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Preface: Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices

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Preface

AN OVERVIEW OF THE SUBJECT MATTER

Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices is an indispensable reference source that provides an interdisciplinary perspective of how issues and challenges pertaining to DEIB affect organizational performance and educational management practices. It shares the experiences of leaders when DEIB issues arise and seeks areas of improvement. Covering topics such as diversity and inclusion leadership, culturally relevant mentoring, and STEM education, this premier reference source is a critical resource for directors, executives, managers, human resource officers, faculty and administrators of education, government officials, libraries, students of higher education, pre-service educators, researchers, and academicians.

Moreover, Diversity, Equity, Inclusion, and Belonging (DEIB) leadership must own the process. Educational leaders must retain staff, retrain staff as needed, and terminate staff that do not fulfill DEIB requirements (Unit, 2011). Aligning the business process to objectives is necessary to ensure profitability. Managers must lead with clarity (Birkinshaw et al., 2005). Where there is no vision, the people perish: but he that keepeth the law, happy is he (Proverbs 29:18, KJV). DEIB managers must follow through on business needs and innovate instead of business-as-usual tactics. Consequently, strategic management drives great cultures, innovation, and organizational effectiveness (Hitt et al., 2020).

Likewise, DEIB leadership development programs provide employees with vital leadership skills to be effective managers (Cascio & Aguinis, 2011). Leadership skills needed in execution are communication skills, motivation, enthusiasm, elevated strategic decision-making skills, and accountability. Characteristics and abilities of great managers are integrity, the capacity to delegate, communication, self-awareness, appreciation, learning responsiveness, authority, and compassion (Riggio, 2008). Often, there is a difference between leadership development and management training. Leaders provide context, and practicality, imbue a growth mindset and use data analytics to measure results. As an outcome, leaders need to motivate subordinates to thrive with daily tasks. Developing others is a true mark of leadership. Leaders must embrace change, be open to new paradigms, and communicate for understanding.

Further, to remain competitive, leaders must analyze their business's internal and external environments. Internal environments exist as independent elements inside a complex system comprised of an internal environment of diverse internal stakeholders (Hitt et al., 2020). Stakeholders encompass departments, internal clients, and providers (Birkinshaw et al., 2005). The external environment is comprised of clients, providers, and entrants into marketplaces. The overall quality of these competitive environments shapes the firm's opportunities. Additionally, company leadership is dependent on forecasting

and planning for competitive forces. DEIB leaders must maintain clear sight of the firm's performance by consistently analyzing the internal and external environments.

The most reliable predictors for DEIB leaders to succeed are servant leadership, motivation, collaborating, compliance, and supporting organizational goals (Cascio & Aguinis, 2011). Assessing leadership is necessary to ensure the integrity of the leadership ranks, understand the landscape, and mitigate issues. For example, a leadership development assessment based on the Systemic Leadership Development Needs Hierarchy model represents six levels of leadership aptitude: Personal, Relational, Team/Group, Skills, Organizational and Global (Walsh, 2021). The Systemic Leadership Development Needs Hierarchy model aims to identify leadership development needs and chart areas of growth, opportunity, and possibilities (Walsh, 2021). Managers may focus on confidence, the ability to lead others effectively, DEIB leadership knowledge, collegiality, respect, excellent communication skills, critical thinking, providing objective feedback, open-mindedness, appreciation, and respect for diversity of thought and individuals. Determining the attributes of DEIB leaders is situational based on the internal and external environments (Hitt et al., 2020). For instance, leaders must analyze metrics focusing on improving bottom-line human resource performance, attracting, and retaining talent, driving strategic execution, and navigating change. Understanding DEIB leadership frameworks and factors provides a perspective of how DEIB leaders perform. Notwithstanding, analytical factors necessitate auditing DEIB leadership performance (Lin et al., 2020). The overall significance of analyzing leadership performance is a major factor in developing DEIB leaders.

ORGANIZATIONS MUST BE WILLING TO CHANGE

Based on the key aspects of Affirmative Action and Equal Employment Laws, the history, formation of these laws, and their purpose highlight three ways these policies affect current hiring practices. Considered are the positive and negative impacts these policies have on work environments.

