

# Critical race theory and the information colonial hypothesis for a multinational approach to equity

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**Abstract:** The information colonial hypothesis combines ideas from critical race, postcolonial, and information systems theories. The information colonial hypothesis is an assumption that information technology participates in social injustice and marginalization of segments of societies. The assumption is based on the teachings of critical race theory which explains how systemic racism and sexism continue in the United States (Crenshaw, 2018). Post-colonial theory describes a condition for countries that have gain independence from colonial powers (Ibhakewanlan & McGrath, 2015). The information colonial hypothesis also postulates that information technology also widens employment and economic inequities in society. To evaluate the information colonial hypothesis an exploration of postcolonial theory provides some preview of the effects of colonization on a society.

## 1. Introduction

Osaghae (1991) explained African views on colonialism reflect the colonial and neocolonial experiences and should look beyond the colonial perspective to original ideas that observe present realities and necessities. Understanding the phenomena of information colonialism may require a contemporary perspective on colonialism. Tomas and Bjørn Enge (2020) explained that postcolonial theory can be applied in contemporary views of urban security practices and political developments. Tomas and Bjørn Enge (2020) described a colony as an institution where social order is created through administration of death or terror with no distinction between political and military powers.

Critical race theory may explain some of the political contributions to the information colonial hypothesis. Political trends, both historical and contemporary, may provide insight to the development of an information colonial hypothesis. Keethaponcalan (2016) examined the emergence of

nations not aligned to superpowers during the Cold War and their assistance to the independence of colonies. Juergensmeyer (2019) associated religion with the emerging nationalist movements that have developed recently in many countries. Spruk (2019) provided an empirical study of the development costs of the collapse of political institutions. The advancement of populist movements may present trends for which international research may evaluate mitigations. Becker, Hartwich, and Haslam (2021) suggested there may be psychological dangers associated with neoliberal politics.

The information colonial hypothesis explores the demonstration of critical race theory in employment practices of multinational corporations. Kuran et al. (2020) credited Kimberlé Crenshaw for developing intersectional theory which explains compounded marginalization through dominating and oppressive exercise of power over people with multiple social inequities. Technology employment markets may provide evidence to support the outcomes of intersectional theory. Diversity in technology employment markets may require transparency to support the proper analysis and verification of intersectional theory in technology employment markets. Intersectional theory suggests combining social variables to capture differences in outcomes across environmental, social, and economic dimensions (Kuran et al., 2020). Kuran et al. (2020) developed a systemic approach to measuring risk of social vulnerability with intersectional theory for crisis management. Cavaghan (2020) highlighted shortcomings of some feminist movements to highlight the intersectionality for Black feminists. Seag, Badhe, and Choudhry (2020) explained how intersectional theory captures discrimination without recourse for mutual exclusive demographic categories.

## 2. Review

Improving opportunities to groups disadvantaged by informal-formal imbalance such as women and minorities may reduce inequities qualified by intersectionality theory. Wang and Klugman (2020) suggested that investments in human capital have created better wages for women, neglecting discrimination of women that lack opportunities because of cultural and social norms. Wang and Klugman (2020) explained that progress in gender equality may be eroded through the transition of developing economies. Informal employment imbalance affects many areas of society such as finance and health care. Moore, Zhu, and Clipp (2001) provided a comprehensive longitudinal study to identify the costs at a national level for informal care of dementia disorders. The health pandemic increased the difficulty for vulnerable groups in employment markets. Lee and Cho (2016) identified higher probability for unemployment, decreased working hours, and increased unemployment for a population over 50 after the MERS disease epidemic. Lee and Cho (2016) identified indirect damage to the employment market caused by the polarization of socio-economic impacts of vulnerable groups to social inequalities after an epidemic. Yadav (2021) discussed the inability for unionization in informal markets.

