

MINORITIES IN HIGHER EDUCATION: THEIR STATUS
AND DISPARITIES IN STUDENT AND FACULTY
REPRESENTATION

Dr. Shatomi Luster

Dr. Barbara Martin, Dissertation Supervisor

ABSTRACT

This manuscript is a qualitative design, which studied diversity disparity in high education that relates to faculty and the student body. The setting dwells within the University of Missouri system, more specifically, this study concentrates on two campuses; the University of Missouri-Columbia and University of Missouri-Kansas City. The research identified the attributes of an effective change agent leader, policy and the impact it has on culture and organizational settings, and understandings of the importance of organizational value in relation to diversity and gender identification. The conceptual frameworks that guided this study were cultural competency, critical race theory, and transformational leadership (Cross, 1989; Gooden & Norman-Major; Northouse, 2013). The reoccurring research themes were: policy, leadership, and core organizational values.

The conclusions suggested from this inquiry are transformational leaders should embrace and encourage differences and show empathy. Furthermore, a leader includes attributes of an actionable change agent. The data also supported the notion of inclusive policy and trust within the higher education system that creates organizational value.