Managing cultural diversity in higher education: Evidence from the University of The Gambia

Lamin Saidy Jeng, Banna Sawaneh

Managing cultural diversity in higher education: Evidence from the University of The Gambia

Lamin Saidy Jeng[1*] & Banna Sawaneh[2]

[1]Faculty of Economic and Business, Universitas Indonesia, Depok, West Java, Indonesia
[2]Department of Management Sciences, University of The Gambia, Serekunda, The Gambia
*e-mail: laminsaidyjeng1@gmail.com

ABSTRACT

The objective of this study is to examine cultural management at the University of The Gambia (UTG), focusing on institutional policies, management practices, and employees' perceptions. The research explores how cultural diversity is understood within a higher education context and identifies both its challenges and benefits. A qualitative research design was employed to gain a deeper understanding of how cultural diversity is managed at UTG. Data were collected through semi-structured interviews and open-ended questions administered to administrative and academic staff. Thematic analysis was used to analyze the data and identify key themes related to cultural diversity and its management.The findings reveal that UTG has a culturally diverse workforce in terms of gender, age, educational background, and work experience. Cultural diversity was found to positively contribute to institutional effectiveness by enhancing problem-solving, creativity, decision-making, and cooperation among employees. However, several challenges were also identified, including language barriers, limited awareness of diversity-related policies, and discrepancies between management intentions and employees' perceptions.The study highlights the need for improved communication, inclusive institutional policies, stronger human resource management practices, continuous training, and increased awareness of diversity management. These measures are essential for effectively managing cultural diversity in higher education institutions. This research contributes to the limited qualitative studies on cultural diversity management in higher education in The Gambia and provides practical insights for university administrators, stakeholders, and policymakers.

Keywords: culture diversity; diversity management; university of the Gambia; higher education institution; human resource; institutional policies; employee perceptions

1. INTRODUCTION

Globalization, labour mobility, and demographic change have set cultural diversity to become a more pronounced characteristic of modern organizations (Shi & Yang, 2025). The institutions of higher learning especially, present a multicultural setting where people of other cultural, ethnic, religious, and socio-economic backgrounds will interact daily. Universities are not merely learning institutions but also multifaceted workplaces demanding proper management of diversity to ensure institutional harmony, productivity in employees and organizational performance (Gross-Gołacka, 2025). The Gambia, being a developing country, has further contributed to the heterogeneity in cultural context within the universities due to the growth in population, internationalization of education and increased access to higher education. The University of The Gambia (UTG) being the premier state university in the country offers this diversity in the academic and administrative staff, and therefore, cultural diversity management is an important institutional issue

The current research literature has high recognition that cultural diversity has the potential of being a strategic asset when managed effectively since it increases creativity, innovation, problem-solving, and decision-making in organizations. (Gardezi et al., 2025) The research in higher education and in organization contexts indicates that an inclusive diversity management practice has a positive impact on employee engagement, the effectiveness of the institutions, as well as social cohesion (Liu et al., 2025). Nevertheless, there are also research findings showing that certain issues remain, such as a lack of communication, poor diversity programs, weak awareness, and discrepancies between the intentions of the management and the experiences of the employees. There is a considerable amount of literature on diversity management across the world, but majority of these research have been in the Western or Asian setting and are mostly quantitative. A significant gap in terms of qualitative and context-specific study on the topic of cultural diversity management in institutions of higher learning in West Africa, specifically The Gambia, is present (Ketemaw et al., 2024). This is a limitation to a holistic understanding of how cultural diversity is experienced, managed and as a perception of employees in such a distinctive institutional and socio-cultural setting (Deepak & Perwez, 2023).

This study aims to analyse how cultural diversity is managed in the University of The Gambia in terms of institutional policies, management practices and perceptions of the employees. Particularly, the research aims to comprehend the way in which cultural diversity is conceptualized in the university, what benefits it has on the performance of the institution, and what are the challenges of managing such diversity. Qualitative methodology is chosen to conduct the study as it will seek to give insights on the lived experiences of academic and administrative personnel and to offer empirical data, which can be utilized to implement more inclusive and efficient diversity management strategies in higher education institutions.