The rise of the dual formal-informal employment markets may enable systemic racism in an informal-formal imbalance. Portoa, Eliab, and Tealdi (2017) explained that the informal employment market accounts for 10% to 27% of GDP and 1.8 billion jobs worldwide. Staneva and Arabsheibani (2014) explained informal employment as employment producing legal goods and services but lacking one or more legal requirement associated with employment. Staneva and Arabsheibani (2014) suggested further research in income differences between formal and informal employment and policies for reducing informal employment. Dual employment markets of formal and informal employment present challenges to accurately assess employment levels, policy compliance, and social protections. A number of

studies evaluated dual labor markets in individual countries. Bossler, Gürtzgen, Kubis, Kűfner, and Lochner (2020) attempted to identify microdata of employment market demand through a survey on vacancies and hiring procedures. Stijepic (2021) measured the international influences of skills, education, and social trust and the effects on unemployment levels. The challenge of collecting and evaluating data of informal employment markets increases the complexity of identifying solutions to reduce the difficulties these markets cause. The challenge is even greater when multinational corporations perform employment operations across countries. The rise of informal employment markets demonstrates their resilience to normal practices for employment.

Risks in the human capital model and employment protection legislation may be challenges to reducing systemic racism in technology employment. The lack of employment protection legislation for informal employment markets presents a number of risks. Informal employment markets reduce the educational and career growth opportunities for employees. Informal employment markets also tend to serve the more vulnerable of society such as women or minority groups. Informal employment markets may also damage the ability for an economy to meet crisis situations as is the case during the health pandemic. Portoa et al. (2017) suggested informal employment serves as a buffer during economic downturns. The buffer of informal employment markets may remain when the economy improves as with the emergence of global digital employment platforms. Bratti, Conti, and Sulis (2021) studied the human capital model with employment protection legislation and incentives for corporations to invest in employees. Bratti et al. (2021) suggested reductions in the large divisions in employment protection legislation between permanent and temporary employees may reduce productivity.

Pun (2021) applied critical race theory to evaluating power structures in public libraries and systemic racism in the digital divide. Intersectionality may also play a role in the lack of diversity in STEM disciplines (Poole et al., 2020).

The combination of marginalized demographics may need to be reviewed additively in order to increase diversity of STEM (Poole et al., 2020). Poole et al. (2020) described how intersectionality can combine race with other demographics as a factor leading to privilege and oppression.

Critical race theory may provide interdisciplinary tools for evaluating structural challenges in a number of fields (Freeman et al., 2017). Freeman et al. (2017) applied critical race theory to decode the structural challenges in individual health care. Smith (2020) introduced critical race theory to pedagogy education. Miriti (2020) encouraged institutional support for diversity approaches to be successful.

Diversity may increase the social capital of STEM fields by introducing skills valuable for innovation (Saetermoe, Chavira, Khachikian, Boyns, & Cabello, 2017). Saetermoe et al. (2017) explored including cultural, linguistic, familial, and resistive strengths through social capital integrated with critical race theory. Miriti (2020) suggested intersectionality for assessing demographics additively can be applied to improve retention and enhance diversity in STEM.

### 3. Methodology

The information colonial hypothesis may implement critical race theory to improve higher education choice and access. Institutions of higher education may actively strive for achieving diversity in student bodies and faculty by reevaluating their approach for improving retention of underrepresented minority groups (Comeaux, Chapman, & Contreras, 2019). Comeaux et al. (2019) applied critical race theory to evaluate college choice and access. Cerezo, McWhirter, Peña, Valdez, and Bustos (2013) explained critical race theory for education counseling. Harper, Patton, and Wooden (2009) assessed the rolling back of affirmative action admission policies with critical race theory. Allen, Rodriguez, and Esters (2020) described the role of chief diversity officers in institutions of higher education.

The information colonial hypothesis may increase a critical consciousness through the application of critical race theory. Cerezo et al. (2013) described a critical consciousness of experiencing a political consciousness of being a minority student in higher education. Cerezo et al. (2013) developed an education program for people of Hispanic decent with critical race theory centering evaluations of racism, challenging dominant ideology, committing to social justice, honoring experiential knowledge, and recognizing a historical context and interdisciplinary perspective. Miriti (2020) discussed the resilience and cultural wealth underrepresented minority faculty can bring to institutions of higher education beyond the dominant culture.

Counter stories may also provide a resource for establishing dialogue on critical issues (Hiraldo, 2010). Hiraldo (2010) explained how counter stories of critical race theory may benefit the assessment of climate of higher education institutions. Counter stories may develop the conceptual framework of the information colonial hypothesis.

