to connect students with the internal and external communities through many collaborative initiatives. He has not incorporated systematic structural changes, but he knows how to advise students to access those supporting resources. He said:

We know the areas of campus that are problematic, and we also know the areas of campus that are very much supporting and have a strong history of providing meaningful relevant student support to our students. And so it's our jobs as the guardians to make sure that we're there routing students in those paths. (Interviewee #5)

Interviewee #5 is satisfied with using CQ (Cultural competence) tools and the tool of the racial healing circle to grow and transform the experience of students. He expressed his faith as to "try being transformed by the renewing of our mind through Christ Jesus. I believe. I believe transformation happens as important" (Interviewee #5).

Since Interviewee #5's policies contributed to an increase in student enrollment, he plans to hire more staff to help facilitate faculty education and will request the counseling center to hire a counselor who represents a racial minority to help these students feel welcomed and seen. He has already accepted that his college will not fully affirm LGBTQ+, but he knows LGBTQ+ students need to feel affirmed by the college. He supports LGBTQ+ students and recognizes that his role is to understand their experiences. Recently, he held the first LGBTQ+ affirming lecture series at the institution and created a welcoming space for these students and faculty. This event resulted in the positive consequence of a \$10,000 donation from queer and queer-affirming alumni.

Interviewee #6 also focuses on enrollment and desires to create a sense of belonging for students of color. He said, "I think I have been in agreement with what our university has done based upon the social instances and the things that they've done." He agrees with the university's practices toward the LGBTQ+ community, women, and faculty of color. He expresses his faith with reference to many biblical passages and does not perceive any gap between biblical interpretations of DEI practices and the university's practices. He regards his DEI work as Kingdom work and frames his strategic diversity plan as being biblically grounded. His team, for example, used scriptures (Genesis 1:27, Matthew 22:36-40 and Revelation 7:9) to describe the implementation of their diversity programs. The team loves each other as image bearers of God, embraces everybody on the campus, and celebrates diversity as a picture of heaven.

Interviewee #3 is still learning how to manage diversity. He is motivated through the opportunity to hold a senior leadership position and agrees with the institutional practices. His DEI work is also framed as Kingdom work. He is committed to creating space for students to talk about their concerns and listen to their stories. Although he knows a few students who are LGBTQ+, he does not initiate any public activities to affirm their experiences. He prefers to have one-to-one interaction with students and affirm them in these encounters because he has already seen his previous committed DEI colleagues being fired for being against the conservative identity of the organization.

In summary, those DEI officers who choose student-oriented approaches are often inexperienced ones. They focus on generating resources and often adopt hidden messages to serve the needs of marginalized groups and publicly preserve their organizations' conservative identity. They pursue justice when these activities do not harm their career.

Institutionalized relational space and healing space

All interviewees, except for interviewees #3, 5, 6, 8, are willing to make long-haul cultural changes and are committed to institutionalizing justice in the system through the development of internal and external relational space (Kellogg, 2009) and healing space (Livne-Tarandach et al., 2021). Through tough conversations and reflective mechanisms in intentionally defined relational spaces, faculty, administrators, board members, and even communities can embrace social justice values and want to make some positive changes (i.e., relational efficacy). For example, DEI officers organize book discussions about racial reconciliation and reflect on how their institutions are moving toward

God's vision for Christian community. They are very sensitive to broader social, political, and economic conditions that shape stakeholders' receptivity to their diversity initiatives. They leverage the history, routines, and/or rhythms of their institutions when they make some institutional changes (Gagliardi, 1986; Hatch, 2004; Schein, 1984). They follow, negotiate, ignore norms, and confront the norms as necessary when they describe their responses to students' chosen lifestyles and identities (Oliver, 1991). They access their social networks and stay updated in their DEI strategies and programs. Their good work is sustained by their own faiths and connecting with others who are also dealing with managing and remedying historical institutional injustices. They are motivated to make systematic changes in their organizations and appreciate the support from their leaders. They celebrate small wins and help each other navigate the changes that impact their organizations, themselves, and their teammates. For example, one DEI officer (interviewee #14) participated in cluster hiring and met each potential candidate (13 opening x 4 candidates) in his first year. He had to recruit diversified employees and retain them through mentorship programs. He was excited to show the institution's diversified faculty still joined the university despite the myths that minorities would not like to come to an institution that is in a cold white dominated region.

Here are a few best practices that illustrate how to change the institutional process through collaborative inquiry and reflective mechanisms in a well-designed relational and healing space.

Case 1:

Interviewee #13 has been the chief diversity officer for four years at a Catholic University. She has served as a director of multicultural student service for five years and career and placement service for two years. Her current CDO position, Vice President for Diversity and Associate Provost for student engagement, equity and inclusion, was a promotion from her previous multicultural student service. The CDO position, which is in the president's cabinet, was created to respond to the need of a group of faculty members who requested to have a point person on campus to develop institutional policies relating to diversity, equity, and inclusion. She is grateful for all people's work that paves the way for her CDO work and the support from diversity champions among the faculty and staff. She praises the president frequently: "I truly believe now he might not be the person that executes the work, but I do believe he believes in the work and therefore he believes enough in me that I will carry the torch in that I have the capacity and the autonomy to work with my colleagues to do the work. And so I really and I don't mean top down. I truly believe my president and I are thought partners." She knows the administrative side well and has never worked as a faculty member.

She is committed to bringing a sense of belonging to others as she has experienced institutional systemic racism on a daily basis. She wants to touch lives through relationships. She believes her work will bring justice to marginalized people, solidarity, and belonging to people in the community. She uses her work and daily practices to preach what she believes—the values of human dignity and justice. She said, "And so all of us have a right to dwell on Earth as human beings because we are in the likeness of God, right. And one population is not more important than other." Her role is not to reprimand others. She said, "My role is to be an educator. My role is to convene people, to be in relationships with people, to show people grace."

She intentionally creates internal and external relational space for the stakeholders. During her past four years of work, she has intentionally elevated the existing sanctified zone that was established by the previous president in 1997 as a welcoming place for all people. An ad hoc group that consisted of Asian American, Latino, African American decent, white colleagues, and human resource people was established. This group discusses and challenges their institution's unexamined assumptions and helps every one in the classrooms and programs to unmask personal, cultural, sexual, religious, and racial discrimination and stigmatization. The sanctified place is symbolized and reminds each person to become more compassionate, welcoming, hospitable and committed to justice. She also helps faculty members to access grants that are related to the legacy of slavery and matches faculty's research interests with diversity initiatives. When more faculty members are conducting diversity research and justice, they also help other faculty to name white privilege, white supremacy and racism in their pedagogy and curriculum. Thus, Interviewee #13 empowers faculty members to investigation and introspection about discrimination in a healing space.

She intentionally collaborates with fellows at different institutions, K1-K12, and community organizations from the same global Catholic traditions to promote dialogues and social justice. Following George Floyd's suffocation, she and her fellows came together as a global community through an online platform. They hosted moments of silence about the impact on people of African American descent, and other ethnic and racial populations

in the U.S. and around the world. They reflected on their own identities, Catholic identities, the practices of the Catholic church, and the existence of systematic oppression in universities and in their lives. She said, “But that was a win for me to see us come together to be vulnerable.” She reacted to the social crisis and formed an emerging healing space. The collective reflection in this external relational space enables the community to name those injustices and call them out. She does not want to reinforce/reproduce systematic inequality in her work. She said, “enough is enough.” She wants to call out racism, white supremacy, performative support statements, and violence in her work. As she acknowledges the history of institutionalized racism, she wants people to come together through solidarity. In her institution’s on-line collective inquiry forum, people can hear the cries of others, and experience a moment of solidarity.

As more and more stakeholders can come together in internal and external relational space, they can listen to each other, experience their identity, frame DEI as a key priority and part of the institutional strategic plan, and realize the efficacy of DEI in their vocation. The organization also embraces celebrating the presence of a healing spaces. More resources are now allocated to DEI practices, which are discussed and applied in different curricula, including natural science subjects. A subcommittee on the institution’s mission and diversity is established in the board of trustees. The Vice President of the advancement team and the office of Alumni Relations have been equipped with DEI professional training. Staff have also reached out to historically underrepresented alumni of color to redeem their previous mistreatments of alumni of color. All senior positions have developed a succession plan that intentionally accesses a more diversified talent pool and increases the potential of diversity of all senior positions in the coming years.

Case 2:

Interviewee #12 is the first inaugural CDO officer at her Protestant evangelical university and brings with her 20+ years’ experience of managing DEI. She is in at the cabinet position and reports directly to the president. She appreciates the deep commitment of the president to diversity and inclusion and feels that she does not share the same experience of being treated as a token representation like her two previous DEI positions at Christian universities. The president is well-known for seeking social justice and creating a sense of belonging for students of color. He has thought about the structural design of this inaugural position and is preparing to bring DEI into his strategic plan.

She is committed to listening to the needs of the community and promoting organizational healing. She intentionally creates relational and healing space for students, faculty, staff, and administrators. She facilitates faculty members to address discrimination inside the organization. Faculty gradually understand the additional work done by people of color and are willing to give more support to staff and faculty of color. After two years of dedicated service, she has led this small university with limited resources to earn national DEI awards twice. These rewards earned confidence from faculty members about DEI practices. Reflecting this confidence, faculty members even recently voted to include DEI in the promotion and tenure requirements. DEI programs are not treated as routine checklist, but as important means for their teaching and academic excellence. DEI is now part of the institutional identity and core institutional strategy. In summary, it took her three years to earn her trust from the president and enable her DEI strategy to be part of the core strategy of the institution.

Case 3:

Interviewee #9 is an Asian American and has been a faculty member at her institution for more than 28 years. She has been involved in community work and worked with her mentor on DEI for more than 20 years. When her mentor retired during the COVID-19 pandemic, the institution failed to identify another qualified candidate after a national search and invited her to be interim CDO position. She felt she was qualified because of her extensive expertise in community research, her broad social networks in the organization, her extensive training opportunities given by the previous VP of diversity officer, and her sincere supports from the president and cabinet members. She describes her work in religious terms, in which she is making contributions to God’s plans. She knows this is her calling at that moment and trusts that the Holy Spirit is working in the world.

During her service, she leveraged the institutional historical commitment to anti-racism and public cry for more social justice when she pushed the organization to be a healing space, including emerging, endeavoring, exemplifying healing space (Livne-Tarandach et al., 2021). When the president publicly announced the organization’s anti-racism position in 2021, she had to report the progress of anti-racism in a systematic, ongoing, and transparent manner. She said, “I believe transparency and accountability are critical to this work so that it is not performative, but

it is authentic and I'm interested in institutional transformation." When faculty and staff asked what they could do to respond to the president's anti-racist statement, she developed eight questions for institutional unit-level reflection. She intentionally created "a culture in which we're all learning together, none of us have all the answers, and we're committed to this work together." Every unit was asked to send out their reflections about the president's anti-racist statement. She modelled it and sent her reflection letter to all deans, vice presidents and encouraged others to do the same. She also started workshops and guided each unit in their reflection process. She trusted each unit to know their own areas and know what could be transformed to be more accessible, equitable, and inclusive for the campus community. Her first step was to listen to the community and find what barriers were embedded in the system. The units agreed to report their progress. She asked them to put their progress into a Qualtrics survey and then the diversity office could report it at the end of the year. As a consequence, 120 individuals from more than 70 units on campus were engaged in the process of anti-racism. The transformation was at the unit level. She networked all over the campus to build support and communication. She measured what really matters to the success of the institution. She approached the community realities with humility and openness, rather than an agenda. She mobilized the resources and practiced humility, vulnerability and deep listening in this new healing space. She said, "It requires a relinquishment of what you've known in order to listen to others and follow their wisdom." As the community demands her organization to see those who have been hurt and depressed, she is heading her 70 units to be engaged in introspection, recognize harm and take action to restore the dignity of marginalized people. Anti-racism is now part of the strategic plan. Faculty and staff are committed to teaching their students about systematic racism and are willing to change their curricula in different schools for the needs of students.

She also intentionally developed internal and external relational spaces. When she was in the chief diversity officer role, she immediately went to the Black community and developed a president's Black Leadership Advisory Council meeting with a trusted group of Black Advisors. She worked closely with President and cabinet members and met regularly with student leaders. The DEI officer, faculty and staff had listening sessions across all major minority groups: Latino, Asian American, Black, LGBTQ+ groups. She organized a number of listening sessions with members of the Black alumni community. She also worked closely with the Vice President for Mission and Ministry and developed leaders for the college's mission. She also developed leaders for the association of Catholic Colleges and Universities. She got grants when her institution was recognized as a campus center for truth, racial healing, and transformation campus. She also expanded a project called "the inclusive history and images project" to present U.S. history in more inclusive ways. She also reached out to alumni to excavate more stories about their experiences at the organization. Thus, for the first time the university created a Black space that was intentionally inclusive to Black students without being exclusive to others who want to use and share the spaces.

As a result, DEI offices receive more support and are able to provide more resources for DEI professional development at different unit levels. The entire institution works as healing space, as they are making institutional changes through their 70 units and various schools. Their dedicated work resulted in the creation of new associate DEI dean positions at various levels and schools in student affairs, and on the board of trustee. The DEI office systematically collects detailed data and assesses the DEI performance for institutional vitality. After stepping down from her DEI interim position, she continuously fostered intergroup cultural consciousness through dialogues among faculty, staff, and administrators across the campus.

In summary, their effective strategies are to facilitate internal and external stakeholders at different power levels to have tough conversations about anti-racism, sustain these conversations, access resources to empower faculty members and staff, and gradually institutionalize those relational and healing space. They propose to change the culture to ensure that people from diverse backgrounds can thrive together.

CONCLUSION AND DISCUSSION

DEI officers from Catholic institutions seem able to access more local and global relational spaces than those from Protestant institutions because of the local and global development of the religious orders. Simply put, the Catholic Church is a global institution with global resources that DEI officers are sometimes able to tap into for their own work. It is to the advantage of tenured faculty members to be DEI officers as they can have access to more power to influence faculty and administrators to implement long-haul cultural change processes. Many DEI officers can be easily trapped in DEI programs, trying to survive with the bare minimum of resources and thus lack the time to think. They are expected to listen to the complaints of faculty and students about discrimination and/or racism issues on the campus and to solve the problems inside and outside the campus related to DEI. They are also proactive and develop

workshops to increase the CQ of faculty, staff, board members, student leaders. Although the DEI office has been elevated to the highest administrative position (i.e., cabinet level), a DEI officer usually has less power than other cabinet level positions such as the chief information technology officer or chief finance officer. All DEI officers must earn trust from their presidents even though their jobs are created by their them. They have hope for their institutions will provide the ability for them to carry out their intended contributions. They also relate their work to the faith traditions of their institutions and their institutional faith networks. Sometimes their institutions’ diversity preferences are deeply confined by their affiliated church’s positions. These officers still show signs of hope and faith for positive changes toward racial reconciliation at their institutions as they gradually earn trust from their colleagues, the board of trustees, community, students, and presidents and provosts before they are able to impact the policies.