Using these objectives, the study will answer the following research questions: How does cultural diversity manifest among academic and administrative employees of the University of The Gambia? What do we perceive cultural diversity to bring to the performance and effectiveness of an institution at the workplace? What is the deal with the University of The Gambia and its policies and practices in regard to managing cultural diversity? What are some of the challenges that impede successful cultural diversity management in the institution? Understanding the answers to these questions will contribute to the explanation of where diversity management is currently standing at the UTG and what the practical implications of such an answer are to institutional leaders and policy makers who would like to promote inclusive and equitable university settings.

2. METHODOLOGY

The research design that was used in this study was qualitative research design to acquire an in-depth insight of cultural diversity management practices in the University of The Gambia (UTG). It was decided to use a qualitative approach as it is the opportunity to explore the lived experience, perceptions and interpretations of the participants in terms of cultural diversity in a natural institutional environment.

The study was carried out in the Kanifing campus of the UTG, where the headquarters of the university and a large percentage of the academic faculty is found. The data was gathered among the academic and administrative employees who became the focus of purposive selection because of their job, experience, and direct engagement with the processes in the institutions. Semi-structured interviews and open-ended questions were used to collect primary data, which allowed participants to share their opinions on cultural diversity, management practices, and other issues associated with them freely and allowed the researcher to inquire about the emerging issues.

Moreover, secondary data were also gathered by conducting a review of institutional documents, reports, and official publications, and scholarly literature on cultural diversity management in higher education. Interviews were all done professionally and ethically and the consent of participants was taken and their confidentiality assured. Thematic analysis was used to analyse the collected qualitative data and the method included systematic transcription of the information, reading the information repeatedly, coding and identification of similar themes and sub-themes and their correspondence to the objectives of the study. This analytic process helped to identify patterns, meaning and correlation of cultural diversity management practices at UTG. The results were then discussed within the context of existing theoretical considerations and empirical research so that analytical rigor and credibility is achieved. In general, the qualitative methodology allowed developing a holistic and context-aware study of the management of cultural diversity in the University of The Gambia.

3. RESULT AND DISCUSSION

3.1. The Gambia University Culture Diversity.

At the University of The Gambia, the findings of the research show that the institution is culturally diverse among its workforce. According to the respondents, several aspects contribute to this diversity, including gender, age, level of education, work experience, ethnicity, religion, and language. These factors reflect the multicultural composition of the university environment and illustrate how individuals from different cultural and social backgrounds come together within the institution (Yabou & Nyoni, 2025).

Both administrative and academic staff expressed the view that the recruitment of individuals from diverse cultural and social backgrounds is an important feature of the University of The Gambia. This diversity not only reflects the multicultural nature of Gambian society but also highlights the role of higher education institutions in representing and accommodating that diversity within their organizational structure (Hassan, 2025; Yabou & Nyoni, 2025). As a result, the university environment becomes a space where individuals with different identities, perspectives, and experiences interact within the same institutional setting.

Furthermore, respondents emphasized that the culture of the University of The Gambia is shaped through everyday interactions among staff members. Cultural dynamics emerge through routine activities such as meetings, teamwork, and administrative processes. These interactions encourage collaboration among employees from different backgrounds and gradually create a shared institutional culture. Consequently, working with colleagues from diverse cultural backgrounds has become a common and necessary aspect of professional life within the university (Martins, 2025).

3.2. The Contribution of Cultural Diversity to Institutional Performance.

The findings revealed that cultural diversity has a positive influence on various activities conducted at the University of The Gambia (Özen & Polat, 2024). According to the respondents, diversity contributes to higher levels of creativity, innovation, and problem-solving within departments (Kitimbo & Kumah, 2024). Differences in perspectives during decision-making processes were also considered beneficial, as employees from diverse cultural backgrounds bring varied experiences and ideas to discussions concerning organizational issues (Gholidoust, 2024). This diversity of viewpoints enables the institution to approach challenges from multiple angles and develop more effective solutions.

Furthermore, many respondents emphasized that cultural diversity encourages collaboration and continuous learning among staff members. Employees reported that interacting with colleagues from

different cultural backgrounds allows them to gain new perspectives and alternative approaches to resolving work-related problems. These interactions foster mutual understanding, strengthen teamwork, and contribute positively to overall organizational performance. As a result, cultural diversity not only enriches the working environment but also supports institutional effectiveness through improved cooperation and knowledge exchange (Martins, 2025; Yousef, 2024).