Underrepresented minority groups may apply critical legal studies and critical race theory to assess solutions towards equity (Daniel, Kina, Dariotis, & Fojas, 2014). Ladson-Billings (2011) transformed critical race theory to a discussion about the prospect of color blind education, housing, healthcare, and employment. Daniel et al. (2014) combined critical race theory and critical legal studies to understand challenges for mixed races. Litowitz (1999) argued to separate the social and legal aspects of critical race theory. Separating legal aspects of critical race theory may increase applicability for all fields (Litowitz, 1999). Ford and Airhihenbuwa (2010) described critical race theory as an iterative methodology for finding alternatives to equity and apply it to health. Liu (2019) combined critical race theory with anti-subordination theory which claims that no group of people should be subordinate to another.

#### 4. Findings and Discussion

Policies and reforms may assist in removing injustices of information colonialism on indigenous populations. An information colonialism hypothesis can include various stages of a colonial life-cycle that can depict observations of the characteristics. In Africa, the precolonial period included a distinct culture of the society. The colonial and post-colonial period reflected influences from both the control of foreign powers but cultural assimilation. An era after information colonialization may also reflect information neo-colonialization. Ouarodima (2018) explored how colonialization marginalized women in Africa and introduced new value systems in African culture. Ouarodima (2018) applied postcolonial theory to an analysis of the portrayal of African women by Chinua Achebe.

Policies for reducing social inequities between indigenous and non-indigenous peoples can include health, economic, cultural, and political reforms to assist and respect the society and cultures of indigenous people. Traditional conflict resolution strategies may support reforms for improving injustices to indigenous populations (De Juan, 2017). De Juan (2017) explored the survival of traditional conflict resolutions through colonial and post-colonial reforms. Jalata (2013) emphasized that reconciliation is not possible with recognizing and addressing past and present injustices. Jalata (2013) stressed the importance of accepting moral, economic, and political responsibility for injustices against humanity.

Policies for reducing social inequities between indigenous and non-indigenous peoples may integrate strategies for higher education with economic and political development policies. Kandiko (2010) explored globalization and competition in economic and political models for higher education. Ayuk and Koma (2019) explored and compare strategies for improving access in higher education such as universal free education and subsidiaries paid through taxes. Yirdaw (2016) described effective and efficient quality higher education as vital for sustainable economic development. The financial difficulties of higher

education may have more challenges with state and local budget cuts. Pincus, Stout, Sorensen, Stocks, and Lawson (2017) discussed some of the financial struggles of higher education such as higher tuition costs, cuts of government resources, lower philanthropic contributions, and higher university long-term debt. Mitchell, Leachman, and Masterson (2017) described some of the state cuts to funding for higher education.

International competition of research funding for higher education may apply more pressure on institutions as they compete nationally and internationally. Ulferts, Cannon, and Howard (2021) explained as there is more international competition in research funding, more nations may facilitate economic growth and innovation through research. Bogomolova, Balk, Ivachenko, and Temkin (2017) drew correlations between macroeconomic data and research funding in higher education. Nabaho, Turyasingura, Aguti, and Andama (2020) explored the possibility of a multinational university. Oketch (2016) explored models for expanding access and funding higher education in Africa. Akinsanya (2007) explored financial options for financing educations such as investment income, research activities, and community participation. Rabovsky (2012) proposed empirical studies to measure the impacts of performance based accountability for administrators and students. O'Reilly (2021) described the marketing, research, and prestige rewards of business strategies of knowledge management for higher education institutions. Guzmán-Valenzuela, Gómez-González, Rojas-Murphy Tagle, and Lorca-Vyhmeister (2021) discussed an increase in technological articles on learning analytics and a shortage of papers expanding educational theories.

Employee protections for improving opportunities for women and marginalized groups in the higher education workforce may impact the results of the information colonial hypothesis. Contract employment in higher education faculty may be motivation for organizing to seek employee protections for faculty. Ross, Savage, and Watson (2021) discussed how contract faculty positions limit academic freedom in defense of academic

unions. States and institutions may collaborate and participate to improve opportunities for women and marginalized groups. Chaudhary, Irwin, and Hoa Khoa Nguyen (2020) made recommendations for states and institutions to fund open access publishing initiatives. Adam (2021) described the need to include cultural training in early education. Models may provide tools for analyzing and addressing challenges in higher education. Yu (2021) provided an evaluation of traits of students which accommodated challenges of educational changes during the pandemic. Benz, Bühlmann, and Mach (2021) classified and modeled career paths for university professors. van de Werfhorst (2021) reviewed socioeconomic status in comparison to vocational and traditional education. Browne and Shen (2017) recommended sustainability assessment, higher education standards, and scholarships for integrating higher education in social and economic development. Kromydas (2017) discussed challenges of conflict of interest in diversifying education and suggests radical shifts in policies of education to view education as a catalyst for social and cultural transformation.