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy, transgender status, and sexual orientation), national origin, age (40 or older), disability or genetic information. (EEOC, 2021a, p. 1)

HISTORY OF AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT LAWS

In 1961 President John F. Kennedy's Executive Order (E.O. 10925) provided affirmative action and authorized federal contractors to take affirmative action to guarantee that applicants experience equality without respect to race, color, religion, sex, or national origin (AAAED, 2021). In doing so, President Kennedy formed the Committee on Equal Employment Opportunity. Three ways Affirmative Action and Equal Employment Laws policies affect the hiring process indicate employers must comply with EEOC mandates and are obligated to treat all people equally irrespective of national origin, race, religion, color, sex (including pregnancy and sexual orientation), disability or genetic information (EEOC, 2021b). Regardless, a candidate for hire or an employee may file a record or proof of claim to determine a burden of proof if they feel the employer violated the law. Likewise, Type 1 and 2 thresholds apply in

consideration of unlawfulness. For instance, the EEOC (2021b) indicated that proof of claim includes employee prima facie of protected classes, which cause adverse action, create an inference of intentional discrimination, and execute legitimate and, from an employer's perspective, non-discriminatory policies. Employee litigation is often challenging because of the burden-shifting method. For example, the burden of proof shifts from employee to employer versus employer to employee. The threshold concept refers to unwelcome conduct based on Equal Employment Opportunity Commission (EEOC, 2021b) protected classes.

The EEOC (2021) indicates two types of thresholds. There is type 1, where it is highly likely the employer is guilty in case of harassment and strict liability. There is evidence of a tangible job consequence such as the supervisor did the harassing or again tangible job consequences. Type 2 thresholds indicate a hostile work environment, severe and pervasively, create an abusive and hostile work environment, and determine if the accuser or the accused behaved as reasonable persons. The employer's defense then encompasses that the report ended treatment and if the employee failed to report.

A POSITIVE: WORKPLACE DIVERSITY INITIATIVES

Workplace diversity initiatives promote individuality within organizations, acknowledging that each person can contribute with different, modern, and innovative ideas and solutions (Herring & Henderson, 2015). Employees with distinctive backgrounds and experiences supply a collective range of views on matters that provide productivity, performance, and profitability. Diversity incorporates a distinct array of competencies, providing a standard for exceptional abilities that increase organizational retention and efficiency (Herring & Henderson, 2015).

Diversity Training Programs

Diversity programs must motivate high-quality intergroup collaboration, reduce partiality and separation, and promote principles of humanity (Herring & Henderson, 2015). From the company's viewpoint, diversity training elevates inclusion and individuality within the work environment (Noe, 2017). Further, training during onboarding and employment improves the way people cooperate while at work. Issues of Affirmative Action (A.A.), Equal Employment Opportunity (EEO), and sexual harassment are significant concerns yet provide a massive opportunity for diversity, inclusion, equity, and belonging practices (Herring & Henderson, 2015).

A Negative: Diverse-Reverse

Indeed, if DEIB initiatives are to work, leadership must support and implement them. Unfortunately, DEIB implementation is not always supported by upper management, which is due to the following: inadequacy of Affirmative Action and Equal Employment Laws policy knowledge; biased recruiting and hiring practices in selecting a human resource director/staff/managers, unwillingness to implement diversity, equity, inclusion, and belonging (DEIB) corporate ethos, and failure to lead and inspire others from groupthink behavior (Robbins & Judge, 2018). Further, the absence of strategic leadership, duty of care from the Board of Directors, and a corporate culture that embraces diversity prompts a lack of

diversity, employee disengagement, potential lawsuits, and decreased staff retention (Herring & Henderson, 2015; Mensi-Klarbach & Risberg, 2019).