DEI officers are in better settings to exemplify healing space and develop institutional justice when the institutions have already initiated some social justices programs and the presidents are deeply committed to racial justice and show no signs of being afraid to act in a way that might displease the board. Organization healing is a long-term on-going system inquiry, action, and reflection process. Leaders and supervisors are equipped by many workshops to bring equity and inclusion in their policies and daily practices.

In general, many diversity strategies and policies are not fully implemented. DEI officers put their well-polished DEI strategy and statements online first, and then subsequently develop action plans to earn trust from their stakeholders and secure resources for appropriate actions. Sometimes, Protestant institutions heavily rely on a select group of donors who may play a significant role in determining institutional positions on hot-button issues like racism and sexism. It is recommended that Christian higher education institutions examine their structure of their board of trustees and investigate how the governance structure might reproduce systematic institutional injustices. These DEI officers are making small changes with long-haul impact in mind through the language of their personal faiths and with the help of many collaborators inside and outside their organizations.

Table 1: Characteristics of Respondents

#	Years of experience in this faith-based institution	Years of experience in managing diversity	Pastoral experience	Location	Strategic diversity programs	% students are white	People of color
1	>25	>25	yes	Midwest	Yes	74	Yes
2	>25	>25	no	Midwest	Yes	74	Yes
3	2	5 months	no	Midwest	No	88	Yes
4	>25	10	no	Midwest	No	80	No
5	4	4	no	Midwest	Yes	84	Yes
6	6	4	yes	South	no	81.4	Yes
7	>25	>25	yes	West	Yes	49	Yes
8	12	4	yes	West	Yes	44	Yes
9	28	3 (+)	no	West	Yes	45	Yes
10	1.5	16	no	Midwest	Yes	55	Yes
11	4.5	20	no	Midwest	Yes	40	Yes
12	3 months (interviewed June)	23 years’ equity work in teaching and service learning	no	Midwest	No	45	Yes
13	4	9	no	Midwest	yes	59.3	Yes
14	1	1 (social work professor for 18)	no	Midwest	no	89	Yes
15	19	>25	Yes	East	No	80	Yes
16	15	>25	No (pastoral ministry team)	West	Yes	65	Yes

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Appendix A

Thank you for participating in this research. These following questions I would invite you to respond.

Please feel free to tell me your concerns during the interview.

Questionnaire

1. Think back to when you first decided to join _____ as a Diversity, Equity, Inclusion Officer. What attracted you? Now that some time has passed, what do you appreciate most about your current involvement with the DEI position? What continues to attract and engage you?
2. Following the deaths of George Floyd and Breonna Taylor, as well as other related major social events like #MeToo, vast swaths of the public have called social justice and institutional accountability in recent years. How have these social events impacted upon your work? Can you tell me more?
3. Every organization experiences highs and lows. Today, I want you to focus on a high point experience with your DEI position—a time when you felt truly engaged and alive in your work, and you could clearly see God working through you and others to make a positive impact on people, your University, a Christian community, and the world.
What personal values, commitments, skills, or ways of working made this experience possible?
Who else was involved? What was it about them (their gifts of training, the character and faith, etc.) that made this experience possible?
How did your institution help make this high-point experience possible?
4. How is your view about your diversity work supported by faith? How does your faith help you to do your work? What is the biblical or theological foundation for your diversity work?
5. How does your institution perceive DEI work?
6. Will you describe particular social instances where your institution's responses held in tension with your individual responses?
7. What are your coping strategies when your institutional faith responses to social issues are different from your individual biblical responses?
8. What is your vision for your diversity work?
9. Does your institution have a strategic plan for diversity, equity, and inclusion? If yes, imagine the strategic plan is being implemented with tremendous success, what do you see? If no, what would the strategic plan for diversity, equity, and inclusion look like?
10. How will your faith enable you to move your institution toward those strategic goals of diversity, equity, and inclusion?

DON'T PANIC!: CHATGPT DOESN'T HAVE ALL THE ANSWERS.

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Abstract

This theoretical paper aims to examine the potential benefits and harms of using ChatGPT, a large language model, in post-pandemic higher education institutions. Specifically, we explore how ChatGPT can assist educators in creating more interactive and personalized learning experiences for students. Additionally, we consider the potential negative effects of relying too heavily on ChatGPT. Furthermore, we address the ethical concerns raised by using ChatGPT in the classroom, such as issues of privacy and bias. Overall, this theoretical paper provides an analysis of the use of ChatGPT for promoting quality education in a post-COVID world.

Introduction

The rapid advancement of technology has led to the integration of artificial intelligence in various industries, including education. One of the most notable examples of AI in education is the use of language models, such as OpenAI's ChatGPT (*ChatGPT*, n.d.; *OpenAI*, n.d.). ChatGPT can be used for a variety of tasks, including text completion, question answering, and language translation. However, its ability to mimic human writing raises concerns about the potential for plagiarism and the loss of critical thinking skills among students. Additionally, there are ethical issues surrounding the use of ChatGPT, such as the potential for bias and the impact of employment opportunities for human writers. Despite these concerns, ChatGPT can also be utilized as a valuable educational tool. For example, it can be used to assist in the grading of written assignments, to provide feedback on student writing, and as an aid for language learners. ChatGPT can be useful for creating educational content and can be used to generate personalized learning experiences.

Literature Review

The Post-Pandemic Classroom

The COVID-19 pandemic required institutions of higher education to rapidly develop solutions to deliver courses while accommodating physical distancing and quarantine mandates. In 2020, universities across the US were forced to shift from their current face-to-face classes to an online learning model. The delivery of educational content and instruction via the internet and related applications and technologies (Adedoyin & Soykan, 2020) is not new, however the pandemic increased the scope of online delivery both in practice and in the number of educators required to quickly become proficient. Almost overnight, many instructors were learning a tenuous and sometimes new vernacular, such as the distinction between synchronous or asynchronous delivery. Many departments across the country wrestled with dated terminology, like "distance learning," "online," "hybrid," or "remote."

The migration to digital delivery within higher education is not a new phenomenon. COVID 19 simply served as a catalyst which accelerated the migration (Kopp et al., 2019). Executed correctly, online platforms serve to potentially improve the quality of education offered by institutions and increase individual student success. Investment in and implementation of digital instructional methods undoubtedly offers benefits, such as more accessible and less costly education, increased overall quality of learning, and equipping students with the practical skills necessary to compete in increasingly virtual global markets (Appana, 2008). With proven value, many online learning opportunities designed as emergency responses to the pandemic are continuing to be offered post-pandemic.

While the digital transformation occurring in many higher education settings proposes great potential benefit, increased use of technology within classrooms (be they virtual or live) poses concerns for educators and students. When exams began to be administered online during the pandemic, instances of cheating increased (Bilen & Matros, 2021). Definitions of plagiarism within secondary and higher education have been challenged by the digital revolution, as increased access to information makes attribution of ideas more difficult (Evering & Moorman, 2012). Within this already turbulent landscape, a potential new disruptor has arrived in the form of ChatGPT and is provoking apprehension about academic integrity and even the very future of higher education.

What is ChatGPT?

Simply, ChatGPT can process natural language queries and create conversational, human-like replies using information it has “learned.” A form of artificial intelligence, it is not particularly smart, but it is good at using learned data to predict an answer. For example, both the abstract and general introduction sections of this manuscript were written by ChatGPT. We entered the text of this paper and a prompt such as “Write an introduction to this paper,” and in a matter of seconds, the introduction was generated. We hope you were not too impressed by the introduction.

Chatbots are simple artificial intelligence systems which are designed to emulate human conversations with human users. Users may engage with chatbots for purposes of entertainment, customer support, educational application, and collection of information (Adamopoulou & Moussiades, 2020). ChatGPT has gained popularity for its startling ability to mimic human writing in response to user-generated prompts. ChatGPT is a relatively advanced chatbot, able to produce text in a variety of languages and styles (Deng & Lin, 2022). Both ChatGPT and GPT-3, an earlier model which provides the conceptual basis for ChatGPT, are natural language processing models (NLPs) (Deng & Lin, 2022).

Based upon the neural communication process used by the human brain, NLP systems are designed to understand the language of documents which are provided to the program and to make human-like, relevant conversational responses (Deng & Lin, 2022). ChatGPT and its parent model are autoregressive NLPs. Autoregressive (AR) language models generate language by estimating, based upon what they have “learned” from the data provided to them, the statistical likelihood that a word will follow in sequence (Yang et al., 2020). AR models such as ChatGPT are, essentially, AI systems which create predictive text.

AI systems which perform predictive tasks are often trained using supervised learning (Jiang et al., 2020). Machines that learn through supervised learning are provided with sets of data, with which they are trained to make classifications (Lloyd et al., 2013). In 2017, researchers at OpenAI proposed that AI systems be trained using reinforcement learning supported by human feedback (Christiano et al., 2017). ChatGPT was trained in this manner. In its own words, “ChatGPT was trained using a process called machine learning. The basic idea is that the computer is given a large dataset of text, such as books and articles, and it learns patterns and relationships in the language. This training process is done using a type of machine learning called deep learning, which involves training large neural networks. The neural network is made of layers of interconnected nodes, called neurons, that are designed to process and analyze the input data. During the training process, the neural network is exposed to the dataset and it learns to make predictions about the next word in a sentence or the next character in a text, based on the patterns it has learned from the data. As the neural network makes more and more accurate predictions, it becomes better at understanding and generating human language” (OpenAI, n.d.). ChatGPT users may also participate in providing the model feedback by thumbs-upping or thumbs-downing the output produced by the bot in response to the user’s prompt.

The utility of ChatGPT has gone viral. On November 30, 2022, OpenAI, a San-Francisco-based center for artificial intelligence research, launched a prototypical model of its latest chatbot, ChatGPT. Within one week, one million users created ChatGPT accounts, a feat which surpassed the growth rate of tech giants of the likes of Facebook and Netflix (Haque et al., 2022). In a matter of months, the tool has been cited as the author of academic papers, adopted by professionals in the workplace (i.e. developing real estate descriptions – for which it has been labeled as indispensable), and heralded as the end to multiple occupations (*ChatGPT Could Make These Jobs Obsolete: ‘The Wolf Is at the Door’ | AllSides*, n.d.; *Real Estate Agents Say They Can’t Imagine Working without ChatGPT Now | CNN Business*, n.d.; “Tools Such as ChatGPT Threaten Transparent Science; Here Are Our Ground Rules for Their Use,” 2023).

Though ChatGPT is astounding early adopters with its ability to perform a broad range of tasks and to generate language which reads as nearly human (Haque et al., 2022). ChatGPT is not without limitations. As its

datasets include (at this time) information up to 2021, as opposed to obtaining additional information from the Internet, responses generated by ChatGPT may contain inaccurate or untimely information (Deng & Lin, 2022). It is possible that the provided datasets contained biases, which may be reflected in ChatGPT's outputs (Deng & Lin, 2022). Additionally, ChatGPT is occasionally prone to hallucinating. In AI literature, a hallucination refers to an output which is illogical or irrelevant to the input (Ji et al., 2022).

Use of ChatGPT in Academia

Students, professors, and journalists alike were quick to realize the potential implications of ChatGPT on higher education upon the model's release. ChatGPT can, and has, written entire papers of publishable quality (Zhai, 2022). A student at Northern Michigan University used the AI to craft an essay which was deemed "the best paper in the class" (Huang, 2023). Christian Terwiesch, professor at the University of Pennsylvania, found that ChatGPT is capable of passing one of the university's MBA program exit examinations (Terwiesch, n.d.). In fact, ChatGPT itself can "devise critical questions, the very questions that educators in different disciplines would use for their students' evaluation of competencies" (Susnjak, 2022:P2). Author Stephen Marche says that "the college essay is dead," and that "nobody is prepared for how AI will transform academia" (Fowler, 2022). Academic researchers fear that ChatGPT threatens scientific integrity. The bot can generate convincing scientific abstracts (Gao et al., 2022). Scientists are concerned that researchers may present papers written by ChatGPT as written by themselves, or that they may use ChatGPT to create factually incorrect work ("Tools Such as ChatGPT Threaten Transparent Science; Here Are Our Ground Rules for Their Use," 2023).

Some question whether the bot may render the institution of higher education, as well as other creative institutions, obsolete (Wingard, n.d.). A study of early user perceptions of ChatGPT found that, while some believe the technology to be "disruptive," others believe the AI could have positive implications for education (Haque et al., 2022). ChatGPT and related AI systems raise concerns about the utility of a college degree earned in accordance with current standards for higher education. If a student is able to obtain a degree by using ChatGPT to complete the majority of his or her major assignments, that student may not be truly qualified to work in the field to which their college degree pertains.

Suggestions for Implementation

"Teachers adapted to the calculator. They can certainly adapt to language models (Narayanan, 2022)." ChatGPT perhaps illuminates a fundamental flaw with our education: we espouse "critical thinking" but in practice often require regurgitation in the form of monotonous writing assignments or repetitive questions (Narayanan, 2022; Wyse, 2021). ChatGPT and NLPs are only as good as the depth of their prompt. They filter and categorize data return not human insight, but the average conglomeration of the existing conclusions from the information it "learns." From a pedagogical standpoint, instructors will need to embrace the technology because it has the potential to proliferate throughout personal and professional lives as a crutch for the weak and a tool for the mentally adroit. In instruction we need to embrace practical, experiential, and thought problems that underpin philosophy to hone minds to use the technology and create new leaps in human learning.

Narayanan and Kapoor (2022) describe ChatGPT as a "a bullshit generator. But it can still be amazingly useful," and invoked philosopher Harry Frankfurt's essay "On Bullshit," in describing its attempt at legitimacy with little respect for the truth. In this regard, should it be any surprise the next incarnation of Internet search should be a tool that so empathically capable of misinformation disguised as fact? Cynical rhetorical questions aside, they said that Large Language Models (LLMs), such as ChatGPT, are useful where truth is irrelevant, the results are easy to check, and the data the chatbot used for answers consists of "a source of truth. (Narayanan & Kapoor, 2022)"

As management educators, we cannot ignore the utility of ChatGPT and decide to not teach the uses of the platform in the classroom. Also, as management educators, we will need to embrace the need to rise up and pay attention to what specialists in education have stated for decades, lecture, multiple choice, and rote memorization are not the most effective methods of teaching. We suggest that we should accept that our future includes these sophisticated tools that will emulate truth but require a greater level of expertise to discern when their emphatic statements do not represent reality. In short, experts are needed now more than ever.