The information colonialism hypothesis may review legal aspects of critical race theory to improve a multinational approach to equities. Mapedzahama and Kwansah-Aidoo (2017) explored misconceptions of narratives around race in stereotypes and social constructs. Elis and Liu (2019) recommended greater cooperation between the African Union and the International Criminal Court.

International political crisis resolution and conflict studies may mitigate multinational information colonialism. Reviewing international approaches to crisis resolution may benefit global responses to topics in multinational information colonialism. Wolkanto (2016) outlined two approaches to international political crisis resolution, substantive and procedural. Chirisa, Mumba, and Dirwai (2014) suggested African Union leaders should understand that globalization has become an influence to development. Freear and Coning (2013) discussed the challenges of African Union peacekeeping missions in Mali and Somalia. Mafu Working Draft

(2019) proposes African leaders work to improve economic prosperity and human dignity to reduce the elements for modern slave labor. Ejiogu and Mosley (2017) recommended studies in lifestyles beyond the means of elite leadership. Sore (2010) compared and contrasts the legitimacy of regional integration and democracy in the African Union and the European Union.

Data preservation for the art history of the African Diaspora may serve as a strategy for removing information colonialism. Data preservation for the art history of the African Diaspora may present a dynamic requirement for the humanities. Wainwright (2013) highlighted the challenges in recording a history of African diaspora art. Brown (2013) described the relationship between modernism, present culture, and modernity, formality of change, in the culture of the African-American Diaspora. Adebayo (2011) explored the migration of highly trained professionals and compares the diaspora of forced migration to the diaspora of voluntary migration. Arcimaviciene and Baglama (2018) evaluated the etymology and coverage of the word migration in the media. Zeleza (2010) classified three African Diasporas, trans-Indian Ocean, trans-Mediterranean, and trans-Atlantic diasporas.

Abebe et al. (2021) critiqued the benefits of data sharing practices for local communities and experts. Abebe et al. (2021) proposed a review of the challenges and observations for improvements. One potential strategy for root cause analysis may be by understanding the encompassing narrative, or supranarrative, of challenges in scientific research for Africa and the African Diaspora. Improvements to opportunities for African researchers may improve narratives for data sharing. Nabyonga-Orem, Asamani, Nyirenda, and Abimbola (2020) described article processing fees as a hindrance to the progress for African researchers.

Models and simulations of resource management may measure the effects of information colonialism. Emerging models attempt to simulate distribution of resources in society. Wang, Chen, and Wang (2020) modeled egalitarian social norms of resource management with

deterministic evolutionary game theory. Rogers, Deshpande, and Feldman (2011) modeled socioeconomic inequality with an agent based demographic simulation for resource management. Chiang (2015) presented a model of the voluntary sharing of income for an equitable distribution of wealth. Vaesen and Katzav (2017) researched and discussed the prospect of distributing government research funds equally.

Contemporary approaches for improving opportunities for women leadership provides a tool for addressing intersectionality of critical race theory. Classical education and ideologies may be responsible for creating rigid institutions, slow to change to emerging schools of thought. In psychology, traditional philosophy exercised limitations of women. Bain (2017) discussed egalitarian feminism as counter to and consistent with Freudian classical psychoanalysis. Ranciere may provide refraction for encouraging collective roles to increase opportunities for women in leadership. Shaw (2012) explained the philosophy of Ranciere in transcending the limitations of individualism in the potential for collective political practice. Cerovac (2014) described the contribution of Ranciere in analyzing reason and knowledge in social power.

Economics of health equality are also critical to repairing the hypothesis of information colonialism. The pandemic has challenged the concept and provisioning of local, national, and global health equities. Germain (2020) described how the pandemic exposed and sustained inequities in national healthcare systems. Alternative systems to health equity have also been proposed. Cappelen and Norheim (2005) discussed the possibility of distributing health resources based on behaviors. Health equities may be tied to representations and abilities in economic and political institutions. Swanson, Yu, and Mouroutsou (2017) explained that inequities in wealth, education, and abilities undermine democratic institutions and recommend procedural fairness, equality of opportunity to influence, and organized collective power.