Trauma-Informed Leadership

There are ways to improve Affirmative Action and Equal Employment Laws policy implementation by developing an organizational ethos respectful of the diverse range of stakeholders' organization's interface. Training programs must express company policy and include a no-tolerance policy to mitigate trauma in the workplace (Mensi-Klarbach & Risberg, 2019; Noe, 2017). Trauma-informed leadership provides training initiatives that initially begin in nature but incorporate periodic in-person, computer-based training (CBT), and hybrid training. Some training modules must relate to equal-pay-for equal work regardless of diverse affiliation(s) or intersectionality.

Training on how to accomplish promotion explains the diverse range of support programs and services the organization provides. Most importantly, CBTs do not replace human interaction. Some aspects of training require a human interface. Likewise, diversity increases high-quality intergroup collaboration, reduces partiality and separation, and promotes humanity (Herring & Henderson, 2015). Further, these distinctions either restrain or enhance the way people cooperate within society. Issues of Affirmative Action (A.A.), Equal Employment Opportunity (EEO), and sexual harassment are significant concerns yet provide a massive opportunity to improve diversity, inclusion, equity, and belonging practices.

Intentional Change Theory (ICT)

Intentional Change Theory (ICT) is intrinsic when incorporated into organizational development and performance measures (Boyatzis & Boyatzis, 2006). ICT is an innovative framework that also speaks to the responsibility of organizations to be more intentional about building diversity, equity, inclusion, and belonging (DEIB) programs and program-centered training while supporting human resources in learner-centered training delivery. ICT seeks to address the phenomenon that we've always done things a certain way, so we must continue in this vein (Boyatzis & Boyatzis, 2006). To improve Affirmative Action and Equal Employment Laws organizational policies, companies must incorporate an innovator mindset (empathetic, problem-finders, risk-takers, networked, observant, creators, resilient, reflective) to mitigate and eliminate issues of bias, microaggressions, microaggressions, and discrimination.

In the Gap: Diversity, Equity, Inclusion, and Belonging Training Curriculum

Discussed is the curriculum design most preferred for Diversity, Equity, Inclusion, and Belonging (DEIB) training. There are three basic types of curriculum design: Subject-centered design, Learner-centered design, and Problem-centered design (Vass, 2020). The preferred method is a combination of each linked with collaborative curriculum design. Collaboration in curriculum development is often time-consuming but well worth it because of the value of gaining knowledge and expertise from other facilitators when developing a curriculum. In higher DEIB training, facilitators may develop their courses or receive a course shell to facilitate facilitation and learning. Facilitators must determine what is appropriate for their unique DEIB training setting. The collaborative strategies utilized to support developing a curriculum are based on developing the overall course outline to map content to learning goals, encompassing how

to develop a course plan and build the course. All learning goals must describe assessment strategies, tasks, course content, expert analysis, and immersive activities (Kuo & Fitzpatrick, 2020).

Sprigg HR (2020) indicated strategies for implementing effective diversity training include DEIB training as an ongoing endeavor utilizing a calendar for events. Clarity of training goals is an essential facet of diversity training. Support for diversity training must begin at the top, from the Board of Directors down. Civility is an aspect of diversity training that promotes teamwork and is vital in hostile work environment mitigation. A key principle of IEPT is that training materials must be diversified and speak to the intended audience (El-Amin, 2021). Diversity is exciting; therefore, diversity training should be exciting. Interactive videos, storytelling, group interaction, gaming, surveys, or music provide embodiment. The evaluative diversity and inclusion training component provides Kaizen (continuous, micro, or macro changes) and improves ongoing DEIB training. To ensure a commitment to enterprise-wide diversity initiatives, DEIB training must receive the same recognition as annual strategic planning. Diversity training must metrically increase awareness of various cultures by going beyond surface-level training to include cultural facts. Improving organizational culture through diversity training requires commitment, endurance, and patience. Developing and fostering DEIB training initiatives, employee resource groups (ERGs), ally groups, mentoring, DEIB events, DEIB strategic communication and marketing, employee development plans, and recruitment and retention processes build trust and increase belonging for organizational stakeholders (Sprigg HR, 2020).