To begin learning about effective methods to implement ChatGPT into classroom exercises to reinforce originality and critical thinking, we started with a basic discussion board assignment (Post and reply to a post three times). We found that the first step needed in such an assignment was to familiarize students with the chatbot so we

asked ChatGPT to generate a step-by-step lesson plan for demonstrating effective use of ChatGPT within the classroom. Below is the lesson plan it generated (Figure 1):

Figure 1: ChatGPT Generated Lesson

<p>Objective: Students will be able to use ChatGPT to improve their research and writing skills.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> Internet access Access to ChatGPT API Writing prompts or research topics <p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> Introduce the concept of GPT-3 and its capabilities Explain how Chat GPT can be used in the classroom Provide examples of how ChatGPT can assist with research and writing tasks <p>Step 2: Demonstration (20 minutes)</p> <ul style="list-style-type: none"> Show students how to access ChatGPT Provide a demonstration of how to use ChatGT to generate text on a topic Have students practice using ChatGPT to generate text on a given topic <p>Step 3: Class Activity (30 minutes)</p> <ul style="list-style-type: none"> Divide the class into small groups Provide each group with a writing prompt or research topic Have each group use ChatGPT to generate text on their given topic Have each group present their findings to the class <p>Step 4: Conclusion (10 minutes)</p> <ul style="list-style-type: none"> Review the key takeaways from the lesson Encourage students to continue using ChatGPT to improve their research and writing skills Assign homework or in-class writing prompt that utilizes ChatGPT <p>Step 5: Follow-up (as needed)</p> <ul style="list-style-type: none"> Review the work and provide feedback Address any questions or concerns that the students may have about using ChatGPT Encourage the students to continue using ChatGPT in their research and writing tasks
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After a review in the classroom and a general discussion of the merits, deficiencies, and prospects of ChatGPT, two classes were given a prompt (create a mission and vision statement for a local company, or write a review of the difficulties involved in bureaucratic management as it applies to Weber). Students posted their ChatGPT responses on a message board and were then asked to respond, using ChatGPT to three of the posts. Their observations of the responses were expected. They showed little increasing insight, were prone to generalities, and converged on the mundane. However, the exercise did require students to review the material, critically evaluate the subject matter, and form informed conclusions.

We also asked ChatGPT to generate a list of additional ideas for ChatGPT use within management classrooms. The bot proposed the following suggestions (Figure 2):

Figure 2: Additional Suggestions

<ol style="list-style-type: none"> 1. Research assistance: ChatGPT can be used to assist students with their research by generating text on a given topic. This can save students time and help them to focus on the analysis and interpretation of their research. 2. Essay writing: ChatGPT can be used to help students generate ideas and write essays on management-related topics. It can also be used to assist students with grammar, spelling, and structure of their essays. 3. Business plan development: ChatGPT can be used to help students develop their business plans by generating text on key aspects such as market analysis, financial projections, and management strategies. 4. Case study analysis: ChatGPT can be used to assist students with analyzing case studies by generating text on key issues and recommendations. 5. Simulation games: ChatGPT can be used to develop simulation games for students to practice decision making and problem solving in management scenarios. 6. Test preparation: ChatGPT can be used to help students prepare for exams by generating sample test questions and answers. 7. Group work assistance: ChatGPT can be used to help students generate ideas and develop group projects, presentations, and other team-based assignments. 8. Self-assessment: ChatGPT can be used to help students assess their own understanding of the material by generating text based on their own input.
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Discussion

“The calculator didn’t destroy math. (*A Conversation among Duke Thompson Writing Program Faculty about ChatGPT*, n.d.)”

Researchers are working to develop methods to detect text generated by NLP models, but these methods may be flawed and may return false-positive identifications (Fröhling & Zubiaga, 2021). Some school districts, such as Seattle Public Schools, New York City Public Schools, and Los Angeles Unified School district, have banned ChatGPT outright from school servers (Nolan, n.d.). Even if higher education administrators ban ChatGPT and similar programs, crafty students may find ways to access the models. Rather than fear ChatGPT and related systems as dangerous threats to academic integrity, academics should embrace AI’s capabilities and seek to creatively utilize technology within their classrooms. If assignments are created such that students may complete them entirely with AI, and if this is a concern for instructors, professors should consider the functions ChatGPT and similar bots are able to perform as well as what classroom assessments are measuring.

Terwiesch (2023) believes that, as a graduate instructor, he has a responsibility to provide his students with assignments which are sufficiently challenging. Terwiesch advocates for the utilization of ChatGPT within graduate coursework, and for subsequently challenging students to produce works of greater quality. “To the extent that we believe that ChatGPT gives the students a head start on their homework,” he says, “it is my job to hold them accountable to a higher standard” (Terwiesch, 2023, p. 22). Ironically, we hold ourselves to a somewhat different standard, as Pearson has offered AI-enabled grading of essays for quite some time (*Writing Space | Educators | MyLab Management | Pearson*, n.d.).

ChatGPT is a disruptive technology in management education. This disruptive innovation will require educators to adapt and innovate teaching, elevating the sophistication of what they do (Christensen, 2006). Otherwise, the lesson learned is that existing education will become irrelevant. Despite any efforts to block its use, students will favor and will find ways to access the new technology because it offers students an opportunity to complete coursework effectively, imaginatively, and in less time than is possible without AI assistance. ChatGPT, then, provides academic institutions with an opportunity to engage in disruptive innovation by evaluating the state and goals of higher education. If open to new experiences, educators may find ways to leverage ChatGPT to develop capable, critically-thinking, creative minds.

ChatGPT is a very capable tool, but it has limits. The interpersonal, and attitudinal skills which employers and graduates alike rank as more important than knowledge skills (Saunders & Zuzel, 2010) cannot yet be replicated by AI. Some contributions and capabilities are uniquely human. The advent of ChatGPT should not be cause for panic but for curiosity. Let us save our fear for the arrival of an AI capable of near-human consciousness. Instead, we should look to ChatGPT as a new variable that could actually provide a catalyst to fight grade inflation and the monotony of factory education. From this point forward, educators must learn to outwit the machine through creative methods. We should require students to not be the average sum of information from the Internet, prone to hallucinations and false data, but critical thinkers forced to implement creativity over and above that of our machine overlords.

This is not a new conundrum, Douglas Adams once penned a tale about “Deep Thought,” created to get: “The answer to the ultimate question of life, the universe and everything.” Its answer was, “42.” After waiting thousands of years for their answer, the seekers realized they did not even know what the question was. We have a lot to learn about how to seek answers using ChatGPT, but until then, “DON’T PANIC. (Adams, 1980)”

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HOW JOB STATUS AFFECTS MORAL DEVELOPMENT AND ETHICAL LEADERSHIP

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Purpose of Study

This research project explores the relationship between ethical leadership (i.e., individual moral development stage) and employees' job behaviors. Job status (i.e., leader vs. follower) is the moderator of this relationship. Job status can potentially strengthen or weaken this relationship due to the different perspectives on implementing ethical principles. The results of this research contribute to ethical leadership literature. First, the study provides an understanding of the relationship between moral development stages and job behaviors. Second, our research questions target the different leaders' and followers' perspectives, which are important dynamics in filling the research gap. This research project could help expand the findings by unearthing how job status impacts ethical leadership and employee job behaviors.

Literature Review and Study Contribution

Ethical leadership contributes to employee job behaviors, such as turnover intention, job commitment, and decision-making process. In previous studies, Sims and Kroeck (1994) explored the influence of ethical fit on turnover intention and employee attitudes. Their study hypothesized that employees choose organizations with a similar ethical fit and organizational climate. The result showed that ethical fit was significantly related to turnover intentions, continuance, and affective commitment. Pennino (2002) studied how managers approach decision-making and how moral development influences managers' thought processes. Their study found that there is a correlation between directive managers and lower principled reasoning scores. Pennino suggests that directive managers have lower principled reasoning scores because they focus on achieving short-term tasks.

Even though ethical leadership has been studied in multiple aspects, previous studies have not been able to draw on any systematic research into the perspectives of leaders and followers' job status. This study contributes to the ethical leadership literature by filling up the gap in previous research studies. For example, most studies and experiments discuss ethical leadership and job behaviors (e.g., Amore et al., 2022). This project will highlight the impact of job status (leader vs. follower) on the relationship between ethical leadership and job behavior. Specifically, managers should be cognizant of how job status impacts followers when they approach a situation. Employees should be aware of how job status affects their ethics and job behavior in the workplace. Generally, employees are reluctant to judge leaders' unethical behaviors. This study's findings can provide an opportunity to develop training programs in organizations to understand different aspects of ethical decision-making.

Theoretical Model

It is hypothesized that ethical leadership has a positive correlation with employees' job behavior. This research study on ethical leadership involves how leaders influence employee behavior through their example and actions that reward and encourage employees to follow the principles laid out (Amore et al., 2022). The moral development stages include pre-conventional, conventional, and post-conventional (Ishida, 2006). Employee behavior is how employees act based on their perception of the words and actions provided through leadership. The Independent variable is ethical leadership, and the dependent variable is employee job behaviors. We will examine turnover intention, job satisfaction, stress, engagement, and ethical behaviors. Job Status (leader vs. follower) moderates the relationship between ethical leadership and employee job behaviors, such that compatible perspectives will strengthen

the relationship between ethical leadership and employee job behaviors. The control variables for this research study are the length of employment, gender, age, race, education level, and employee moral development stage.

Method

Participants for this experiment will be University students. These students will be recruited using email notifications and flyers handed out around campus. Overall, the research design of this study is 2 x 2 (i.e., ethical vs. unethical; leader job status vs. follower job status). Manipulation will be given through a vignette (e.g., Schwepker, 1999) and random assignment of participants. The experiment should recruit at least 140 participants to achieve the statistical power for the analysis (i.e., 35 participants for each cell).

Procedure. For this experiment, participants will be invited to participate through email notifications. Participants will select the time slots based on the experiment schedule. Once participants arrive at the lab, they will be organized into four to five students each. As the first step, when participants are gathered in a lab, they will complete a pre-test survey questionnaire. The pre-test survey will contain questions about the moral development stages and demographic questions (age, gender, race, job experience, etc.). In the second step, the subject will be randomly assigned to different job statuses (i.e., leader position vs. follower position). In the third step, subjects will read a manipulated scenario encouraging an unethical decision based on their job status. An example question would be whether it is acceptable to use the work of someone else that has left the organization a month before. A tentative example of a scenario is the marketing team for Inex Inc. needs to produce a catchy commercial for the Super Bowl, and it is due in 48 hours. However, there is a file available in the system created by Doug, who is no longer with the organization. Doug's idea would be useful and easy to complete the task in the given timeline. Would you use Doug's work, although you would not be able to give him credit, or try to produce your idea before the deadline? Depending on their job status, participants must make decisions based on their interpretation of the scenario. Participants should decide whether they want to make an ethical or unethical decision in the given scenario. In the fourth step, participants will answer job behavior questions, including job satisfaction, turnover intention, stress, and engagement. Finally, participants will answer the manipulation check question, whether they understand the assigned role correctly. The primary observation will be how job status (leader vs. follower) impacted the participant's decisions. Ethical behavior will be measured through how the subjects react to unethical suggestions. Once all participants have submitted their answers, we will observe how job status (leader vs. follower) impacted the participant's decisions.

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MONEY PATH: A TOOL FOR COLLEGE, FINANCIAL, AND CAREER PLANNING

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Abstract

Numerous websites and applications are available to help college students select a major and future career. Some of these tools ask students about their interests and then make recommendations about occupations that might be aligned with their aptitudes and interests. However, most tools do not inform students about the amount of money they will need to borrow to obtain their college degree, nor do they help students understand the impact that student loan debt will have on their future budgets. This paper discusses another unique financial literacy tool called Money Path, which allows students to develop a personal budget that factors in postsecondary education costs, student loans, and starting salaries in selected occupations.

Student Debt Crisis

In recent decades, decreases in state funding for higher education have forced many public colleges and universities to raise their tuition rates. As a result, more of the costs of higher education have been passed on to college students (NEA Research, 2022). Unfortunately, a growing number of college students are unable to pay for these costs. Students end up taking out loans, contributing to a rapid increase in the amount of outstanding student loan debt. In 2022, the amount of student loan debt in the United States grew to approximately \$1.75 trillion (Hanson, 2022). Furthermore, on average, a student who has federal student loan debt owes \$37,667 (Hanson, 2022).

When students borrow too much money for college expenses, the consequences can affect their financial future for years after they graduate from college. Students have to balance paying back their loans in addition to paying for their current living expenses. In many cases, this situation can lead to additional borrowing. Students with college loan debt are also more likely to delay major life decisions, such as buying a home, buying a car, getting married, or having children. Student loan debt can also negatively influence students' perceptions of the value of their education. Only 40 percent of borrowers with student loan debt believe that the value of their education exceeded its costs. (Board of Governors of the Federal Reserve System, 2022).

Although colleges and universities attempt to disclose the cost of attending their institutions, some students still might not be fully aware of the true cost of obtaining a post-secondary degree. Costs such as tuition, fees, room and board, books, and living expenses can be difficult to plan for, especially by those students who have not had experience in personal finance or making a budget. Most secondary students are not required to take a Personal Finance course in high school. Currently, only eight states—Alabama, Mississippi, Missouri, Iowa, North Carolina, Tennessee, Utah, and Virginia—require high school students to complete a standalone personal finance course (Next Gen Personal Finance, 2022). In 2022, only 22.7 percent of high school graduates completed a standalone personal finance course in high school (Next Gen Personal Finance, 2022).

The Role of Money Path

Money Path is an online financial literacy application that students can use for college, financial, and career planning (SecureFutures, 2022). Students can use Money Path to explore multiple “pathways” to their future, including post-secondary institutions, degrees, majors, and careers. These pathways allow students to compare the costs of attending various colleges and universities. After receiving in-class instruction, students use a user name and password to log onto the Money Path website. They can work on the application in class, with the guidance of their instructor, and as well as after class hours.