The recovery period from the pandemic reveals new trends in employment and health

reflective of the information colonialism hypothesis. The strain of health care systems has led to precarious workplaces in health care (Cleaver, Mohapatra, & Simard, 2021). Cleaver et al. (2021) described a transformation towards dysfunctional systems and structures in the health care system during the pandemic. Levels of colonialism have influenced practices of employment and have the potential to lead to new health care problems. Benach, Vives, Tarafa, Delclos, and Muntaner (2016) developed a conceptual model for the dynamic and complex field of precarious employment and discuss associated health conditions. Jabłońska and Zajdel (2020) explained three psychological behaviors can overlap with problematic Internet usage, narcissism, Machiavellianism, and psychopathy. Uncertainty may also contribute to information colonialism. Vignoli, Guetto, Bazzani, Pirani, and Minello (2020) explained how the Survey of Economic Expectations provided data to understand how demographic, social, and economic circumstances have different views on uncertainty. Research in corporate social responsibility may identify policies to reduce information colonialism. Tilt (2016) suggested research on corporate social responsibility in the areas of government types, sociocultural values, and a longitudinal study of economic development.

Centralized governance has the potential to disenfranchise marginalized sections of society. Decentralized governance also has this potential when the decentralization does not promote equity among diverse groups. Akume and Philip (2013) explained how decentralization of power with the goal of allowing liberty to diverse groups can be abused to create bias, unfairness, and injustice. Dover (2019) theorized sources of human injustice from three systemic sources, oppression, exploitation, and mechanistic dehumanization. Decentralized marginalization has the potential to lead to oppression, exploitation, and dehumanization. Uneven distribution of power may provide examples of decentralized marginalization in centralized governance. Christopher, Godknows, Uki, Seaman, and Harcourt (2021) described the inequity in distribution and exercise of powers for the United Nations Security Council. de Paredes and Desrues (2021) discussed the psychological

capital of collaboration which can build national wealth by proactive policies for improving living standards and reducing inequalities. Espejel-Mena (2021) listed institutional legitimacy and political and administrative efficiency for coherent governance.

Colonial societies administered protectorates for land distribution to govern the land of colonies. Selase, Jiang, and Worlanyo (2015) showed how protectorates in Africa declared lands as public and under the administration of the colonial governor. The uneven distribution resonated through post-colonial societies and impedes agricultural production. Kugbega (2020) described the importance of land access for agricultural production. Dennison (2019) reviewed the problematic oversight of customary law transcribing legal pluralisms in colonial societies. Venema (1994) described inefficiencies in the disbursement of funds for group ranches and grazing schemes where local customs were ignored. Middle classes developed in post-colonial societies became part of the proletariat. Standing (2015) explained the proletariat of the 20<sup>th</sup> century has similarities to a new class that is developing from global transformation in the 21<sup>st</sup> century, the precariat. The precariats represent an emerging class resulting from a disappearing middle class. Chauvel, Bar Haim, Hartung, and Murphy (2021) discussed components of destabilizing middle classes in society such as collective insecurity, income stagnation, and mismatches between education and socioeconomic positions.

Reparations may be necessary to remove the effects of the information colonial hypothesis in health inequities with access and distribution of resources. The health pandemic provided an opportunity on how to improve access and distribution of health resources equitably. Richardson et al. (2021) studied how wealth redistribution may have reduced the mortality of the pandemic. Forecasting the effects of greater health inequities may reveal a future need for reparations. Torres (2018) studied the reparations movement in the Caribbean and how scientific genetic data could possibly contribute to the discussion of reparations. Bassett and Galea (2020) discussed the limited

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progress in addressing racial health inequalities. The health inequities may also be reviewed globally to plan strategies for improving global health systems.

Distributing knowledge to promote benevolence is one suggestion to reduce the effects of the information colonial hypothesis. Ogletree (2004) suggested knowledge redistribution as an accompanying goal of reparations legislation to wealth distribution. Knowledge distribution may improve opportunities for all to benefit from the discussion of reparations legislation (Ogletree, 2004). Moore (2020) reviewed how to approach the controversial subject of reparations in educational settings. Brophy (2006) discussed the task of building a framework to define reparations claims in historical injustices. Brophy (2006) suggested the importance of reviewing goals of reparations such as acknowledgement, understanding the impact of injustice, and provide justice through community empowerment. Warner (2021) made recommendations to marketing reparations to the millennial generation in considering partnership agreements, promoting urban development, encourage investing in reparations, and reducing the cognitive gap in the embracement of reparations.