The Innovator's Mindset

Herranen et al. (2018) indicated that learner-centered to learner-driven DEIB training initiatives indicate inclusivity, engagement, and sustainability. For instance, facilitators have perceptions about the nature of learner-centered/learner-driven DEIB training, the autonomy of thought, meaningfulness, acting and influence of the learning environment, the nature and ownership of sustainable development knowledge, the diversity of the learners, and pedagogical support as innovative strategies of training (El-Amin, 2021). These outcomes provide a basis for a more learner-centered and learner-driven approach, yet across categories, they are fundamentally different in heuristics.

Intentional DEIB Training Practice

The vision for curriculum innovation and the role of the innovator mindset is invaluable in curriculum design. From an innovative mindset perspective, the goal is to gain a diverse perspective from facilitators who encompass an array of instructional or administrative positions, DEIB training levels, facilitation experience in the workplace, academic disciplines, facilitation style preferences, racial and gender attributes. Intentional DEIB training Practice Theory (IEPT) is intrinsic for the individual facilitator, and this innovative framework also speaks to the responsibility of organizations to be more intentional about building DEIB programs and curricula (program-centered) while supporting facilitators in instructional delivery (learner-centered) (El-Amin, 2021). IEP is based on intentional change theory, which seeks to address the phenomenon that we've always done things a certain way, so we must continue in this vein (Boyatzis & Boyatzis, 2006). This kind of thinking is counter to the innovator mindset (empathetic, problem-finders, risk-takers, networked, observant, creators, resilient, reflective). IEPT helps administrators reduce fiscal challenges, advance stakeholder relationships, and improve institutional reputation (El-Amin, 2021). The impact of IEPT improves organizational culture because the integration of the

process allows leadership to gain greater approval from institutional stakeholders. Additionally, IEPT programs enhance assessment protocols for facilitator and employee reviews. As a result, there is value in organizations investing in DEIB training for IEPT programs to improve organizational performance (El-Amin, 2021).

DEIB Training Systems Innovation

Regarding DEIB training systems innovation, the objective of Pre-12 is to prepare learners for higher DEIB training or more contextualized learning instead of decontextualized learning. DEIB training leaders impact the types of assessment, modalities, technology, and improvements made in the curriculum and institutional DEIB training and development endeavors (Firsova et al., 2020). For instance, DEIB training on innovative DEIB training curriculum design is practical at the department and unit levels, where impacts are made holistically due to the hands-on approach. Likewise, establishing DEIB training effectiveness is necessary and most impactful when organizations specifically indicate the pros and cons so facilitators can better comprehend the benefits of DEIB training systems innovation and, most importantly, how to apply it (Jones, 2018).

DEIB Training Curriculum Mapping

Curriculum Innovation occurs through curriculum mapping. Foundational knowledge focusing on curriculum objectives provides employees with a fundamental understanding and experience in solving real-world problems using a structured curriculum approach (Rawle et al., 2017). The goal is to provide a framework for employees to practice and solve industry-based problems. Additionally, aligning curriculum mapping to topics aligns with institutional and departmental objectives. An innovative strategy is to provide curriculum maps in a focused, visual format.

Curriculum Innovation, Alignment, and Assessment

Explained are ideas for mapping, analyzing curriculum from an innovator's mindset, and practicality of mapping. Mapping and analyzing an innovator's mindset improve learning and elevates facilitation (Epler, 2020). From a DEIB training perspective, explained are ideas for mapping and analyzing curriculum from an innovator's mindset, practical applications, and how mapping and analyzing this mindset changes or improves learning. Curriculum mapping establishes a baseline utilized to determine changes to improve effectiveness and productivity (Care et al., 2029). Cross curricula promote and develop applicable connections, where all disciplines work together to link curriculum. Specifically, defining all the steps in a strategic curriculum mapping process indicates who is responsible and identifies the outcomes. Considered is flow as a process and a puzzle, which prompts the development of flowcharts to illustrate the flow of a process, proceeding from the most macro perspective to the level of detail required to identify opportunities for improvement (Epler, 2020). Technology permits the curriculum to stay current and relevant. Measuring data requires measuring effectiveness, and reflective assessment, which is both data-driven and, at times, subjective. Subjective determinants based on accounts from facilitators and administrators highlight needed interventions. In this way, challenges are eliminated to resolve inefficiencies such as time or tasks that are not producing intended results.