Students who must borrow money to attend college can use the Money Path application to enter the amount already borrowed or an amount they expect to borrow along with their interest rate. Students also can compare the amount of debt they can expect to incur for each pathway they are considering. This approach can better inform students how much money they will need to cover their college expenses and potentially reduce the likelihood of them overborrowing.

In addition to providing information about the cost of college, students can also use Money Path to compare estimated starting salaries for selected majors and careers pathways after they graduate. This capability provided by Money Path is especially useful because some students typically are prone to overestimating what their future salaries might be. Many students expect to earn \$103,880 after earning their college degree, but the average starting salary for recent college graduates is only \$55,260 (Dunaway-Seale, 2022).

Money Path also allows students to control for additional factors that might affect their finances. Students who are working while attending college can enter their weekly hours worked and their hourly wage rate. This information allows them to see how their current job earnings can reduce the amount of money they will need to borrow for college. It also helps them to consider how working additional hours will affect their future finances.

Money Path provides valuable data that students can use to make informed financial decisions about their future. For example, students gain experience in developing a personalized budget. They can even adjust how much money they plan to save for a short-term emergency fund or for long-term purposes, such as retirement contributions. If their plans change or if they wish to revisit their pathways, students can continue utilizing Money Path any time in the future.

Money Path is available to high school students in Wisconsin free of charge. A tiered pricing structure is available at high schools outside of Wisconsin and at higher education institutions. At higher education institutions, the cost per student varies depending on how many students register for the application, but it ranges from \$9.95 to \$16.95 per student.

Money Path at UWM at Washington County

Money Path was used as a financial literacy tool in a Personal Finance class during fall 2021 and in an Introduction to Business class in fall 2022 at the University of Wisconsin– Milwaukee at Washington County. Both classes were taken as electives, and the enrolled students were primarily first-semester freshmen. Some of these students were planning to major in business, but many of them were undecided on their majors. Students in both classes were given access to a free trial of Money Path.

The instructor incorporated Money Path into both classes shortly after covering the topics of budgeting and personal finance. In-class instruction was provided, and students used Money Path to create their potential future pathways regarding college. Students were required to create at least three unique pathways, but they were given flexibility with the pathways. Those who were undecided about where they wanted to transfer could compare the costs of transferring to three different 4-year institutions after their time at UWM at Washington County. They could also compare those institutions with the option of only obtaining an associate degree. Students who were unsure of majors or careers could compare three unique majors or three unique career pathways with Money Path. In addition to the cost of tuition, students could adjust for many other factors for each pathway, including the cost of room and board, hours worked per week, and wage rate.

Budgeting is typically covered in Personal Finance classes, but it is not usually covered in Introduction to Business classes. Due to enrollment challenges, beginning in fall 2022, the UWM at Washington County campus was no longer able to offer the Personal Finance course for students. Because students would no longer have access to a Personal Finance class, the instructor incorporated Money Path and budgeting concepts into an Introduction to Business class in fall 2022. For this class, the instructor reorganized the class structure to provide better pedagogy for teaching financial concepts. The career planning component of the course was moved so it would be presented just before budgeting. Adding the Money Path application was a very useful way to complement career planning and budgeting. Covering these concepts offered additional advantages for student learning. For example, during the accounting section of the course, the instructor covered personal financial statements to help students to understand the importance and relevance of businesses' financial statements. During the finance section of the course, the instructor helped students see the similarities between the ways an individual and a business can use a budget.

Though Money Path assists students with making a budget, it seemed more useful for career planning purposes than for helping students understand how to make a budget. One downside to using Money Path to help students learn how to budget is that the application prepopulates the budgeted expenses with average amounts that a student might incur. Although students have the option to adjust the numbers according to their own circumstances, prepopulated amounts encourage students to use the average amounts that are provided instead of developing their own budget from scratch. The end result may not be realistic for students. In semesters prior to using Money Path, the

instructor's Personal Finance students would create a budget without the assistance of any online software. These students were also asked to review their actual spending to look for variances between budgeted amounts and actual amounts. The area is one in which Money Path falls short. Without taking the time to review their spending habits, many students are unaware of how much they are spending in categories, such as food, entertainment, and travel. Monitoring spending is especially beneficial for students because it requires them to consider how they can alter their spending habits to balance their budget or to increase their savings. Developing a budget from scratch also helps students better understand the process and become more confident in their abilities.

Summary of Survey Results

About a week after using the Money Path application, students were asked to complete a short survey to assess the usefulness of Money Path as well as their learning and satisfaction with the tool. This survey can be found in the Appendix. Twelve students in the Personal Finance class completed the survey in the fall 2021 semester. Nineteen students in the Introduction to Business class completed the survey in the fall 2022 semester. Prior to completing the survey, students were informed that they were given a free trial to Money Path, but that Money Path normally costs about \$17 per student.

It would be ideal to have more feedback, but enrollment challenges and response rates limited the amount of feedback that was obtained. In their survey responses, students indicated that they generally found Money Path to be engaging and easy to use. Results were mixed, however, on whether Money Path increased student awareness of college education costs, how to pay for college, and the impact of student loans on their future budgets. Some students indicated that they benefited from the experience, gaining knowledge in these areas; for others, Money Path had little impact because they believed that they already had this knowledge.

Money Path was especially useful in helping students better plan and prepare for the future. 90 percent of students reported that they are at least somewhat more likely to develop a budget, 87 percent are at least somewhat more likely to set up a savings plan to meet short-term financial goals, and 87 percent are at least somewhat more likely to start saving for retirement early in their career as a result of using Money Path.

Several students also reported that Money Path helped them to reaffirm their intended transfer institution or major and career pathway. Five students reported that they are considering changing their college and career pathway as a result of their experience with Money Path. Three of these students are considering transferring to a different school to complete their college education. One student is second-guessing their transfer institution and career plans while another student questioned their intended major and how they will save up the necessary funds to complete their degree. As one student put it, Money Path is "realistic and brutally [sic] honest."

Most of the negative comments outlined in the student survey focused on the functionality of the Money Path website. One student reported that the website crashed; another student reported that there were bugs, and a third student reported that the design felt clunky at times. Two students commented that creating the pathways was tedious, even with the assistance of Money Path.

Overall, 24 of 30 students recommended that Money Path be used in future sections of the courses. Of the six students who did not recommend using Money Path in the future, four identified its potential cost as the reason. It is interesting that some students do not believe Money Path should be used if they have to pay a small fee to use it. It still seems that the benefits of Money Path far outweigh the costs, especially considering the significance of improving these students' long-term career and financial decisions.

Future Considerations

It is important for college students to select a major that aligns with their interests and their values and to choose an institution that is within their financial means. It is equally important for students to consider how their decisions about tuition costs, student loans, and potential earnings will affect their future financial goals. Money Path provides students with data so they can make informed decisions. Unfortunately, there is some risk that students could be reluctant to pursue postsecondary education after seeing the cost of attending college for four years and the amount of debt they could be incurring. Ideally, students should have sought out this information ahead of time. In reality, too many students have not done this research, and they are unprepared for the costs of higher education. Using Money Path as a planning tool can help these students develop a realistic and achievable plan for their future.

Money Path was released in 2018, but the application continues to be improved. The instructor completed a Money Path evaluation after the two classes used the tool. One of his suggestions was to make students enter their own budget expenses instead of allowing them to use the prepopulated average amounts. Money Path later informed the instructor that it had incorporated this change into its newest version, which has now been released. The instructor plans to continue using Money Path when teaching Introduction to Business next year. The advantages far outweigh the disadvantages.

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Appendix. Money Path Student Evaluation

1. As a result of completing Money Path, how did your knowledge of the concepts below change?

	1 = No change	2	3 = Some change	4	5 = Changed a lot
a. Starting pay/income levels of interested careers	1	2	3	4	5
b. College education costs	1	2	3	4	5
c. How to pay for college education	1	2	3	4	5
d. How much I may need to borrow in student loans	1	2	3	4	5
e. How much my monthly student loan payment could be	1	2	3	4	5
f. Impact of student loans on my future budget	1	2	3	4	5
g. How much I need to save to afford future financial goals (emergency fund, car, home, etc.)	1	2	3	4	5
h. How income, spending, and saving are all connected	1	2	3	4	5

2. As a result of completing Money Path, how much more likely are you to do the following:

	1 = No change		5 = Much more likely		
a. Determine what student loan amount is manageable	1	2	3	4	5
b. Determine how I will pay for school	1	2	3	4	5
c. Develop a budget	1	2	3	4	5
d. Set up a savings plan for important financial goals like an emergency fund, car, or home once I start my career	1	2	3	4	5
e. Start saving for retirement early in my career	1	2	3	4	5

3. Please provide your feedback about the Money Path app.

	1 = Strongly disagree		5 = Strongly agree		
a. It is interesting and engaging.	1	2	3	4	5
b. When using Money Path for the first time, I felt confident using the software and did not require any instructor assistance.	1	2	3	4	5
c. This activity was a worthwhile use of class time.	1	2	3	4	5
d. The information I learned, and the Money Path App helped me build a good plan for my financial future.	1	2	3	4	5
e. I plan to use the Money Path App again to help me plan my financial future.	1	2	3	4	5

Note: By saving your username and password, you should be able to continue using Money Path in the future.

4. What was the most helpful part of Money Path? Why?
5. What did you like least about Money Path?
6. Did Money Path have any influence on your intended major and, if necessary, the four-year university you are planning to transfer to? For example, did it help to reaffirm your intended major and transfer institution? Did it make you second-guess your future plans?
7. Would you recommend that Money Path be used in future sections of this course? Why or why not?

MOTIVATIONAL FACTORS IN SALES TEAM MANAGEMENT AND THEIR INFLUENCE ON INDIVIDUAL PERFORMANCE

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Abstract

The fast-paced global economy uses continuous innovation in technology which requires organizations to motivate their employees and sales teams to increase performance and profit margins. Organizations can achieve significant profits over competitors by applying motivation and retention tools. However, employee demotivation at the workplace and a low level of job satisfaction may lead to a decline in morale and productivity. This study aimed to identify the impact of job security which is considered a main motivational factor on sales employee performance. A quantitative research design was applied to collect data using an online survey. Sales employees and managers of Domino's Pizza in the United Kingdom participated voluntarily and anonymously. Pearson product moment correlation and regression analysis were conducted. Job security had a high correlation to sales team performance. Results of the regression analysis and hypothesis testing showed statistically significant positive effect on the individual performance of sales employees suggesting that by increased job security of sales teams can likely improve their performance.

Introduction

With the advancement in technology, organizational leaders struggle to survive in the competitive business environment. However, some organizations still fail to compete due to several external and internal reasons. One of the challenges that organizations face is lack of motivation among the employees to achieve certain targets. The results of this proposed study evaluated the influence of job security which is a main motivational factor on the individual performance of sales teams.

Motivation in the sales team can lead the employees to work efficiently and effectively, which impacts the overall operation of the company. Lack of motivation among sales individuals causes failure to meet the company set targets, which leads to the overall company's productivity deteriorating, leaving customers disappointed and less satisfied (Phipps et al., 2013). Sales Managers can motivate employees by using cash rewards, opportunities for training or promotion, career growth, increasing success of the company, and personal interest of employees. This research aimed to examine one specific employee motivation to help sales teams at Domino's Pizza franchisees in the UK to improve performance and increase productivity and profitability.

Purpose and Significance

This study examined the relationship between job security and individual employee performance of salespeople at Domino's Pizza in the UK. The findings help gain insight into the effects of job security on employee performance of sales teams. Arabi et al. (2013) determined that motivation within an organization is a fundamental element that could shift the attitude of the workforce constructively because motivated employees' distinctive accomplishments drive workers. Organizations should encourage employees to complete goals and targets for a competitive edge (Akerlof & Kranton, 2010). The lack of motivation can negatively impact organizations and their competitiveness.

Background

Employee motivation is a force that drives the employees to work for the organization in order to achieve specific goals and defined objectives by the firm. The ever-changing and growing economy and technology is influencing employees especially individuals in sales teams to get innovative and improve their performance, growth, and profit for the organization (Cherian & Jacob, 2013) which often results in demotivation, low job satisfaction, employee retention, and decrease in productivity (C. James, 2014). However, sales management activities such as

delegating tasks, monitoring, evaluating, and rewarding; result in improved employee satisfaction (Johnston & Marshall, 2013). The purpose of this literature review is to explore the connection between a specific motivational factor which is job security and the employees' performance; which an organization must focus on in order to encourage employees to complete goals and targets at the workplace (Akerlof & Kranton, 2010).

Job security impacts the performance of work and employee altruism in a positive manner. A leader–member exchange (LMX) model was deployed to study job security in China with 184 employees mentioned in the study by Loi et al. (2011). The results stated that job security was positively linked to employee altruism and performance of work (Loi et al., 2011). Furthermore, in a pharmaceutical company job security was found to have a 61% impact on employee performance (Parvin & Kabir, 2011). Job security was reported to have a great impact on employees' organizational commitment and job satisfaction. Job security is related to feelings of uncertainty and job loss (Dobre, 2013). Job security can reduce workplace absenteeism that has been a major factor for the declining performance of employees (Cherian & Jacob, 2013). Furthermore, job security builds trust between the organization and the employees and tends to improve the reputation of the firm in the market. However, the study of McGregor and Doshi (2015) argued that a major factor that affects the trust between an employee and organization is job security which leads to employee turnover. According to Yousaf et al. (2014), other benefits like insurance, EOBI, medical benefits, and bonuses incline the workers to perform better, but without job security, the organization tends to experience extensive employee turnover.

In the current era of rapid socio-economic changes, natural upheavals occur in professional fields, either due to internal factors such as policies, work ethics, time management, etc., or external factors such as the national economy and government policies. Employees want a secure work environment that could guarantee a sustainable future to its staff. An organization going through uncertainties will not be able to provide mental stability to its employees.

Kuvaas et al. (2016) discussed that reaching goals and getting achievements tend to increase job security at the workplace. However, the consistent weak performance of employees significantly increases the risk of losing the job (Zhu & Akhtar, 2014). Moreover, a positive attitude but bad performance discourages an attempt of losing a job (Kuvaas et al., 2016). While negative attitude but good performance increases the chance of losing a job, as the attitude at the workplace frames the culture of an organization (Lounsbury et al., 2014).

There has been limited research on the motivational factors regarding the influence of job security on sales employees and the effect of these on individual performance. This study fills the gap by examining how the job security and motivational factors influence individual sales employee performance identifying factors that can help predict sales employee performance.