Designing a framework to raise awareness around historical injustices may strategize practices for reducing the effects of the information colonial hypothesis. The debate around reparations may develop a taxonomical ontology for amending historical injustices. Gunnemyr (2020) argued that participation is not sufficient for political responsibility of structural injustices. Dutton and Aoláin (2019) explained how international criminal justice arrived from the needs of mass atrocity crimes. Carcieri (2010) listed types of reparations available such as official apologies, gestures, official holidays, commissions, mandatory disclosure and data collection laws, and financial provisions. Levmore (2004) proposed a plan where people could make voluntary contributions to pay for reparations. Brophy (2006) described the challenge in moral claims of historical injustice where lawsuits are not possible. Brophy (2006) discussed the challenge of culpability in historical

injustice and present that governments maintain culpability and taxpayers are representatives of governments. Obuah (2016) presented tort and ethical models of epistemic communities of the reparations debate.

Globalization, a pattern, which in academia has created an environment for universities to, voluntarily, or reluctantly, embrace culture, politics, and social norms, of empowering and enabling nations. Globalization may also serve as an enabler of information colonialism. Bradford, Guzmán, and Trujillo (2017) suggested academic systems develop policies and practices for integration with the global academic environment. Globalization as a pattern includes national and regional regulations and practices as well as cultural norms and morals. Karsaklian (2021) proposed definitions of multicultural environments observe contemporary trends for both educational and professional settings. National political trends challenge the possibilities of smooth transitions in globalization. Le Grange (2020) discussed the rise of neoliberal politics in the higher education institution setting and explores the challenges of ethics and morals in these emerging environments.

The influence of globalization in economics has required acceptance of emerging operations to meet situations not previously defined through international agreement. Educational systems have adopted an economical approach to globalization to meet the needs of sustaining the influence of powerful nations. The success of an acceptance approach to globalization in education depends on the cooperation of powerful nations to withstand social resistance to the motif of global cooperation. Educational institutions may design an active plan for embedding contemporary goals in the seams of the patterns of globalization.

Education institutions actively participating in designing seams of globalization may participate in economic growth and prosperity. Valero and Van Reenen (2019) correlated a growth in higher education attendance to economic growth. Education institutions may also provide insight in improving learning through globalization. Fromm et al. (2021) explored virtual reality technology in

education to support experimental learning modes of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Almazova, Rubtsova, Kats, Eremin, and Smolskaia (2021) evaluated scenario based learning for foreign language training in higher education.

Increasing representation in decision-making and planning for women and other marginalized groups in education and other fields may reduce the inequities of the information colonialism hypothesis. Academic leadership may increase representation by actively defining leadership roles for women and other marginalized groups of society. Strategies to achieve multicultural leadership in academic institution may empower women in decision-making by analyzing risks of ineptness to declines in the influence of education. Academic leadership may need to garner support for these causes. Wekullo and Musoba (2020) identified many public research institutions require outside support to achieve their public goals.

Prediction based on trends may lose accuracy with the complexity and hastiness of contemporary issues disregarded in recent times. History as a guide may not be always exclusive when read into a world of exclusion. Representation serves justice but achieves progress. Winchester and Browning (2015) described persistent gender equity gaps in overrepresentation of certain fields and student support areas and underrepresentation in research. Mayanja (2020) applied the ladder of citizen participation model to address gender equity in higher education. Black women who have been historically underserved may require the greatest effort to achieve equity. Stephens, Curry, and Stephens (2021) reviewed strategies for community based organization service providers to support self-advocacy of needed services for Black women with health issues.

Social responsibility of higher education institutions may serve as a foundation for cooperation with community in reducing information colonialism. Higher education institutions with service as citizens to their communities may embrace policies and practices

building meaningful connections of partnerships. Valle, Berbegal-Mirabent, and Marimon (2021) evaluated the ability of higher education institutions to communicate university social responsibility in organizational, educational, cognitive, and social impact areas. Higher education citizenship may enhance the involvement of international students by encouraging association. Oyeniyi, Smith, Watson, and Nelson (2021) examined relational skills and acculturative stress of international students. Higher education citizens may improve opportunities for people with disabilities or functional diversity. Pérez-Jorge, Ariño-Mateo, González-Contreras, and del Carmen Rodríguez-Jiménez (2021) addressed challenges for universities to provide services for the increasing population of students with disabilities or functional diversity.