Preface

Organizational Change Management

The changing dynamics of the DEIB training environment merge with innovation in daunting times. As administrators and facilitators have worked tirelessly to adapt and overcome the COVID-19 era, much still needs to occur regarding closing the achievement gap, dismantling the school-to-prison pipeline, equal pay-equal opportunity, increasing participation in Early College programs, aligning shrinking budgets while managing COVID-19 issues, brain drain as early retirees opt out of the school system, and retaining athletics and the arts. These are persistent issues that need to be resolved. And then, there is curriculum mapping to align the requirement of the national DEIB training plan, that of local school systems, and the external environment. Although there are gaps, technology increases the likelihood of closing gaps. Curriculum mapping ensures there are multi-modal ways for employees to learn the topical matter. Therefore, as employees matriculate, upskilling all facilitators and employees requires planning so when calamity occurs, such as COVID-19, DEIB training administrators can respond more effectively. The study of curriculum mapping provides a much-needed reflection on pressing issues related to risk management in a global crisis or normal day-to-day lesson planning and execution. In the end, facilitators must have a level of intrinsic motivation as the issues of DEIB training are more complex than ever before. Finally, leadership has a profound effect on the motivation of facilitators. As a result, the best recommendation for learning issues is to go to the source. Drafting an authentic introduction to a responsive survey asking stakeholders important questions, Pareto chart the feedback with the capacity to deliver in mind, share these results and the plan to fulfill the needs. Finally, executing recommendations influences intrinsic motivation.

Innovative DEIB Training Trends

Based on the research of national and international practices, emerging trends are developed to meet the demands of business and international DEIB training. Implications for curricular changes will become more frequent as technology and applications are developed. DEIB training trends are inspiring as they allow employees to access information easier, faster, and hopefully with more clarity. For instance, the practice of Heutagogy is the study of self-determined learning (Hase & Kenyon, 2000). Indeed, Illuminated is the Charmazian qualitative technique, which provides a grounded theory approach to curriculum design where research and evidence-based frameworks are utilized to collect and analyze data. In research-informed curriculum development, there are several differences between qualitative and quantitative research analysis (Creswell & Creswell, 2018).

Similarly, each research method provides a general outlay of the research problem, such as who, what, how, where, and other aspects germane to the curriculum standards and focus (Druzhinina et al., 2018). Ascertaining answers to these complex questions requires due diligence. Thus, this requires performing research, data analytics, collaborative meetings, and thinking methodically about how the work will make a wider impact (Frich et al., 2019). Given research-informed curriculum development, its findings, and implications, benchmarking consideration may help improve DEIB training gap alignment by incorporating a strategy to improve effectiveness (Winstone et al., 2020). Additionally, benchmarking in successful school districts is an excellent way to ensure organizations perform well. Benchmarking permits administrators to identify satisfactory practices, prioritize opportunities for improvement, and enhance workforce productivity. As a result, benchmarking happens in many organizations and is used to broaden efficiency and reap competitive advantages.

Research-Informed Curriculum Development

Considered is how to research, trends, and data are used to reform curriculum concerning innovation. Explained are how facilitators can use research, trends, and data to innovate curricula. Shared examples and ideas for innovating a curriculum are numerous, and facilitators must decide which they will execute. Regarding research-informed curriculum development innovation, the objective of Pre-12 is to prepare learners for higher DEIB training or more contextualized learning as opposed to decontextualized learning. DEIB training leaders impact the types of assessment, modalities, technology, and improvements made in the curriculum and institutional DEIB training and development endeavors (Firsova et al., 2020). For instance, DEIB training on research-informed curriculum development is practical at the department and unit levels, where impacts are made holistically due to the hands-on approach. Likewise, establishing DEIB training effectiveness is necessary and most impactful when organizations specifically indicate the pros and cons so facilitators can better comprehend the benefits of research-informed curriculum development and, most importantly, how to apply it (Jones, 2018).