3.3. Management Culture Diversity Practices and Policies.

The analysis found that the University of The Gambia (UTG) implements several policies and practices that indirectly support cultural diversity, particularly through principles of non-discrimination in employment and the promotion of equal opportunity values within its organizational framework. These practices demonstrate that the institution recognizes the importance of fairness, inclusiveness, and equitable treatment among its workforce. Such principles are reflected in recruitment processes, staff interactions, and general workplace norms that aim to provide equal opportunities for employees regardless of their cultural background. However, most interviewees noted that formal policies specifically addressing cultural diversity management are not clearly communicated or systematically implemented within the institution (Altıparmak Cengiz et al., 2025).

Although the institution appears to acknowledge the importance of diversity, many employees expressed uncertainty regarding the existence of explicit guidelines or institutional frameworks related to diversity management. Several respondents indicated that while values such as equality and non-discrimination are widely understood, these principles are often applied in a general sense rather than through structured diversity management programs. As a result, employees may recognize the presence of diversity within the institution but lack clear institutional direction on how cultural differences should be managed, supported, or integrated into daily organizational practices.

Several respondents also mentioned that, although the management is generally accommodating toward diversity, the implementation of diversity-related practices is not consistent across departments. In some cases, the approach to managing diversity depends largely on the attitudes and leadership styles of individual managers rather than on clearly established institutional guidelines. Departments led by managers who are more aware of cultural differences may adopt more inclusive practices, while others may not prioritize diversity management to the same extent. This inconsistency creates variations in employee experiences and may affect how effectively diversity is managed within the university environment.

As a result, diversity-related initiatives tend to remain informal and lack structured programs or standardized procedures that could support long-term institutional development. The absence of formal training, monitoring mechanisms, and clearly defined diversity policies limits the university's ability to fully integrate cultural diversity into its organizational strategy. This situation indicates that stronger institutional policies, clearer communication, and more systematic implementation are necessary to ensure that cultural diversity management is applied consistently throughout the university and contributes effectively to organizational inclusiveness and performance (Burnett & Aguinis, 2024).

3.4. Issues with Cultural Diversity Management.

The findings indicated that cultural diversity management at the University of The Gambia (UTG) faces several challenges that affect the effectiveness of workplace interactions and collaboration (Fitzpatrick, 2022). One of the most significant issues identified by respondents is language differences among staff members. In some situations, these language barriers create misunderstandings in communication and make cooperation between employees more difficult, particularly when individuals come from different linguistic and cultural backgrounds (Worakittikul et al., 2025). As a result, communication gaps may slow down decision-making processes and reduce the efficiency of teamwork within the institution.

Participants also highlighted the limited awareness of diversity-related policies within the university. Many staff members indicated that there are few formal initiatives or structured training programs that focus on cultural diversity management. The absence of regular training and institutional

guidance means that employees may not fully understand how to navigate cultural differences in professional settings, which can affect workplace harmony and inclusiveness (Knoppers et al., 2022).

In addition, one respondent pointed out concerns related to perceptions of nepotism and a lack of consistent understanding of cultural values among staff members. These perceptions may create tension or feelings of unfairness within the workplace when individuals believe that certain groups are favored or that cultural differences are not adequately respected. Such situations can lead to strained professional relationships and misunderstandings if they are not addressed through clearer policies, transparent management practices, and stronger institutional commitment to diversity management (Kanya & Johan, 2025).

4. DISCUSSION

The paper has concluded that one of the most conspicuous aspects in the University of The Gambia is the cultural diversity and this has been in agreement with the previous paper where the trend in the cultural diversity is growing in the higher institutions in the purposes of the globalization and the workforce movements (Dukmak et al., 2025). The perception regarding the idea of the university as a multicultural environment is not widespread in the sense of the diversity of ages, gender, educational level, and experience (Dombrovskaia et al., 2024). The advantages of the cultural diversity debated in the present paper, in as far as they enhance the creativity, the decision-making process, and the teamwork process, adhere to the modern position of the field. Based on this position, the workforce diversity is linked with innovation and performance within an organization (Camacho & Garcês, 2022; Chung & Koo, 2023).