Research Methodology

This study used a quantitative research design utilizing an online survey instrument that was developed by the researchers. The sample consisted of sales employees who had at least two years experience in sales and were employed in sales management at Domino's Pizza branches of various locations in the UK who agreed to participate voluntarily to respond to the survey. The research examined the following two research questions:

RQ 1: What is the relationship between the performance of individual sales employee (dependent variable) and job security (independent variable)?

RQ 2: What is the relationship between the individual sales employee performance and the motivational factors of wage, promotion, training, work environment, and job security (independent variables)?

To answer the research questions, the study tested the following hypotheses:

H₁₀: Job security, defined as the probability of losing or keeping a job, does not have a statistically significant correlation with the job performance of individual sales employees.

H_{1A}: Job security, defined as the probability of losing or keeping a job, has a statistically significant correlation with the job performance of individual sales employees.

H₂₀: There is no statistically significant relationship between individual sales employee performance (dependent variable) and the motivational factors of wage, promotion, training, work environment, and job security (independent variables).

H_{2A}: There is a statistically significant relationship between the individual sales employee performance (dependent variable) and motivation factors: a) wage, b) promotion, c) training, d) work environment, and e) job security (independent variables).

Instrumentation and Sample

The questionnaires in total consisted of 56 questions which were divided into different independent variable subfactors. The questions were asked in the form of a statement and the participants had to rate their agreement towards each statement in different ranges (from strongly disagree to strongly agree). The online survey was administered on Survey Monkey. Prior to data collection, participants were provided an informed consent and letter of invitation to participate voluntarily. A signed consent form was used to ensure ethical standards to protect the rights, safety, and anonymity of the respondents and their organization. The study population consisted of sales employees who had prior sales experience and worked in sales management roles at various branches and locations at Domino's Pizza in the United Kingdom. The sample size was 150 respondents out of which 120 were completed the survey fully. A total of 120 fully completed responses were used for data analysis.

Pilot Study

A pilot study was conducted to evaluate the survey questions for evaluating the validity of the scales and measurement of the motivational factors related to the individual sales employee performance. The pilot study consisted of 30 participants who met the criteria of a representative sample of the population. The feedback from the pilot study participants helped with some minor modifications to adjust the questions for clarity of content and allowed to evaluate the reliability and validity of the scales by conducting Cronbach's α reliability test in SPSS statistical software. The results of the pilot study indicated that variables of wage, promotion, training, work environment, job security, and sales employee performance all had a Cronbach's $\alpha > 0.7$ that implies strong reliability and high validity of the survey instrument.

Analysis and Findings

Data analysis included inferential statistics to transform qualitative data into meaningful findings. Descriptive statistical analysis was performed to identify the mean, median, mode, and standard deviation to determine the central tendency of the data set. SPSS statistical software was used to perform reliability analysis of the survey ($n = 120$) using Cronbach's $\alpha \geq 0.7$ as the threshold for reliability. Descriptive statistics was used to analyze the age, gender, ethnicity, and years of experience in sales and at the company. The demographics of the participants is presented in Table 1 below.

Table 1.

Descriptive Statistics of Respondents

Gender	F	%	V%	C%	Time in the Company	F	%	V%	C%
Female	59	49.2	49.2	49.2	Invalid	1	0.8	0.8	0.8
Male	61	50.8	50.8	100.0	2 years or less	101	84.2	84.2	85.0
Total	120	100.0	100.0		5 years or more	8	6.7	6.7	91.7
					2-5 years	10	8.3	8.3	100.0
					Total	120	100.0	100.0	
Age	F	%	V%	C%	Experience in Sales	F	%	V%	C%
Invalid	1	0.8	0.8	.8	Less than 1 year	8	6.7	6.7	6.7
20-25 years	82	68.3	68.3	69.2	1 year	76	63.3	63.3	70.0
25-30 years	28	23.3	23.3	92.5	2 years	21	17.5	17.5	87.5
30-35 years	5	4.2	4.2	96.7	3 years or more	15	12.5	12.5	100.0
35-40 years	3	2.5	2.5	99.2	Total	120	100.0	100.0	
Above 40 years	1	0.8	0.8	100.0					
Total	120	100.0	100.0						
Ethnicity	F	%	V%	C%					
Asian	32	26.7	26.7	26.7					
Black or African American	17	14.2	14.2	40.8					
Other (please specify)	6	5.0	5.0	45.8					
White	65	54.2	54.2	100.0					
Total	120	100.0	100.0						

Note: F = Frequency, % = Percent, V% = Valid Percent, and C% = Cumulative Percent

Table 2 below shows the ratings, means and standard deviations of the motivational factors.

Table 2

Likert-Scale Ratings of Motivational Factors, Means and Std. Deviations

Variable	N	Minimum	Maximum	Mean	Std. deviation
Wage	116	1	5	4.026	1.092
Promotion	116	1	5	3.912	1.069
Training	116	1	5	3.920	0.988
Work environment	115	1	5	3.904	0.954
Job security	114	1	5	3.827	0.934
Sales employee performance	112	1	5	3.990	0.908

Table 3 below shows the Cronbach's alpha reliability test results of the motivational factors. The Cronbach's alpha reliability test of the motivational factors indicated a high internal consistency of the instrument showing the Cronbach's α of job security = 0.882 (>0.7) and sales employee performance = 0.94 (>0.7).

Table 3

Reliability Analysis – Cronbach's Alpha

Variable	Cronbach's α	N of items
Wage	0.945	4
Promotion	0.886	4
Training	0.921	4
Work environment	0.89	4
Job security	0.918	4
Sales employee performance	0.944	8

Results of Hypothesis Tests

SPSS software was used to compute Pearson's correlation coefficient between job security and sales team performance. A significant correlation has been obtained, r (df) = 0.873, p = 0.00. The rejection of the null hypothesis illustrates that job security has a significant correlation with sales team performance.

Linear Regressions

Multiple linear regression or multiple regression is the statistical approach that applies different explanatory factors for predicting the dependent variable (Larson-Hall, 2015). The regression analysis identified the linear relationship between the independent and dependent variables of the study. The results of the Cronbach's alpha and multiple regression analysis of the employee motivational factors are shown in Table 4 below.

Table 4

Employee Motivational Factors Reliability Analysis – Cronbach's Alpha

Variable	Cronbach's α	N of items
Wage	0.923	4
Promotion	0.913	4
Training	0.902	4
Work environment	0.872	4
Job security	0.882	4
Sales employee performance	0.940	8

Regression Analysis

Variable	Unstandardized coefficients		Standardized coefficients		
	B	Std. error	Beta	t	Sig.
(Constant)	0.453	0.174		2.601	0.011
Wage	0.13	0.065	0.155	2.012	0.047
Promotion	-0.088	0.07	-0.101	-1.256	0.212
Training	0.064	0.067	0.068	0.947	0.346
Work environment	0.362	0.079	0.393	4.567	0
Job security	0.448	0.067	0.469	6.695	0

The results of the regression analysis indicated that the coefficient of the estimate of job security was 0.448 with the p -value of 0.00. This suggests that job security predicts the sales employee performance up to 44.80 % variation in the model. The next highest Beta value was work environment, 0.362 which indicated work environment contributes up to 36.30 % variation in the model predicting individual sales employee performance.

Limitations and Delimitations

The study examined factors of motivation in an organizational setting of sales employees and the effects of these factors on individual job performance. The study had certain limitations. The first limitation was that the study did not examine external factors like finances or market trends as focused only on motivational factors. As noted by Monteiro and Vieira (2016) self-efficacy and adaptability are intrinsic non motivational factors that also affect individual performance. The second limitation was the selection of a single variable of sales employees relative to motivation and job performance. Therefore, this study did not examine any other departments within an organization. Chekima et al. (2016) and Valmohammadi and Ahmadi (2015) examined accounting, administration, and purchasing department employees to identify motivational factors. Although motivational factors are applicable to all functional areas of employment, this scope of this study was limited to sales employees only.

Implications

This study examined the impact of job security and motivational factors on individual sales employee performance at Domino's Pizza in the United Kingdom. The findings indicated that job security significantly influences sales employee performance. Furthermore, job security and work environment were found as significant predictors of motivational factors for increasing sales employee performance. The findings confirm previous studies on the importance of job security and work environment related to employee motivation to help increase job performance (Felicien & Irechukwu, 2021; Guberina & Wang, 2021; Lucky et al., 2014). The correlation analysis indicated that job security was significantly correlated with the performance of the individual sales employee. Furthermore, the regression analysis indicated that job security and work environment significantly and positively seem to impact individual sales employee performance. The results confirm McGregor and Doshi (2015) noting that the main aspect of distresses is the trust between a worker and the business which affects job security that tend to increase employee turnover.

Overall, this study confirm previous research signifying that job security is a primary factor increasing employee performance. In addition, job security and work environment were found as significant predictors in the motivation of individual sales employee performance. The findings agree with Lucky et al. (2014) suggesting that when employees feel high job security, employee performance increases as job security generally can boost high morale that ultimately affects performance of the employee. In addition, this study found that work environment and employee training seem to significantly and positively affect employee performance. Based on this, organizations should improve job security and the work environment of the employees as these provide assurance of job longevity that can improve motivation and performance. Human resource policies need to emphasize job retention and high job security for employees. This can lead to reducing the intentions of employees to leave the organization which could also help improve employee performance. By adopting human resource management strategies that promote a high level of job security, organizations can help increase employee performance and profitability.

Conclusions

This study was limited to examining motivational factors comprised of wage, promotion, training, work environment, and job security related to individual sales employees. Future researchers could examine other factors of motivation related to job performance in other functional units and departments at organizations. More research is needed to examine management and employee relations. Also, future researchers may expand the quantitative approach of this study using qualitative methods to further examine job security, performance, and motivation.

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PAIRING EFFECTIVE LEADERSHIP STYLES IN TIMES OF CONFLICT

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Abstract

This paper utilizes a qualitative approach to examine the effectiveness of people-first leadership styles in higher education business programs. The burden and responsibilities of leaders in any context bring multiple challenges and in times of conflict and the transformational leader will be tested and tried. Using multiple leadership styles proves essential and research has shown that during times of conflict the affiliative or “people first” leadership style can be an important tool in the transformational leader’s toolkit. This study explores points in time when the affiliative style appears most effective in a higher education setting and what leadership qualities allow it to flourish. The analysis suggests that a pattern of “people first” leadership strategies utilized by transformational leaders appears effective during times of conflict or when an organization is undergoing trauma. The study suggests that leaders in higher education would benefit from training and mentoring around “people first” and transformational leadership to help optimize the success of people and programs.

INTRODUCTION

This research examines areas of leadership strength and weaknesses and identifies opportunities for further training among higher education leadership. The points in time where the affiliative or “people first” leadership style proves most effective is discussed and the correlative actions and behaviors of the transformational leader are illuminated. The research questions that underpin this analysis are as follows:

- When does a transformational leader of a business program within higher education use the affiliative or “people first” leadership style?
- Under what circumstances does this style appear most effective?
- When transformational leaders deal with conflict, are they using specific strategies in how they approach conflict?
- Are these specific strategies “people first” in nature?

LITERATURE REVIEW AND THEORETICAL DEVELOPMENT

Transformational Leadership

Leadership in education brings with it multiple challenges and as Marion & Gonzales assert, it is the individual, rather than collective bodies, who can spur the change needed within the organization (2014, p.156). The authors point out four major constructs that are key for the practice of transformational leadership in higher education: 1. Charisma or idealized influence 2. Inspirational motivation 3. Intellectual stimulation and 4. Individualized consideration/attention (2014, p. 158). The authors identify these key leadership constructs as a means to illuminating best practices in the field.

In the work of Thomas Huse, the author defines idealized influence within transformational leadership as individuals who:

“display conviction; emphasize trust; take stands on difficult issues; present their most important values; and emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models; they generate pride, loyalty, confidence, and alignment around a shared purpose” (2003, p. 11).

Marion & Gonzales (2020) postulate that emotion, motivation, and pride are fused together in a way that propels people to achieve and thrive organizationally. Experienced leaders must hone leadership styles over time and adapt to the generational shifts among colleagues, students, alumni, and other stakeholders (Boyle et al, 2018). Leaders who effectively motivate their followers are called upon to reduce negative emotions in times of crisis (Bono, Foldes, Vinson & Muros, 2007).

Affiliative Style

In Daniel Goleman's piece for the Harvard Business Review, he outlined six leadership styles, and among them is the affiliative style, which "revolves around people – its proponents value individuals and their emotions more than tasks and goals" (2000, p. 84). Goleman warns that this style should not be used exclusively, but rather should be coupled with clear direction and a statement of the organizational vision (2000, p. 85). Kraus (2017) postulates that the affiliative style creates harmony among subordinates and between leaders and subordinates, especially during stressful times or when connections needed strengthening. This study explores when the affiliative style proves most effective in a business program within a higher education setting and what transformational leadership qualities allow it to flourish.

METHOD

Data Collection

A 45-minute interview with Ms. Susan White (White, 2016), a pseudonym for a transformational leader in higher education working within business programs at a smaller, Midwestern college. The interview was conducted in her office. The Interviewee has been in her role for the past three years and with the university (on and off) for almost 20 years.

The Interviewee's university is undergoing significant challenges, including budget cuts and layoffs. Her team has recently relocated to main campus and has revamped the program offerings to fit multiple start dates. Increased pressure on revenue has brought a higher degree of uncertainty and challenge to the Interviewee's team, testing her leadership acumen.

A coded transcript of the interview (available from the author upon request) was created with a clustering of attributes including caring, relationships, communications, conflict and motivation. Within the coded transcript, a pattern emerges that suggests at least two, if not all four transformational leadership factors needed in higher education (Marion & Gonzales, 2014) are frequently present with inspirational motivation and individualized consideration/attention being the primary attributes. These attributes correlate with the "affiliative" or people first leadership style that seeks to create harmony; build emotional bonds; and to heal rifts in a team or to motivate people during stressful times (Goleman, 2017).

In examining the coded transcript interview, "individualized consideration/attention" with the emerging theme of "treat people/caring" was mentioned seven times in the transcript while "inspirational motivation" in the emerging themes of "motivation and relationships/communications" were mentioned an additional seven times. Detailed in the transcript, the Interviewee describes what informs her work: "I still feel like it's my job to inspire and encourage my team, but yet I'm very honest with them" (White, 2016).

Similar to Goleman's description (2017) of the affiliative style or "people first" leadership, a pattern is evident in the coded interview with the Interviewee where it is clear that even though she was operating in a highly chaotic environment, she paired "people first" with transformational leadership strategies when dealing with conflict. It is notable that every time conflict emerges as a theme in the coded transcript, it is paired with a "people first" strategy, suggesting that when dealing with conflict, as a transformational leader, "people first" strategies are effectively utilized (Vasilescu, 2019). According to the Interviewee, "Conflict is going to occur. That's just a given. And yes, if conflict continues to fester then it's the leader's failure. They've not addressed it and found a way to improve the situation" (White, 2016).