Evidence-Based Curriculum

Assessing DEIB training curriculum design resources is beneficial when developing an innovative curriculum. Research-informed, the evidence-based curriculum is innovative when balanced, rigorous, coherent, vertically integrated, appropriate, focused, and relevant (Wiliam, 2013). Areas of improvement are needed to meet requirements for DEIB training curriculum design. Appropriate literature sources are a component of DEIB training curriculum design research, development, and execution. Further, grey literature materials and research developed by entities external to that of typical publications or academic publishing channels must also be considered in the DEIB training curriculum design (Okoroma, 2011). Further, various grey literature publication sources are unpublished reports, government documents, working papers, white papers, and study assessments. While grey literature is useful, evidence-based, peer-reviewed academic sources should be used to validate preliminary suppositions.

Leading Curriculum Innovation

Leading curriculum innovation and strategies hinge on an open DEIB training model, universal design, and participant curriculum engagement. The most innovative idea for mapping and analyzing curriculum from an innovator's mindset is to use a project management planning approach (Nadelson et., 2018). Practical implementation for analyzing curriculum is to engage employees in curriculum design (Capp, 2017). Further, mapping and analyzing this mindset change improves learning because facilitators can gain insights from employees. For instance, Universal Design for Learning (UDL) is often an inclusive facilitation framework for engaging all employees within multi-diverse extant classrooms. This is accomplished by proactively and intentionally planning that encompasses the potential needs of employees (Capp, 2017).

Additionally, employees provide a current perspective of innovative modes, technology, and terminology for consideration in curriculum planning. Numerous tools are available to support the various phases of mapping and analyzing curriculum as it can be overwhelming, especially if mapping for an entire system, district, or program. Further, mapping and analyzing curriculum identifies outcomes, which often become widely used when launched. Mapping and analyzing curricula are associated with

successful DEIB training management because of the complexity of mapping and analyzing curriculum. As a result, leading curriculum development and innovation from a project management perspective are necessary to control for (scope, cost, and time) (Chipere, 2017). Mapping and analyzing curricula are based on research response data to determine the best methods and make decisions about the content of the curriculum.

Maximize Diversity and Inclusion Initiatives

Based on the research of national and global practices, diversity, equity, inclusion, and belonging (DEIB) as an emerging trend meets the demands of business and global training environments. Implications for programmatic changes will become more frequent as technology and DEIB applications emerge. DEIB trends are inspiring as they provide a way for organizations to access information easier, faster, and hopefully with more clarity. For instance, the practice of Heutagogy is the study of self-determined learning. Indeed, a grounded theory approach to training and development design where research and evidence-based frameworks highlight the use of data collection and analysis. There are several differences between qualitative and quantitative research analysis in research-informed training and development.

Becoming a Learning Organization

Transformational learning premises of single and double-loop learning from Heorhiadi et al. (2014) explain how learning organizations are constructed. Further, the situational leadership model as a leadership framework and organizational change theory considers leadership performance in developing and supporting a learning organization promoting DEIB. Further, organizations support their diverse stakeholders by training their employees, which allows for organizational and transformational learning. A large part of leadership is supporting others, emphasizing the significance of forming relationships. Further, this is especially essential because leadership recognizes that continuous enrichment of one's competence drives organizational performance (Bodinson, 2005). Bodinson (2005) also indicated that supporting others through mentoring helps colleagues tremendously in their work.

Transformative Learning: Open and Double Loop Learning

There are dualistic types of learning, informative and transformative (Kegan, 2000). As a result, informative learning permits individuals to learn more about stimuli that fit their mental frameworks, while transformative learning is changing mental frameworks (Heorhiadi et al., 2014). Indeed, mental frameworks convey a set of beliefs that engenders individual assumptions and values and apprises their motivations. Mental frameworks and belief systems are necessary components when developing a learning organization that fosters DEIB. Heorhiadi et al. (2014) provided the resulting tasks that are elemental for developing a learning organization: foster a culture that supports transformative learning on the individual level as single-loop and double-loop learning on the collective level; develop and promote stakeholders who support the new culture and transformation process; develop and promote stakeholders who are truly receptive to the feedback and risk-taking connected with deep level self-reflection and change. This may necessitate mentoring for organizational leaders. As employees transform, they develop critical thinking skills and become more likely to challenge authority. Thus, leaders must be

open to new challenges, encourage, and provide opportunities for stakeholders to participate in critical contemplation of self-behaviors and apply the double-loop learning framework.