This shows the miracles the UTG is experiencing in the way its diverse workforce is bringing its success and effectiveness. Meanwhile, though, the current paper demonstrates that the UTG is not yet fit, as far as the intentions behind the cultural diversity and the image of the employees out of the same could be viewed as not yet fit in terms of the actualization in terms of communication (Weaver et al., 2025). This is used to affirm the existence of previous research work that determined the diversity management and its effectiveness is not only influenced by the presence and absence of policies, but also their level of understanding and implementation among the employees (Genkova & Schreiber, 2022). According to these hurdles of language barriers and the ignorance of diversity, not only indicate that UTG is at the infantile stages of cultural diversity implementation but also affirm and propose that these hurdles are yet to be eliminated to allow the hurdles of diversity to be mitigated. It further implies that the findings determine the significance of diversity training and administration involvement on means and ways of diversity and inclusiveness (Özen & Polat, 2024; Vitto, 2024). It can be argued that the cultural diversity of UTG is, and can be an enormous asset, yet it involves certain institutional actions to handle. The performance of UTG can be boosted only in the situations when it can boost the sense of belonging and witnessing to the inclusive administration of its employees (Eshete & Birbirssa, 2024; Wilson & Adderley, 2025).

5. CONCLUSION

This research paper analysed the management of cultural diversity within the University of The Gambia by examining institutional practices, employee perceptions, and the various challenges associated with managing a culturally diverse workforce in a higher education environment. The findings indicate that UTG represents a highly diverse institutional setting characterized by differences in gender, age, educational background, work experience, ethnicity, religion, and language among its employees. Such diversity contributes positively to the overall performance of the institution, particularly by enhancing creativity, improving problem-solving capabilities, strengthening decision-making processes, and encouraging cooperation among staff members from different cultural backgrounds. The presence of varied perspectives and experiences allows the institution to approach academic and administrative challenges from multiple viewpoints, which ultimately supports institutional development and innovation within the university environment.

Despite these benefits, the study also highlights several significant challenges that arise in the process of managing cultural diversity. Among the most prominent issues identified are language barriers that sometimes hinder effective communication among staff members, limited awareness and understanding of diversity-related policies within the institution, and the absence of structured or formal diversity training programs designed to improve intercultural competence among employees. In addition, the research identifies discrepancies between the diversity management intentions expressed by institutional leadership and the actual experiences of employees in the workplace. These gaps indicate that although diversity is recognized as an important value within the university, its practical implementation in daily institutional practices has not yet been fully optimized.

These challenges limit the ability of the institution to fully harness the potential advantages of cultural diversity. As a result, the study concludes that cultural diversity, while inherently beneficial, requires deliberate, inclusive, and well-implemented management strategies in order to be effectively utilized within higher education institutions. The paper emphasizes the importance of strengthening human resource management practices, particularly those related to recruitment, training, and employee development, in order to ensure that diversity is managed in a structured and supportive manner. Furthermore, the institutionalization of clear diversity policies, continuous diversity awareness and sensitivity training, and the promotion of open and transparent communication among staff members are identified as crucial steps toward improving equity, inclusion, and employee engagement within the university environment.

Ultimately, this study contributes to the relatively limited body of academic literature concerning cultural diversity management in higher education institutions in The Gambia. By providing empirical insights into the institutional realities of diversity within UTG, the research offers valuable practical implications for university leaders, administrators, and policymakers who seek to create inclusive academic environments that are both equitable and high performing. The findings also highlight the broader importance of strategic diversity management in higher education systems, particularly in multicultural institutional contexts where effective collaboration among individuals from diverse cultural backgrounds is essential for achieving institutional excellence and sustainable organizational development.

Ethical approval

Not Applicable

Informed consent statement

Not applicable.

Authors' contributions

SA conceptualized the study, developed the research design and variables (liquidity, solvency, profitability, and company value), compiled the 2019–2023 panel data from Indonesia Stock Exchange retail sub-sector firms, conducted the purposive sampling and SPSS-based multiple linear regression analysis, and drafted the manuscript. APEP contributed to data verification and cleaning, supported the operationalization of indicators, assisted in interpretation of statistical outputs, and improved the structure of the results and discussion sections. AKS assisted in literature review and theoretical framing, reviewed the methodology and robustness of the analysis, and performed critical revision and final editing. All authors have read and approved the final version of the manuscript.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Data availability statement

Funding

Notes on Contributors

Lamin Saidy Jeng

Lamin Saidy Jeng is a postgraduate researcher in Management at the Faculty of Economics and Business, Universitas Indonesia. His academic interests focus on human resource management, organizational behaviour, cultural diversity management, and institutional governance, with particular attention to higher education and public sector organizations in developing country contexts. His research emphasizes qualitative approaches to understanding employee perceptions, institutional practices, and policy implementation related to diversity, equity, and inclusion. Through his work, he seeks to contribute context-specific empirical insights that inform inclusive management practices and strengthen organizational effectiveness in African higher education institutions. This study reflects his broader commitment to advancing research on cultural diversity management and institutional development within West Africa.