In illustrating a time when she faced conflict within her team, the Interviewee describes utilizing a transformational leadership strategy (individualized consideration/attention) paired with an affiliative or "people first" strategy (communication and caring): "I sat down with both of them and learned about them. What makes you tick? What are your goals? What do you feel you do best?" (White, 2016). The Interviewee found a way to meet the needs of both employees through listening and caring, both "people first" strategies: "We were able to adjust their jobs so now the work is split. One is able to work on the course design and the other is working on the backend, network stuff. It's so much better. Everyone feels rewarded and that they can be successful" (White, 2016).

In the work of Gulati, Mayo & Nohria, (2014), the researchers assert that relationship-oriented leaders exhibit high levels of individualized consideration as defined as "a leader's effort to understand each follower's needs for achievement, growth, and support" (p. 319). Hallmarks of this behavior include active listening and helping

individuals grow and achieve results (2014, p.319). In the coded transcript, there are seven examples of the Interviewee actively communicating with her employees regarding the organizational goals and vision as it relates to the individual (Appendix A). “I started every meeting by outlining the goals, and reiterating that failure is not an option” (White, 2016). The Interviewee exhibits a similar leadership style when discussing the difference between leadership and management: “Leaders explain the why. They don’t rest on their title. They care about your success” (White, 2016). When asked about her legacy as a leader, the Interviewee’s answer was simple: “I want people to know that I really cared” (White, 2016).

Data Source/Limitations

While a single source (the coded transcript of an in-depth interview) provides a lone snapshot of an educational leader’s challenges, it correlates with a very typical day-in-the-life of a leader (2014). Marion & Gonzales discuss the murky, yet highly impactful role of the transformational leader in an education setting, asserting that “transformational leadership plays out in very complex ways” (2014, p. 171). The researchers synthesize the work of many theorists into a combination of organizational outcomes attributed to transformational leadership, including: “increased commitment among organizational constituents, increased employee satisfaction, higher degree of trust among leadership and followership, and a greater organizational productivity” (2014, p. 170).

DISCUSSION/CONCLUSION

The analysis suggests that a pattern of “people first” leadership strategies utilized by transformational leaders appear highly effective during times of conflict or when an organization is undergoing trauma. Additionally, in multiple instances, “people first” leadership is coupled with “individualized consideration/attention” and “inspirational motivation,” suggesting that at least 50 percent of the time, “people first” and elements of transformational leadership are paired. Illustrating optimal points in time to employ “people first” with transformational leadership could help guide institutional leaders as they approach conflict and organizational challenges (Goleman, 2017). However, “people first” strategies can lack “idealized influence” and “intellectual stimulation”, suggesting multiple leadership styles should be employed to provide truly effective, ongoing leadership (Vasilescu, 2019). Goleman’s research reinforces that without clear communication of vision and mission, employees can grow stagnant and unable to grow and achieve (2000, p.8).

The pairing of characteristics of transformational leadership and the affiliative or “people first” style of leadership gives new insights into effective leadership, especially during times of conflict. Industry training and additional research around these two topics could prove essential to the success of business programs within educational institutions here in the U.S. and abroad. Giving leaders the tools to effectively manage teams during times of conflict can prove to be the deciding difference between success and failure.

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THE CONTRIBUTIONS OF BLACK FACULTY AT A PREDOMINANTLY MIDWESTERN UNIVERSITY IN THE UNITED STATES: RECOMMENDATIONS FOR RECRUITING AND RETAINING BLACK FACULTY SCHOLARS – A PILOT STUDY

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Abstract

This article focuses on highlighting Black faculty's contributions at a predominantly White, Midwesterner public university to enhance the recruitment and retention of current and future Black faculty. In this mixed-method study, faculty who self-identify as Black were surveyed via Qualtrics to gain insights into their teaching, service, and research and factors that have facilitated their academic growth and success. Participants also reported recommendations on additional efforts that can be taken to enhance Black faculty's academic success. Descriptive statistics were conducted on the close-ended responses using STATA MP14. A content analysis was performed on the open-ended responses. Twenty-four faculty participated in the study between February 2022 and April 2022. Approximately 48% of participants self-identified as male. Fifty percent of participants stated their teaching success level as far above average, followed by ~27% describing their teaching as somewhat above average and ~23% reporting their teaching as average. Nearly 32% of participants said their research level was far above average or average, with somewhat average as the third most common response (27%). A supportive, diverse equitable, and inclusive environment should be created to continue to enhance Black faculty's success, particularly at universities. On an ongoing basis, universities should increase the visibility of their Black faculty members on campus and in the community by highlighting their academic accomplishments and contributions. Research should be performed to determine the generalizability of these findings nationally and across genders. These results can inform university policies and procedures that create a supportive infrastructure for Black faculty recruitment and retention.

Keywords: Black Faculty, Discrimination, Lack of Mentoring, Marginalization, Microaggressions

Definition of Key Terms

In recognizing the myriad of ways the terms throughout this study can be conceptualized, for clarity, this inquiry will adhere to the working definitions below.

Alienation – Being intentionally isolated from a community, group, or activity that one should belong to.

Anti-Blackness – Refers to structural racism and oppression that marginalizes and devalues Black people through ways such as violence, discrimination, dehumanizing policies, police brutality, segregation, and mass incarceration that rob Black people of their dignity and full humanity in society.

Black Faculty – Refers to academicians of African descent, regardless of their nationality. These nationalities include but are not limited to African American, Bahamian, Caribbean, Ghanaian Nigerian, and South African, to name a few.

Cultural Taxation – Refers to additional work that Black faculty are not compensated for but are encouraged to engage in. Such additional work includes but is not limited to serving on numerous service committees and as an unofficial diversity specialist without compensation, which benefits a university or college in numerous ways.

Discrimination – Refers to the inequitable treatment of individuals based exclusively on their race.

Lack of Mentoring – Refers to not having an opportunity to be guided, supported, and encouraged by an experienced/senior faculty member.

Marginalization – Refers to putting or keeping an individual in a powerless or unimportant position in a variety of settings such as in society, a community, a school, a group, or a workplace.

Microaggressions – Refers to voicing or having intentional or unintentional offensive beliefs, ideas, and attitudes about individuals from minority groups.

Tenure Track Faculty – Refers to faculty members who seek to be promoted and attain job security over a six-year period.

Introduction

Over the last decade, it has been documented that Black faculty remain underrepresented at predominantly White institutions of higher learning in the United States (U.S. Department of Education, National Center for Education Statistics, 2014). Moreover, it has been underscored in the scholarly literature that Black faculty employed at predominantly White universities and colleges in the U.S. are often confronted by a variety of challenges that have caused them to leave academia. These challenges include but are not limited to the following: “alienation, cultural taxation, marginalization, discrimination, microaggressions and [the] lack of mentoring” (Smith, 2011, p. 143), being paid less than their White colleagues (Wilson, 2016), being selected to take on additional academic duties focused in the areas of diversity and inclusion without being compensated for their expertise in these areas, dealing with [organizational culture issues], racial climate issues and social isolation, along with experiencing episodes of “anti-blackness reflected in everyday conversations, resource and funding allocations, personal [and organizational] decisions and more (Flaherty, 2020).

As scholarly literature continues to increase, emphasizing the challenges that Black faculty are often confronted with in the U.S, research remains scant that highlights the contributions and accomplishments of Black faculty scholars employed at predominantly White higher education institutions in the U.S. To begin filling this void in the academic literature on this topic, this pilot study aimed to highlight the contributions and accomplishments of Black faculty scholars currently employed at a predominantly White, Midwestern public university. It also seeks to uncover the factors that have helped and could help to recruit and retain these Black faculty scholars. The findings from this pilot study will be used to develop further survey instruments to gather future data from Black faculty scholars at other predominantly White universities in the United States.

Methods

Setting and Procedure

The Midwestern university has a Black Faculty Association (BFA) consisting of 44 members. The BFA comprised of members who self-reported their race/ethnicity as Black to the university. Members’ ranks include full professors, associate professors, assistant professors, instructors, special instructors, and special lecturers. BFA members were invited to participate, to allow for the inclusion of a sample of University faculty who self-identified as Black. The survey was administered via Qualtrics (Snow & Mann, 2013), a web-based survey software. After obtaining IRB approval, participants were emailed the survey link. Data collection occurred from February 2022 through April 2022, yielding a 68% response rate.

Guiding Framework

This study was guided by the Framework of Essential Elements, which suggests that faculty (e.g., demographics) and institutional (e.g., public versus private) characteristics and work experience (e.g., collegiality) influence faculty success (Gappa, Austin, & Trice, 2007).

Measures

Faculty demographics included in the survey were age in years, which was recategorized from ≤ 24 , 25-29, 30-39, 40-49, 50-59, 60-69, 70-79, and 80+ to ≤ 29 , 30-39, 40-49, 50-59, 60-69, 70+ to address limited responses. Gender (male, female, non-binary/third gender, or prefer not to say) and the highest level of education (college graduate, master's degree, or PhD/MD degree) were also collected.

Faculty’s appointment information was also ascertained. These variables included the number of years worked in academia (0-5, 6-10, 11-15, 16-20, 21-25, or 26+), and appointment rank (adjunct professor, visiting professor, lecturer, special lecturer, assistant professor, associate professor, full professor, or other).

Participants were also asked to state their perceived level of teaching, research, and service success (far above average, somewhat above average, average, somewhat below average, or far below average) with open-ended responses to state examples of their selected response.

Faculty’s work experiences included resources (university resources or non-university resources) that contributed to teaching research, and/or service success with the response options of teaching, research or services conferences/workshops/symposiums, funding opportunities, tools/equipment, library services, writing center services,

university policies or procedures, associations or groups, mentorship, administration support and relations with community/local organizations, staff support, books/articles/websites, or fellowship/training opportunities, teaching observation/feedback, or other, please specify. Additional work experience variables included in the past year, altered work arrangement to enhance professional growth (no/yes, please elaborate), and encouraged faculty autonomy among colleagues (never, sometimes, half of the time, most of the time, or always).

Faculty’s support and collegiality in professional growth pursuits were incorporated, as have you contributed to the professional group of faculty at the university (no/yes). Faculty were also asked if they contributed to collegiality at the university (no/yes, please elaborate on how). In an open-ended question format, participants were asked to provide recommendations on efforts to support the success of Black faculty’s teaching, research, or services.

Statistical Analyses

Descriptive statistics were conducted on closed-ended responses to examine Black faculty’s success and related characteristics. All quantitative analyses were executed using STATA MP14 (StataCorp, 2015). Open-ended responses were exported into Microsoft Excel, where a content analysis (Bradley, Curry, & Devers, 2007) was performed to understand their perspectives on teaching, research, and service success. The content analysis was also used to gain participants’ viewpoints on additional efforts that should be undertaken to facilitate their success.

Results

Black Faculty

Participants’ demographics and appointment information are depicted in Table 1. Forty-eight percent of participants identified as male and female, with four percent preferred not to state their gender. The greatest percentage of participants held an assistant professor position (36.00%), followed by associate professor (24.00%), then special lecturer (20.00%), full professor (12.00%), and special instructor (8.00%).

Table 1
Participants’ Demographics and Appointment Characteristics

Characteristics	n (%)
Age in years	
<29	1 (4.00)
30-39	8 (32.00)
40-49	7 (28.00)
50-59	4 (16.00)
60-69	3 (12.00)
70+	2 (8.00)
Sex	
Male	12 (48.00)
Female	12 (48.00)
Prefer not to say	1 (4.00)
Highest level of education	
Master’s	7 (28.00)
Doctorate	18 (72.00)
Number of years worked in academia	
0-5	8 (32.00)
6-10	6 (24.00)
11-15	3 (12.00)
16-20	3 (12.00)
21-25	2 (8.00)
26+	3 (12.00)
Current Academic Appointment	
Special Instructor	2 (8.00)
Special lecturer	5 (20.00)
Assistant professor	9 (36.00)
Associate professor	6 (24.00)
Full professor	3 (12.00)

Fifty percent of participants described their teaching success level as far above average, with examples including teaching awards, colleague feedback, and proficiency in student assessment. Approximately 27% of participants stated their teaching as somewhat above average, with teaching evaluations, assessment scores, and new courses developed as examples. Roughly 23% of participants recounted their teaching as average (Figure 1; Table 2).

Figure 1

Participants' Current Teaching Success Level

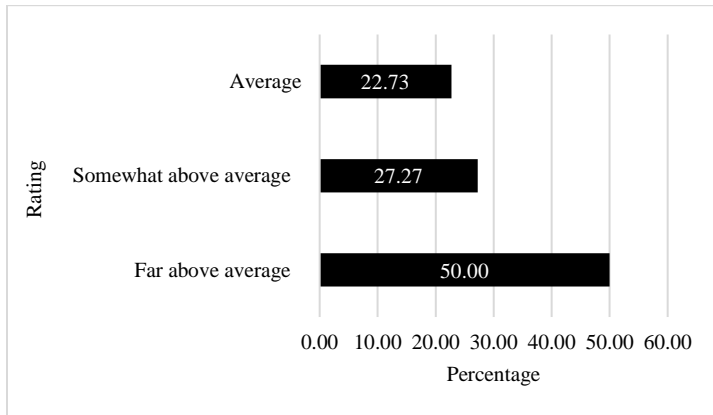


Table 2

Examples of Participants' Teaching Success Level

Success Rating	Examples Provided
Far above average	Teaching evaluations
	Teaching awards
	Teaching conference [student diversity education conference]
	Colleague feedback
	New courses developed
	Proficiency of student assessments
	Experience teaching diverse student populations
Somewhat above average	Assessment scores
	Teaching evaluations
	Student engagement and feedback during and end of semester
	New courses developed
	Modifications to existing courses
	Implement various course format (e.g., hybrid, online)
Assessment scores	

Figure 2 depicts that among applicable participants, nearly 32% reported their research level as far above average, including national research awards, above average number of publications, and a high number of book chapters published as examples. Somewhat average was the third most common response (27.27%). Examples included conducting international research projects and submitting multiple publications and grant proposals. Approximately 32% reported their research as average. Book review, number of publications, and grants were examples stated (Table 3).