The challenges facing educational institutions may be alternate forms of obstacles always faced by education. Education has often been at the forefront of innovation and a few missed opportunities of leading in research may hamper the progress of the institution. Kromydas (2017) observed trends for institutions of higher education to have similar practices as commercial businesses. Failures in education at defining theories reflecting contemporary societies destine a chaotic vein on employment markets when society responds by a backlash of introducing doubts in the products of academia. Jacquemin, Junker, and Cubberley (2020) reviewed the risks of faculty strikes to student academic performance in employment negotiation. These temporary setbacks often lead to new designs in educational systems and have done so since its origin. These changes to educational strategies may be seen as a sign of changing times and challenges to existing research are potentially forms of pressuring the institution to complete the task for which its best, innovation.

Yousaf and Schmiede (2017) reviewed obstacles to representation of women in leadership of higher education institutions. Dominguez-Villegas, Smith-Doerr, Renski, and Sekarasih (2020) described gender pay gaps for faculty in higher education. The hurdle for which academic employment markets must ascend over is the

assignment of women to positions of leadership in academia.

A number of recommendations may reduce dependency on informal employment markets for vulnerable populations. Tax reform may discourage employers from choosing informal employment markets if tax policies favor formal employment. Joshi, Prichard, and Heady (2014) explored the benefits and limitations of taxing informal employment markets. Antón (2014) reviewed tax reforms shifting labor tax to corporate income to finance social programs. Weber (2015) recommended formalization and marginal effective tax rates to provide disincentives to encourage transitions from informal to formal employment. An argument that is made for low minimum wage is the reduction in formal employment opportunities. Another argument against raising minimum wage is it does not necessarily develop a higher standard of living for those that remain working in the informal employment market. Hohberg and Lay (2015) discussed the limitations of a minimum wage policy for increasing the standard of living for informal employees in dual employment markets. Mukherjee and Banerjee (2018) compared increasing and decreasing tariffs on imports and the effects of per capita income. Kolm and Larsen (2016) addressed informal employment opportunities with employment market performance and educational attainments for potential regulations to replace informal jobs with formal jobs. Scholz-Alvarado (2021) suggested that employment policies are an integral part of good economic governance and currency stability.

Through active institutional leadership, women in academia can make changes necessary to achieve participation in employment. The struggles nations face globally today or the products of stubbornness to address the recent history of management. Managing through emerging conflicts relies on an emergence of a broader conceptualization of problem solving. The development of unilateral approaches sheds light on underlying cracks in the structure of societies which will not mend themselves. Scientific approaches to these conflicts delivers productive solutions based on the fundamentals of physics and chemistry.

The leadership of women in academia provides balance and reduces risks in decisions and planning for academic institutions. In addressing the diversity of leadership in education, other marginalized groups may also be recognized in representation. Salas-Velasco (2021) studied the mismatch between educational attainment and career positions for higher education graduates. Büscher-Touwen, Groot, and Hal (2018) identified a gap between employment market participation of higher education graduates without a disability and with a disability. Holford (2017) studied preferences in unpaid graduate internships between desirable and potentially exploitive positions for socially privileged and disadvantaged groups.

## 5. Conclusion

Addressing divergence in the course of history between progress and barbarism, acceptance and denial, the future and the past, knowledge and information, every institution is at risk to falling behind in the consortium of competition pressuring global societies. Le Grange (2020) discussed the emergence of global knowledge economy societies with the adoption of neoliberal policies in universities. Leadership must tread the will of populism and with the reality of skepticism in planning our steering of priorities. One challenge which remains from the past century and has crept steadily in this one is the need to honor efforts in establishing opportunities for women in positions of power in higher learning institutions. Black women, a historically marginalized group, require action to support their efforts in science, technology, engineering, and mathematics. Ignoring this deed requiring immediate attention is ignorance. Ramohai (2019) discussed problems of access for black women in higher education. Ayford and Zaaïman (2021) discussed how ignoring the challenges of race contribute to the continuation of racism in higher education.