Banna Sawaneh

Banna Sawaneh is an Associate Professor of Public Administration in the Department of Management Sciences at the University of The Gambia. He holds a Doctor of Philosophy (PhD) degree and has extensive academic and professional experience in public administration, governance, public service delivery, strategic management, and institutional reform. His research interests include public sector governance, strategic planning and implementation, human resource management, organizational performance, decentralization, and higher education management in developing country contexts. Dr. Sawaneh has published widely in reputable peer-reviewed journals and edited volumes, with over 29 scholarly publications addressing public service reforms, governance frameworks, institutional capacity building, and organizational effectiveness in The Gambia and beyond. His work has contributed significantly to policy discourse and academic scholarship on public administration and management in West Africa. As a scholar and practitioner, he remains actively engaged in research, teaching, and policy-oriented studies aimed at strengthening public institutions and promoting effective governance.

REFERENCES

Altıparmak Cengiz, N., Yiğit, N. B., Güvelioğlu, E., & Tantekin Erden, F. (2025). Beyond borders: Exemplary culturally diverse policy practices within early childhood teacher education. *Journal of Early Childhood Teacher Education*. https://doi.org/10.1080/10901027.2025.2454931

Bastian, A., Cadavid Restrepo, P., Willerscheid, J., & Albers, A. (2025). Development of a culture-based support method for creativity in distributed product development. *International Journal of Design Creativity and Innovation, 13*(4), 284–321. https://doi.org/10.1080/21650349.2025.2498900

Burnett, L., & Aguinis, H. (2024). How to prevent and minimize DEI backfire. *Business Horizons, 67*(2), 173–182. https://doi.org/10.1016/j.bushor.2023.11.001

Camacho, E., & Garcês, S. (2022). A reflection about well-being in organizations and cultural diversity. *E-Revista de Estudos Interculturais*, (10). https://doi.org/10.34630/erei.vi10.4766

Chung, D. J., & Koo, K. R. (2023). The role of cultural diversity in creating value: A case study of South Korea's pop band BTS. *Asia Pacific Business Review, 29*(5), 1275–1299. https://doi.org/10.1080/13602381.2023.2243242

Dale-Olsen, H., & Finseraas, H. (2020). Linguistic diversity and workplace productivity. *Labour Economics, 64*. https://doi.org/10.1016/j.labeco.2020.101813

Deepak, S., & Perwez, S. K. (2023). Environment of inclusion and diversity management on perceived diversity climate. In *Developing diversity, equity, and inclusion policies for promoting employee sustainability and well-being* (pp. 153–165). IGI Global. https://doi.org/10.4018/978-1-6684-4181-7.ch008

Dombrovskaia, L., Miranda, V., & Carillo, D. (2024). Gender approach in the perception of the university climate in informatics engineering program. In *Proceedings of the International Conference of the Chilean Computer Science Society (SCCC)*. https://doi.org/10.1109/SCCC63879.2024.10767638

Dukmak, S., Qaimari, B., Abo Hamza, E. G., & Elsantil, Y. (2025). Navigating cultural diversity: An in-depth exploration of students' self-identity at United Arab Emirates. *International Journal of Qualitative Studies in Education*. https://doi.org/10.1080/09518398.2025.2539366

Eshete, S. K., & Birbirssa, Z. A. (2024). Strategic human resource management (SHRM) in creating inclusive workplace: Systematic review. *SAGE Open, 14*(4). https://doi.org/10.1177/21582440241287667

Fitzpatrick, F. (2022). Towards interculturality in international creative business and management in higher education. In *Creative business education: Exploring the contours of pedagogical praxis* (pp. 7–25). Springer. https://doi.org/10.1007/978-3-031-10928-7_2

Frain, J. (2025). Qualitative research. In *ABC of evidence-based healthcare* (pp. 39–46). Wiley. https://doi.org/10.1002/9781394219346.ch5