Figure 2

Participants' Current Research Success Level

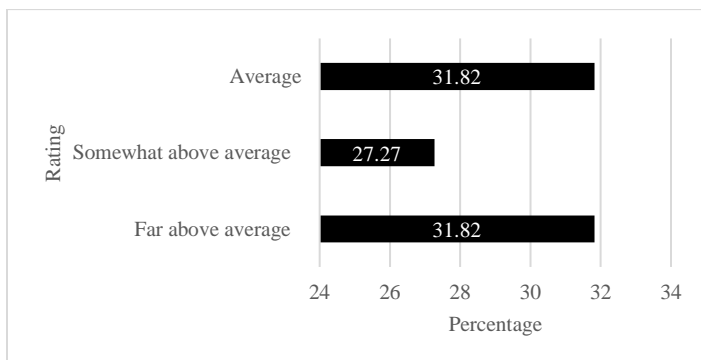


Table 3

Examples of Participants' Research Success Level

Success Rating	Examples Provided
Far above average	Fulbright Scholar [Research and Teaching]
	Book of the year award
	Conference paper awards
	Oakland University research awards
	National Research awards
	Above-average number of publications
	High number of book chapters
Conference presentations	
Somewhat above average	Participation in leadership programs
	Conduct international research projects
	Secured research grant funding
	Invited research presentations
	Multiple presentations
	Multiple publications
Average	Number of grant proposals submitted
	Book review
	Number of publications
	Grants

Nearly 41% of participants reported their service success as far above average. Instances of their service efforts included journal editor, chair of a professional conference, and leader of an international non-profit. Somewhat above-average was the second most common response (36.36%) with chair of a professional organization, board member, and community involvement, as examples stated. Approximately 18% of respondents reported their service as average with service on committees and organizational groups stated by participants (Figure 3; Table 4).

Figure 3

Participants' Current Service Success Level

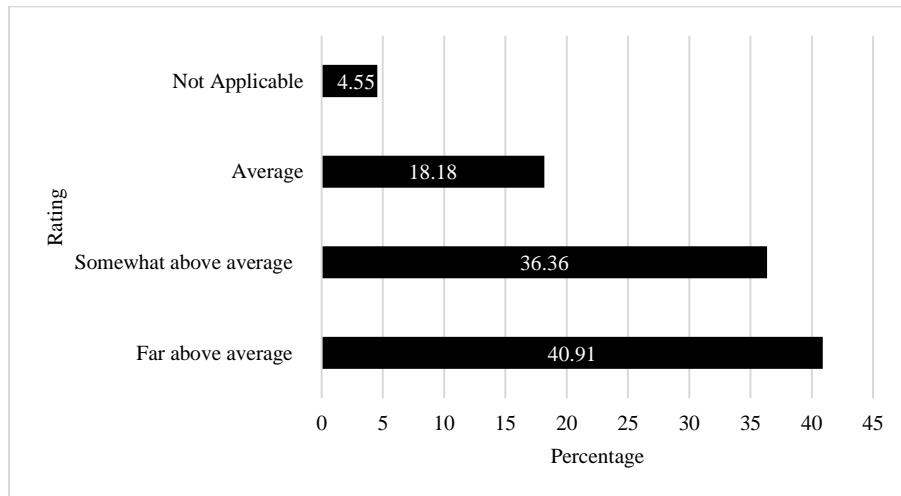


Table 4*Examples of Participants' Service Success Level*

Success Rating	Examples Provided
Far above average	Journal editor
	Chair of professional conference
	Dissertation committee member
	Serve on program-level committees
	Serve on school-level committees
	Serve on university-level committees
	Community involvement
	Lead international non-profit
	Organization president
	Contributions to discipline
Somewhat above average	Administrative responsibilities
	Serve on school-level committees
	Serve on university-level committees
	Serve on department-level committees
	Contributions to discipline
	Chair of professional organization
	Board member and former president
Community involvement	
Average	Service on committees and organizational groups

University-level resources were more commonly used than non-university with library services (68.42% vs. 5.25%), tools or equipment (52.63% vs. 15.79%), and writing center services (54.55% vs. 36.36%) as the top three resources. Mentorship (75.00%) was the most frequently university and non-university resource used. More than half of the participants (68.18%) stated that they received an award/acknowledgment in their current appointment. These awards were at the department and university level and in the categories of research/scholarship, teaching excellence, alumni, book awards, diversity, choreography, service awards, and recognition from colleagues and leadership. Similarly, approximately 68% of participants reported that they altered their work arraignment in the past year. The underlying reasons included teaching online or hybrid, grant application and implementation, and initiating research projects.

Nearly 72% of participants stated that they contributed to the university's faculty professional growth, and 59.09% said they contributed to collegiality among Black faculty at the university. Their efforts included encouraging peers to submit grant proposals, reviewing peers' proposals and manuscripts, formal and informal mentoring, participating in the BFA events, engaging in service activities that highlight the work of Black colleagues, and providing counseling, advice, and being 'a listening ear'.

Participants provided recommendations on efforts to support the success of Black faculty's teaching, research, or services (Figure 4). Recommendations were in the areas of funding, professional development, social networks, employment/salary, research, and recognition.

Gender Differences

The greatest percentage of males and females reported their current teaching success as far above average (60.00% vs. 45.45%). In contrast, a larger percentage of females (36.36%) than males (30.00%) reported their research success as far above average. Gender differences were also found in resources identified as most helpful in their teaching, research, and/or service success. Male participants reported university associations/groups (71.43%). Another common resource stated by male participants was university and non-university mentorship (71.43%). Library services (80.00%) and teaching observation/feedback (87.50%) were the top university resources used by females.

Figure 4

Participants' Recommendations for Improving Black Faculty's Success

Funding <ul style="list-style-type: none">• Additional travel funding for local and international conferences• Paid-time off during summer to conduct research and enhance teaching practices• Advocate for grants that apply across disciplines
Professional Development <ul style="list-style-type: none">• Leadership shadow program for Black faculty interested in obtaining administration positions (e.g., Department Chair, Dean, Provost, and University President)• External professional development (e.g., travel and research grants, writing retreats, and tips on navigating the publishing process) to broaden exposure and access
Social Networks <ul style="list-style-type: none">• Additional network and collaborative opportunities• Mentoring (continue the expansion of current mentoring program/decrease isolation)• Continue social events
Employment/Salary <ul style="list-style-type: none">• Increase base salary• Recruit additional Black faculty
Research <ul style="list-style-type: none">• Additional research support• Standardized increases in research support upon hire and for current faculty
Recognition <ul style="list-style-type: none">• Increase visibility of the BFA

Discussion

The results of this study address a gap in the literature on specific factors that contribute to Black faculty success across academic disciplines and gender. Findings indicate that Black faculty report that they are thriving in the areas of teaching, research, and service. Participants' success remained high across genders. Additional studies should be performed to examine the alignment of reported success with the tenure and review expectations, as the literature delineates racial/ethnic and gender differences in expectations and faculty's workload (Lisnic, Zajicek, & Morimoto, 2019; Zoellner, Hines, Keenan, & Samson, 2015). For instance, Lisnic and colleagues reported underrepresented minority women were less satisfied with the fairness in the evaluation of their work and the tenure decision process (Lisnic et al., 2019). Zoellner and collaborators also discuss women's workload predominantly consisting of additional teaching or service that may hinder their obtainment of other tenure requirements (Zoellner, Hines, Keenan, & Samson, 2015).

Library services were one of the top useful resources reported by participants. Several services available at the university include access to journals and books, assistance identifying journals for publication, and funding to publish manuscripts. Accessing such services can have implications for faculty's research productivity, which has been documented in previous research (Hollister & Schroeder, 2015; Zoellner, Hines, Keenan, & Samson, 2015). Library services can also inform teaching pedagogical modifications that can influence the incorporation of innovative course instruction and assessments and collaborative efforts in teaching (Saunders, 2015).

Tools/equipment such as lab spaces to conduct experiments and the use of software to analyze data were also top resources reported by participants. These resources can be costly and significantly impact faculty's teaching, research, and services. Furthermore, limited access to tools/equipment can hinder faculty's ability to engage students in their research, fostering students' critical thinking, informing their professional careers, and making them competitive for jobs and future educational programs (Berei et al., 2017; Sangster, Loy, Mills, & Lawson, 2016; Sternquist, Huddleston, & Fairhurst, 2018). Additional research should be conducted to gather data on specific tools/equipment that are most useful for Black faculty across disciplines. This information can be incorporated and used in the negotiation process to increase the recruitment and retention of Black faculty.

In terms of most useful resources by gender, library services were identified as a top resource by female participants. Previous research has documented the benefits of library services in the areas of information access, management of literature, and intellectual property (Hollister & Schroeder, 201); however, no studies have examined gender differences in using this service. This could be addressed through future studies examining the use of library support services among Black female faculty.

Instructional feedback was reported as a helpful resource among Black female faculty. No previous studies have examined this relationship, but it may be explained by instructional feedback providing the opportunity for faculty to share experiences and examples that have informed Black female faculty's teaching pedagogy and practices. Additional studies should be performed to understand the delivery and content of the feedback to comprehend its usefulness.

Mentorships and university associations/groups were more commonly helpful resources reported by male participants. These resources provide guidance and support through the career trajectory (Berei et al., 2017), and a substantial body of literature has discussed its importance in the academic success of minority faculty (Casado Pérez, 2019; Gasman, Abiola, & Travers, 2015; Hsieh & Nguyen, 2020). Mentorship can guide faculty through the tenure and promotion process through the collaboration on grants and publications, give tips and feedback to inform teaching practices, and foster reflective opportunities to connect teaching, research, and service opportunities. Mentoring can also facilitate a pathway into leadership and administration for faculty (McGee, Jett, & White, 2022). Research also suggests that mentoring can combat forms of institutional oppression (Casado Pérez, 2019), and the sense of isolation and marginalization (Settles, Jones, Buchanan, & Dotson, 2021) that can lead to the undervaluing of minority faculty.

Participants' recommendations align with general tenure and promotion requirements, highlighting steps that can be taken to enhance universities' culture. More importantly, participants' recommendation reflects their short-term goals, such as additional traveling and research funding, and long-term goals, including preparing for university administration and leadership. Facilitating Black faculty's obtainment of their goals can benefit universities by aiding them in reaching their strategic goals in the areas of diversity, research, and student success. Last, participants' recommendations, such as seeking recognition and enhancing their social networks, reflect the current literature on addressing epistemic exclusion (Settles, Jones, Buchanan, & Dotson, 2021) experienced by minority faculty.

This study had several limitations and strengths that should be noted. This study's small sample size prohibits the generalizability of its findings to Black faculty employed at Midwestern universities in the United States. Data was also collected one time via survey, which prohibits the ability to identify a causal relationship. Nonetheless, there are several strengths, including this study examined the success and contributing factors of Black faculty across disciplines (e.g., engineering, nursing, education), which address a gap in the literature as previous studies have focused on a specific discipline. Second, this study provides an in-depth understanding of Black faculty's success, examples, and helpful resources. These findings provide foundational knowledge to inform university policies and procedures and future research on the subject matter.

Recommendations

Based on these findings, the following recommendations are provided to academic administrators and managers to further support the growth and success of Black faculty employed at predominantly White universities:

- Provide a supportive, diverse, equitable, inclusive, and belonging organizational culture and climate for Black faculty to thrive in.
- Expand the new hire Black faculty onboarding effort to a continuous onboarding effort for all Black faculty.
- Increase Black faculty salaries across all academic disciplines.
- Diversify the university tenure and promotion committee to include Black faculty that have expertise in the subject matter areas of the Black faculty members being reviewed for tenure and promotion
- Develop a dedicated focus on retaining Black faculty, in addition to primarily focusing on recruiting Black faculty.
- Respect and valuing teaching, research, and service activities focused in the areas of antiracism, diversity, and social justice.
- Provide additional research and travel funding.

- Provide funding for professional development opportunities.
- Provide leadership opportunities on campus and outside of campus.
- Provide compensation for developing student and faculty lead antiracism, diversity, and social justice efforts.
- Create and enhance existing Black faculty mentoring and coaching efforts.
- Recognize and reward excellence in Black faculty mentorship and coaching.
- Provide support and resources for navigating the publishing process.

Lastly, on an ongoing basis – predominantly White universities need to increase the visibility of their Black faculty members on campus and in the community by highlighting their academic accomplishments and contributions such as on the home webpage and other campus communication sources . In doing so, predominantly White universities will send a message to their Black faculty that are seen, heard and appreciated, while simultaneously investing in retaining their Black faculty, as well as creating a useful recruitment strategy to attract prospective Black faculty.

Future research on this topic should examine the generalizability of these findings nationally. This data can increase knowledge the success and contributing factors among all Black faculty, gender differences, and by type of institution (e.g., predominantly white, Ivy League). These findings can inform the availability of beneficial resources to recruit and retain Black faculty and the implementation of policies and procedures to sustain the identified resources.

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TWENTY YEARS OF THE APPLICATION OF ROONEY RULE AND DIVERSITY PRACTICES IN THE NFL WORKPLACE

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Abstract

While the inception of the Rooney Rule has been generally applauded in its intention, the results achieved have been less than noteworthy. In the 20 years since its inception and application in team searches for head coaches of the National Football League, the outcome may be a true sign of the difficulty associated with creating fair and equitable job opportunities in any workplace. Also, there has been a long-standing and deeply entrenched system that has been in place, especially in the sports world to ensure little change in the overall system. This has not only been true for the sports world, but also Human Resource specialists in business. This paper is a look at how a pronounced and endorsed system used in the NFL has been applied along with potential implications for business organizations in terms of the HR functions of recruiting, selection, and promotion.

Introduction

For the last two decades, the Rooney Rule has been used by the National Football League (NFL) as a way to promote equal opportunity and diversity in the managerial ranks of the teams. While its purpose is noble and rooted in fairness and opportunity, the use of the Rooney Rule since 2003 has had limited success in promoting the makeup of the head coaching ranks in the NFL to be more representative of the people who play the game and society in general, with about 65 percent of the players being African American (Duru, 2011).

The Rooney Rule was not conceived and developed in a vacuum as a spontaneous idea. In light of the history of the NFL over the last century, very few men and women, who would qualify as protected classes, have fared well in becoming head coaches, staff, and office managerial personnel of the various teams. Except for Fritz Pollard as the first African American NFL head coach in 1922, it wasn't until 1989 when Art Shell became the second African American head coach (Pierson, 1989). While this practice was allowed to continue for decades, the attitude of tolerance of such practices came to an abrupt and sudden end after the 2001 NFL season. The catalyst generally acknowledged to cause this was the firing of two very successful African American head coaches, Tony Dungy and Dennis Green, that motivated two accomplished civil rights attorneys, Cyrus Mehri and Johnnie Cochran, to publish a report on the lack of minority coaches among the NFL ranks which proved to be very embarrassing to the league and its then-Commissioner Paul Tagliabue (Coyne, 2020).