Transformative Learning Theory (TLT)

Transformative learning (TLT) is often a foreboding and poignant experience in which individuals must become aware of the expectations providing the foundation of ideas and those accompanying emotional reactions to the need for change, especially when it involves subjective reframing as with organizational DEIB transformation. Subsequently, the individual must complete the four fundamental steps of analytical contemplation of self-behavior; connection with the principal's values or assumptions of the principal the behavior; changes in principal values or assumptions; and behavior transformation (La Venture, 2013).

Based on the foundations of Heorhiadi et al. (2014), ways that transformative learning is distinguished from informative learning in organizational development are discussed. Transformative learning benefits organizational development practices and, based on Mezirow's (1997) transformational learning theory (TLT), is the process of impacting a trainee's frame of reference while also incorporating their being, experiences, and reflections, as does Heutagogy, which is the study of self-determined learning. Practical examples illustrate applying transformative learning in the staff recruitment and hiring processes. For instance, organizations invest resources into training and development to enhance DEIB organizational performance and profitability (Cusumano, 2010). Transformative learning benefits staff recruitment and hiring practices by critically assessing organizational opportunities to propose appropriate actions in organizational development-related contexts (Robbins & Judge, 2017). Analyzing organizational structure and leadership characteristics enhance a performance-based yet transformative organizational culture. Adapting transformative strategic management techniques in finance, marketing, human capital, DEIB, and operational performance to make decisions in targeted organizational development is necessary for high-performing organizations. Organizational development strategies must be formulated and delivered based on appropriate planning and communication - encompassing verbal, scripted, and virtual mediums to communicate requirements, goals, and organizational performance for recruitment strategies. Further, Heorhiadi et al. (2014) indicated that transformative learning, double-loop learning, and the relationship to the learning organization are achievable, yet only with consistent actions of employees and at the organizational level. Additionally, to help employees achieve comprehension of training topics, organizational development professionals must be cognizant of the different learning preferences of aural, visual, tactile, in-person, virtual, and hybrid learning environments (Duncan & Fiske, 2015).

Indeed, with double-loop learning, when individuals face a problem, they must reflect on their behavior, identify, and challenge the underlying assumptions that drive behavior (Heorhiadi et al., 2014). The individuals' underlying assumptions, which previously remained implied or unchallenged, are now visible through this process. Transformation may feel unsafe at first, as individuals then learn by reflecting on the entire belief system that led to the problem. This learning expands opportunities for behavioral change or a new mental framework. Notwithstanding, changing underlying beliefs or assumptions increases anxiety.

Situational Leadership

The effectiveness of leadership behavior is contingent upon organizational situations. Appropriately deemed as contingency approaches (Robbins & Judge, 2017). Likewise, situational leadership theories elucidate

the relationship between leadership styles and effectiveness in situational circumstances (Daft, 2018). As a result, leadership proficiency comprises exceptional facilitation, communication, benchmarking, awareness of DEIB issues, and coaching expertise. As a difference, leaders must grasp organizational processes, auditing, strategic planning, and project management.

Additionally, organizational leaders must establish the organization's financial goals to align budgets and forecasts. Developing effective working relationships is essential to situational leadership. Organizational leaders must maintain the ability to collaborate relationally and tactically. Organizational leaders align situational approaches with current organizational strategies to realize organizational gains. Finally, organizational leaders must adjust their personality and leadership tactics based on the situational demands of the organization.

CONCLUSION

Concerning transformative learning and leadership in the context of DEIB, the imperative for transformative learning rests on the principles of professional practice. Additionally, respecting stakeholders' by communicating how various strategy affects them is paramount to human respect, regardless of the challenges present. Stakeholders' personal preferences should be the basis for providing transformative leadership (Heorhiadi et al., 2014). While it may be true that traditional leadership structure contributes to the vast amount of stakeholder disenfranchisement, leaders should look to transformative management strategies to retain stakeholders (Robbins & Judge, 2017). Practicing transformative learning ensures that diverse stakeholders are well-respected, guaranteeing an inclusive environment for all.