Gardezi, S., McNamara, G., O'Hara, J., & Brown, M. (2025). Assessing the role of diversity in higher education institutions. In *Advancing diversity, sustainability, and reform in global higher education* (pp. 1–56). IGI Global. https://doi.org/10.4018/979-8-3373-6871-9.ch001

Genkova, P., & Schreiber, H. (2022). Diversity attitudes and sensitivity of employees and leaders in the German STEM-sector. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.960163

Gholidoust, A. (2024). Unleashing creativity: The interplay of innovation and diversity. In *Mastering innovation in business* (pp. 47–75). IGI Global. https://doi.org/10.4018/979-8-3693-3759-2.ch003

Gidi, M. S., Debela, K. L., & Kero, C. A. (2024). The effect of workforce diversity management on organizational performance in the case of higher educational institutions in Ethiopia: Does leadership style play a moderating role? *Journal of Infrastructure, Policy and Development, 8*(6). https://doi.org/10.24294/jipd.v8i6.4197

Gross-Gołacka, E. (2025). Planning and programming of diversity management visions and goals in organizations—An empirical measurement tool. In *Springer proceedings in business and economics* (pp. 937–943). Springer. https://doi.org/10.1007/978-3-031-81962-9_101

Hallett, R., Kezar, A., Kitchen, J., & Perez, R. (2023). Facilitating a sense of belonging for students with multiple identities. In *The impact of a sense of belonging in college: Implications for student persistence, retention, and success* (pp. 56–71). Routledge. https://doi.org/10.4324/9781003447870-6

Hassan, S. (2025). Intercultural dynamics in higher education: Navigating institutional cultural hubs. *Journal of International Students, 15*(11), 185–200. https://doi.org/10.32674/8mdz7h78

Holmsen, L. C., Tveit, B., Skar, A.-M. S., & Hem, M. H. (2025). Building a community among multicultural healthcare teams in nursing homes: A qualitative study of the international caregiver development programme (ICDP). *International Journal of Older People Nursing, 20*(2). https://doi.org/10.1111/opn.70018

Jallow-Badjan, H., Apekey, T. A., & Maynard, M. J. (2025). Factors influencing malnutrition among adolescent girls in The Gambia: A mixed-methods exploratory study. *BMC Public Health, 25*(1). https://doi.org/10.1186/s12889-024-21242-w

Kanya, N., & Johan, A. (2025). Inclusive leadership and ethnic diversity: Enhancing team performance and reducing work delays. *SA Journal of Human Resource Management, 23*. https://doi.org/10.4102/sajhrm.v23i0.3006

Ketemaw, A., Ayenew, Z., & Zewde, S. (2024). Managing diversity and multi-cultural collaboration: A systematic review. *SAGE Open, 14*(4). https://doi.org/10.1177/21582440241273933

Khan, N., Khalique, F., & Saini, K. (2025). Qualitative research methods: Harnessing interviews, focus groups, observations, and document analysis. In *Qualitative research methods in air transport management* (pp. 27–56). IGI Global. https://doi.org/10.4018/979-8-3693-7403-0.ch002

Kitimbo, I., & Kumah, C. (2024). Perspectives on diversity in knowledge management research. In *Handbook of inclusive knowledge management: Ensuring inclusivity, diversity, and equity in knowledge processing activities* (pp. 129–147). Routledge. https://doi.org/10.1201/9781003407966-7

Knoppers, A., McLachlan, F., Spaaij, R., & Smits, F. (2022). Subtexts of research on diversity in sport organizations: Queering intersectional perspectives. *Journal of Sport Management, 36*(6), 613–622. https://doi.org/10.1123/JSM.2021-0266

Kondrateva, G., Baudier, P., & Ammi, C. (2025). Avatars and metaverse in the professional sphere: Experiment to understand user behavior. *Journal of Enterprise Information Management*. https://doi.org/10.1108/JEIM-10-2024-0548

Kukula, A., Reinwald, M., Kanitz, R., & Hoegl, M. (2025). Bridging the past, or breaking from it? Leader continuity rhetoric and nontarget employee diversity initiative support. *Journal of Management, 51*(8), 3565–3594. https://doi.org/10.1177/01492063241281466

Liu, X., Boldt, G. T., Leu, D. J., & Kaufman, J. C. (2025). Two's company: How academic diversity in dyads enhances divergent thinking. *Journal of Creative Behavior, 59*(1). https://doi.org/10.1002/jocb.1539