The Rooney Rule

As a response to the events of 2001 and 2002, Dan Rooney of the Pittsburgh Steelers proposed what became known as the Rooney Rule. Starting in 2003, the NFL voluntarily implemented the Rooney Rule as a policy that mandated that each team was to interview at least one minority candidate for open head coaching positions (Collins, 2007). Dan Rooney of the Steelers was a well-respected owner of a powerful NFL franchise who had a proven record of hiring of minorities over the years starting with Bill Nunn, Jr. in 1967, who started as a scout and was instrumental in building the Super Bowl teams of the 1970s (Coyne, 2020). Also, at about the same time, two well-known civil rights and criminal lawyers Cyrus Mehri and Johnnie Cochran, Jr. started the Fritz Pollard Alliance (FPA) which is an organization devoted to the championing of diversity in the NFL through education and providing the resources to facilitate equal opportunity in the hiring and promoting minority candidates in NFL team hierarchy (Shapiro, 2003).

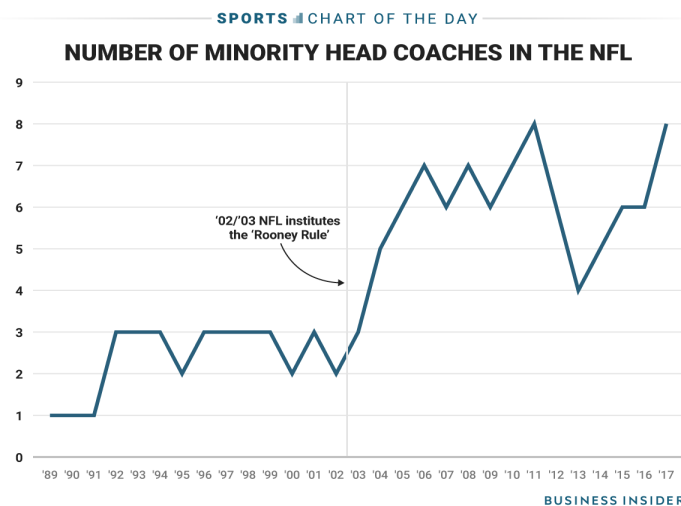
Over the next few decades, the application of the Rooney Rule had its ups and downs. The National Football League, maybe more so than the other sports organizations, seems to have a firmly established small, elite group of men who they consistently consider for head coaching positions. Sometimes referred to as a coaching fraternity, coaching trees, or a coaching carousel, the same names come up each year as potential head coaching replacements immediately following the firings of coaches at the conclusion of each NFL season (Duru, 2011). Whereas white coaches have vast and various routes to the league's head coaching jobs, minority coaches travel a much narrower and

restricted path (Sheinin et al., 2022). Also, a recent phenomenon has occurred with the addition of the names of sons of past well-known head coaches (DeArdo, 2020). This “old boy” network, whether based on unconscious bias or not, has over the decades consistently blocked African American coaches from positions of authority and managerial responsibilities (Moye, 1998). Since 2003 several teams, including the Steelers, have been associated with the application of the Rooney Rule with very interesting and different results.

Starting in 2003, the Detroit Lions were fined for basically ignoring the Rooney Rule in its coaching search at the time along with later violations by the Dallas Cowboys and the Miami Dolphins (Duru, 2011). Cases such as these and others later seen beg the questions as to what constitutes sufficient steps and good faith efforts (Collins, 2007). With several setbacks seen in the hiring of minority head coaches, some successes were achieved by the Cincinnati Bengals hiring Marvin Lewis in 2003 and the Pittsburgh Steelers applying their own rule in the interviewing and the hiring of Mike Tomlin in 2007 (Coyne, 2020). Along with Tony Dungy and Dennis from previous years, both proved to show that minority coaches can be successful in terms of longevity and on the field achievements. Mike Tomlin led the Steelers to two championship games with a victory in Super Bowl XLIII and a loss in Super Bowl XLV and Marvin Lewis coached the Bengals for 16 years with consistent regular-season results but failed to have any post-season success leading to his dismissal in 2018 (Duru, 2011).

Assessing the Rooney Rule’s Impact on Minority Hiring

When the Rooney Rule was first adopted as a hiring policy of the National Football League, there was one minority head coach. Over the next fifteen years, there would be minority coaching peaks in both 2011 and 2017 with 8 minority coaches, along with a temporary dip seen in 2013 (Gaines and Nudelman, 2017). (See chart below) In terms of active use and enforcement, it appears that the application of the Rooney Rule is open to interpretation on a case-by-case basis. Other than the fine levied by Paul Tagliabue against the Detroit Lions in 2003, no other team has been subject to such a standard or a consequence comparable to that incident. In other words, what Roger Goodell now faces as the current NFL Commissioner is a situation where the Rooney Rule has been inconsistently applied with confusing reasoning and sometimes just a complete bypassing of the rule altogether by some NFL teams such as the Raiders in 2018 in hiring John Gruden (Reid, 2018).



From Gaines and Nudelman, 2017

Recent Setbacks in the NFL

The efforts over the years to improve the recruiting and hiring practices for head coaches and member of the team offices have been generally viewed as ineffective at best. In spite of the overt resolve of the League to change employment practices recent events over the past year have exposed several serious underlying problems which having resulting in some high visibility lawsuits. As an investigation was taking place related to the Washington Football Team in 2021, a series of emails allegedly sent by Jon Gruden, who was the head coach of the Raiders, revealed an

unsavory attitude and beliefs which were racist, sexist, homophobic and transphobic (Al-Khateeb, 2021). The discovery of such communications as related to both the Washington Football Team and Jon Gruden resulted in the resignation of Gruden, a more intense investigation of the Washington Football Team as well a series of lawsuits. This collective black eye covered a host of controversial issues from the actions of the Washington owner, Daniel Snyder, the team front office and its efforts to rename the team and of course, Jon Gruden. Jon Gruden's November 2021 lawsuit claimed that the NFL and Commissioner Roger Goodell leaked the emails to destroy his career. As of 2022, the lawsuit still is to be resolved in spite of the efforts of the NFL failed to have the suit moved to arbitration (Vrentas, 2022).

In addition, there is the more recent case involving former Miami Dolphins head coach Brian Flores. In early 2022, Brian Flores was fired by the Miami Dolphins despite achieving two recent back-to-back winning seasons. In an effort to be hired again as a head coach in the NFL he interviewed with the New York Giants and Denver Broncos. As a result of what he claimed to be "sham interviews" with the two teams he filed a lawsuit against them as well as his previous team, the Dolphins and the NFL (Lois-Jacques, 2022). The basis of the lawsuit is an email from New England Patriots coach Bill Belichick congratulating Flores on getting the Giants job days before he was set to interview with the Giants and then realizing that the message was meant for Brian Daboll who was actually hired for the job (McKenna, 2022).

Steps to Improve Diversity in the NFL and Strengthen the Rooney Rule

Over the decades many coaches and managerial types in the NFL have become frustrated with the lack of any real progress of the Rooney Rule. While some aspects have improved somewhat, there still needs to be more commitment and effort to improve the opportunities for minority coaches to be hired in addition to developing methods to increase their readiness to fill head coaching positions. In one such instance, Michael Locksley of the University of Maryland recently announced plans to create the National Coalition of Minority Football Coaches (NCMFC), which is a nonprofit organization that seeks to identify and groom minority coaches for leadership opportunities and upward mobility (Trotter, 2020). At this point, the feeling is that the NCMFC will be more focused on identifying and vetting candidates by its board of directors made up of some of the best minds in the game, similar to the process used by the Fritz Pollard Alliance as a way to develop a "Ready for NFL" list (Gamble, 2020). The hope is that in future NFL coaching searches, the prospect of identifying qualified minority coaches will have already been compiled and ready for the applicant pool along with other candidates who may be considered.

In a similar fashion, which actually predates the NCMFC and the Pollard Alliance, Bill Walsh conceived the idea of a minority coaching fellowship program in 1987 to be open to current coaches and former NFL players (Stackpole, 2020). For 33 years, the program's purpose has been to use organized activities of the NFL teams such as training camp, preseason, and minicamps to provide training opportunities for minority coaches to gain valuable experience, to observe, participate and gain networking connections to ultimately gain a full-time NFL coaching position (Barnett, 2020). Over the years the program has helped over 1,800 minority coaches gain valuable NFL experience and has grown to where every NFL team participates during training camp and boosts such well-known graduates such as Lovie Smith, Marvin Lewis, and Mike Tomlin (Aiello, 2015).

The Rooney Rule and Human Resource Applications in Business and Society

Whether it is the sports world or in business or society in general, covert biases have existed that provide roadblocks to equal treatment and any hope of affirmative action. Hierarchical business organizations have, by their nature, long fostered a racial imbalance in the managerial ranks (Collins, 2007). In business as well as in professional football, minority employees have been well represented at the lower ranks but have not achieved any type of successful trend of equal representation in upper-tier positions (Thomas & Rich, 2005). In some ways, the Rooney Rule has been a wake-up call to businesses to try to practice a form of affirmative action that may be more formal besides just giving lip service to the idea but never really practicing the spirit of equal opportunity in recruiting and hiring. The war for talent into the future will be intense and those organizations that are more inclusive and diverse are 35 % more likely to have financial success beyond national levels and gender-diverse companies are 15% likely to achieve the same results (Cook, 2016).

There has been consistent pressure on Human Resource departments to develop tangible measures to promote a more diversity inclusive environment which has been encouraged by the creation and application of the Rooney Rule (McFarlane 2018). Similar to the "Ready for NFL" list or the efforts of the Walsh NFL Fellowship program,

organizations must have a well-populated pipeline of young candidates who can easily move into the managerial levels of the organization. Successful organization diversity programs have instituted programs that set specific goals, employ support resources for minorities, discourage tokenism in advancement, minimize technology that is biased in recruiting and involve management at all levels (Pedulla, 2020). Organizations that are more consistently successful in achieving diversity, equity, and inclusion realize the need for long-term planning that focuses on middle management and up (McFarlane 2018). Management commitment dedicated to problem-solving and not on control tactics helps achieve the best results that promote social accountability and being fair-minded (Dobbin and Kalev, 2016).

In 2017, the city of Pittsburgh, the home of the Steelers and Dan Rooney, announced that it will no longer make management hiring decisions without interviewing a minority (Mock, 2017). City personnel directors are now expected to review civil service commission rules to look for ways to state more concrete policies for diversity recruiting and selection. Business organizations such as Amazon, Facebook, Pinterest, and Microsoft have been testing the Rooney Rule in recruiting as far back as 2015 (Lyles, 2018).

Conclusion

In the early days of its inception and application, many considered the Rooney Rule as a way for the NFL to protect itself from legal action and media scrutiny (Collins, 2007). However, after the first violation was reacted to with a stiff response the opinion of the rule changed somewhat. To be honest over the decades the reality is actually in between these two events. There have been some good results achieved in terms of minority interviewing and selection for head coaching positions. More obviously needs to be done to make the Rooney truly effective and meaningful. Meetings of the NFL owners held in the spring of 2020 pointed to several proposed changes to improve future outcomes in minority hiring in positions of team leadership (Graziano, 2020).

The NFL owner's proposals include setting a requirement of interviewing two individuals outside the organization, with one being a minority candidate, for consideration of coaching vacancies in coordinator positions, a loosening of the anti-tampering policy to allow assistants to interview with other teams, the expansion of the Rooney Rule to team executive positions and the establishment of a minority coaching fellowship program for each of the 32 teams.

The Rooney Rule in its limited successes has pointed out the fact that for an organization to be successful they must start at the hiring stage and carry it through to the higher executive levels. While the Rooney Rule is not a universal standard in all types of hiring programs the spirit that encourages diversity in hiring needs to be an essential element of the employee lifecycle that is both practical and proactive to ensure long-term success (Cook, 2016). Ultimately you can't outlaw bias through some law, policy, or rule alone even with the best intentions (Dobbin and Kalev, 2016). Public policy and powerful outside forces may be needed to facilitate the kind of change that is needed to take place. It is interesting to note that the NFL has undertaken a campaign not only directed to internal forces but also to external forces. Over the past two seasons the league has been using snappy slogans displayed at the back of the endzones on the field and on the back of players' helmets disparaging racism and hate which are highly visible to the television audience. In addition, booking Rhianna for the Superbowl LVII halftime show similar to the Superbowl LVI halftime show in 2022 which featured Dr. Dre, Snoop Dog and Mary J. Blige is obviously geared to appeal to wider audiences with the hope of developing a more inclusive philosophy. Real change, when it comes to an institution such as the NFL, must include intense outside pressure for various sources including the public and possible related court action as related to such cases as Jon Gruden, Dan Snyder and Brian Flores (Sheinin et al., 2022). Diversity, equal treatment, and paying attention to harassment issues usually become more important to the organization once high-profile lawsuits are filed. While legislate and litigate get action, it is motivate and educate that gets results.

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WOMEN IN BEER: ENTREPRENEURS IN THE CRAFT BEER INDUSTRY

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Abstract

An overview and history of the fellowship programs in the Harrison College of Business and Computing was provided followed by an outline of application processes and overall timeline. The most recent Douglas C. Greene Center for Innovation and Entrepreneurship Fellowship involved a keynote and panel presentation by women-identifying individuals in the craft beer industry. “Women in Beer” featured four women - an executive director, a director of brewing, a head brewer, and an owner and brew master - who are involved in a variety of capacities in the beer industry, and the speakers shared their experiences in the world of craft beer. The goal of the event was to inspire others to consider possibilities of the craft beer industry and to highlight the importance of women in this field. “Women in Beer” was a collaboration with Semo Craft Brewers Alliance in conjunction with SEMO Craft Beer Week which was free and open to the public. A total of 97 advance registrations occurred (54.6% students), and approximately 75 people attended. Results from a feedback survey taken by 56 attendees (60.7% students) indicated that they chose to attend because the topic/program/speakers were of interest, extra credit was provided by professors, and networking opportunities made possible at the event. Using a five-point Likert scale where 1 = very poor to 5 = excellent, respondents provided favorable average ratings of the panel (4.9), keynote (4.8), and overall program (4.8). Answers to an open-ended feedback question also revealed an overall positive feeling towards the event, and attendees look forward to the next fellowship-driven programming and events.