Research in contract employment of academic institutions may provide information on progress in diversity for leadership in education. Petrina and Ross (2021) suggest demographic data of higher education leadership data reveal elite and

everyday racism and recommend affirmative or equitable action. Similar to evidence of information colonial hypothesis in business, demographic data may be difficult to obtain. Newson and Polster (2019) present some of the challenges causative to academic employment to include a decrease in public funds, an increase in graduates seeking careers at universities, a distribution of faculty tasks to administration, and a reliance on publication for tenure tracks. Accessing demographic and survey data may also prove challenging because of risks contract and part-time faculty make in their careers. Newson and Polster (2019) discussed some of the effects on performance contract and part-time faculty may face in their efforts to become tenured full-time faculty.

The information colonial hypothesis may provide tools for improving higher education performance. Ruggera (2021) evaluated class and rational choice theories for career path choices in the context of cognitive, social, cultural, and economic resources. Stachowiak-Kudła (2021) discussed legal concepts of academic and scientific research freedoms in individual and institutional rights. Abad-Segura, González-Zamar, Infante-Moro, and Ruy Pérez García (2020) evaluated research trends in sustainable management in higher education.

Achieving equity in access to educational institutions may validate and improve scientific research systems. Fasih, Patrinos, and Shafiq (2021) promoted the concept of equity in education. The pandemic may have had an impact on graduates and post-graduate opportunities, furthering the need for research in this area. Fasih et al. (2021) suggested further research on the impact of the pandemic on employment and income by level of education and occupational status.

Complex issues such as political violence, domestic violence, climate change, migration, and health all have the potential for influencing educational outcomes. Yonfa, Fasol, Cueva, and Zavgorodniaya (2020) proposed further research in studying continuation of intimate partner violence after immigration to escape political violence. With changing educational systems, meeting the demands of challenges in higher education, equity in access

may provide higher quality scientific research in this area. Skewed opportunities in education and research have the potential for skewing research itself. MacCormack, Sider, Maich, and Specht (2021) discussed pedagogical diversity from an administrative perspective. Schulte, Anttila, Sunday, Smith, and Gray (2021) clarified critical research terms and make recommendations for modified terminology.

Discrimination in institutions may be reduced by following successful models of addressing inequities in other fields (Mezu-Ndubuisi, 2021; Ogedegbe, 2020). Emerging medical research proposes strategies for reducing health care inequities (Mezu-Ndubuisi, 2021; Ogedegbe, 2020). Mezu-Ndubuisi (2021) suggested medical institution leadership investigate structures, policies, procedures, and cultures for system inequities and promote inclusion and equity. Ogedegbe (2020) described the pillars of racism in health care as employment discrimination, mass incarceration, redlining, substandard public education, exposure to environmental hazards, differential health treatment, and reduced access to quality health treatment. Hassen et al. (2021) provides policy, organizational, community, interpersonal, and individual principles and strategies for anti-racism interventions in health settings.

The blending of technology and content may require research to support advances in other fields of study as to reduce the hypothesis of information colonialism. Matamoros-Fernández and Farkas (2021) reviewed research on racism and hate speech in social media. Simbao, Kouoh, Nzewi, Sousa, and Koide (2019) described challenges for

independence from political movements for universities to deconstruct stereotypes and provide students with enriched learning experiences. Brooks (2020) made suggestions for a framework of apolitical military professionalism to reflect contemporary situations. Matamoros-Fernández and Farkas (2021) suggested research transcend text analysis for analysis of hate speech on social media.

Inclusion as part of design for technology corporate citizenship may rely on leadership and an effort of the academic research community (Matamoros-Fernández & Farkas, 2021). Sloane (2019) reviewed an analysis on qualities for social inclusion in housing design. Matamoros-Fernández and Farkas (2021) suggested the effort of scholarly work to address structural racism in the design and governance of social media technologies. Frazier (2019) suggested for corporations to support private citizens with legal aid as part of corporate citizenship. Miller (2021) outlined four system conditions to reduce racism which include establish a framework, shape performance, improve processes, and change organizational thinking.

The hypothesis of information colonialism may arise from observing recent trends. Testing the hypothesis through postcolonial theory and critical race theory serves as a further research tool for validation and identifying mitigation strategies. Developing responses to challenges in higher education are critical for addressing challenges in multinational equity. Dixson and Rousseau (2006) described the development of critical race theory as a framework for education.

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