Manfreda-Foley, T. (2024). Navigating the impact of immigration policies on universities: A leadership model approach. *Business Ethics and Leadership, 8*(3), 43–54. https://doi.org/10.61093/bel.8(3).43-54.2024

Martins, H. F. (2025). Cultural diversity in gamified learning: Leveraging multinational teamwork in business simulations. In *Cultural considerations for effective digital transformation in education* (pp. 325–372). IGI Global. https://doi.org/10.4018/979-8-3373-3673-2.ch012

Mbah, M. F., Ajaps, S., Johnson, A. T., & Yaffa, S. (2022). Envisioning the indigenised university for sustainable development. *International Journal of Sustainability in Higher Education, 23*(7), 1667–1684. https://doi.org/10.1108/IJSHE-09-2021-0413

Mitra, A. (2023). Challenges in developing and executing higher education learners' learning outcomes (HELLO). In *Design and implementation of higher education learners' learning outcomes (HELLO)* (pp. 297–312). IGI Global. https://doi.org/10.4018/978-1-6684-9472-1.ch019

Mushaathoni, M. (2023). Exploring intercultural communication as a means to promote inclusivity in diverse organisations: A study in a South African university. *IAFOR Journal of Education, 11*(3), 161–184. https://doi.org/10.22492/ije.11.3.08

Özen, H., & Polat, G. (2024). Cultural awareness and diversity management in contemporary education. *Cultural Awareness and Diversity Management in Contemporary Education*. IGI Global. https://doi.org/10.4018/979-8-3373-0402-1

Sandhiya, V., & Bhuvaneswari, M. (2024). Qualitative research analysis: A thematic approach. In *Design and validation of research tools and methodologies* (pp. 289–309). IGI Global. https://doi.org/10.4018/979-8-3693-1135-6.ch014

Shi, S., & Yang, Z. (2025). Philosophical analysis of cultural diversity and globalization: Intersecting and conflicting values in contemporary society. *Cultura: International Journal of Philosophy of Culture and Axiology, 22*(1), 516–533. https://doi.org/10.70082/cijpca.v22i1.738

Steele, Y. (2024). *Impactful inclusion toolkit: 52 activities to help you learn and practice inclusion every day in the workplace.*

Uddin, M., & Johnson, K. (2023). Engineering faculty & staff inclusive excellence training: Broadening engineering pedagogy for all. In *Proceedings of the 51st Annual Conference of the European Society for Engineering Education (SEFI 2023)* (pp. 2971–2980). https://doi.org/10.21427/CFAE-K616

Vitto, C. D. (2024). Effective communication techniques for a diverse student body. In *Global classroom: Multicultural approaches and organizational strategies in teaching and learning business and economics* (pp. 59–65). Emerald Publishing. https://doi.org/10.1108/978-1-83549-284-020241008

Walaszczyk, L. (2021). Culture education-based model for the modern organisation. *Journal of Education Culture and Society, 12*(2), 153–166. https://doi.org/10.15503/jecs2021.2.153.166

Weaver, A. K., Libby, N. E., Goodale, G., & Alexander, S. (2025). Workplace diversity initiatives: More than ticking a box. *Discover Social Science and Health, 5*(1). https://doi.org/10.1007/s44155-025-00176-7

Wilson, P. M., & Adderley, S. C. (2025). Enhancing workplace well-being: Inclusive leadership in the Bahamas. In *Leading inclusive workplaces through digital transformation and organizational change* (pp. 189–223). IGI Global. https://doi.org/10.4018/979-8-3373-5127-8.ch007

Worakittikul, W., Mangdindam, T., Ketkaew, C., & Naruetharadhol, P. (2025). Breaking barriers: Examining the impact of language on employee-driven innovation in European multinational subsidiaries in Thailand. *Cogent Arts and Humanities, 12*(1). https://doi.org/10.1080/23311983.2025.2451492

Yabou, Y., & Nyoni, P. (2025). Exploring service quality in Gambian public universities in the dawn of massification: Perceptions of internal authorities. *Higher Learning Research Communications, 15*(1). https://doi.org/10.18870/hlrc.v15i1.1588

Yousef, K. (2024). Exploring the impact of cultural diversity in global projects: A comparative analysis of virtual and face-to-face teamwork. *International Journal of Cross Cultural Management, 24*(2), 411–430. https://doi.org/10.1177/14705958241253754