Moreover, leaders must communicate the benefits of transformative learning. Further, inclusionary or DEIB guidelines should be standard, easy to access, and straightforward to understand and apply in the transformative learning environment. Adherence to guidelines when implementing transformative learning allows all parties to make better decisions, decrease variations in communication, decrease variance, and limit liability (Robbins & Judge, 2017). The overall objective is to improve institutional stakeholder experience and move from a transformative learning environment to an organization that embraces transformation as an ethos. Finally, transformative learning practices help leaders place all stakeholders at the center of service (Heorhiadi et al., 2014). Having stakeholders agree to a code of stakeholder relationship management during initiation is paramount to establishing a framework for developing successful learning communities. The partnership between the leader and stakeholder is one of shared decision-making in that organizational leaders must always strive for person-centered leadership. In conclusion, diverse stakeholders improve collaborative decision-making and become valuable members of a transformative organization.

Additionally, situational leadership includes how one communicates in the workplace, the kinds of information conveyed and managing one's emotional intelligence. Moreover, understanding cultural and organizational learning frameworks such as single and double learning resonates within the workplace. Improving the efficacy of DEIB professional norms requires training and development (Drucker, 2005). Likewise, professional well-being is contingent upon situational analysis, which requires a specific approach to develop a personalized support plan. Indicators needed to build transformative organizations are based on transparency, open-mindedness, soliciting feedback, and contemplation to create utilitarian and transformational educational institutions that benefit all (Bodinson, 2005).

ORGANIZATION OF THE BOOK

The book is organized into 16 chapters. A brief description of each of the chapters follows:

Chapter 1 establishes the importance of developing an enterprise training program, which requires a commitment to cultivating diversity, equity, inclusion, and belonging (DEIB) organizational initiatives while providing alignment to the organizational mission, vision, and ethos. With this knowledge, enterprise training programs benefit organizations by fostering authentic cultures to resolve persistent issues of bias, implicit bias, and offenses of corporate policies. As a value, organizational leadership must lead and champion diversity initiatives to ensure stakeholders understand the importance of complying with organizational policies. The problem is that effective DEIB initiatives need implementation or an overhaul. Institutional DEIB initiatives fail because they have yet to identify the rationale for program development, provide financial investment, indicate specific and measurable program improvements, identify appropriate stakeholders to achieve institutional goals, and ensure implementation of streamlined program processes so that facilitators have needed administrative, instructional, and professional support.

Chapter 2 examines the consequences of multiple identities that underrepresented leaders often navigate in both racialized and gendered pathways to access leadership in the U.S. education industry. Nevertheless, relatively little is known about the impact of their intersecting identities and the structural barriers in this sector. To deepen our collective understanding of this phenomenon, I review some of the existing theories and research related to the intersection of race and gender within the educational leadership sphere. More specifically, the author highlights the individual and compounding effects of gender and race on the professional realities of current and aspiring leaders in education at the Central Office (i.e., the Ivory Tower). This chapter concludes by proffering future research propositions, theory development, and policy in this arena.

Chapter 3 analyses some implications of the organizational justice, leadership styles, identity, and psychological contract as organizational citizenship behaviors. It begins assuming that there are positive, predictive, and mediating relationships between organizational citizenship behaviors and organizational justice, identity, leadership behaviors and the psychological contract. The methods employed are the analytical and descriptive leading to a reflective inference based on the previous review of the theoretical and empirical literature on these issues. It is concluded that there are predictive, positive, and mediating relationships between the different variables considered in organizational citizenship behaviors, organizational justice, identity, leadership styles and psychological contract.

Chapter 4 discusses the importance of a 'sense of belonging' to student success among students participating in three different programs: first-year composition at a private 4-year university, Supplemental Instruction at a private 4-year university, and non-credit coursework at a community college. These program examples connect the program purpose and operation to a sense of belonging. Suggestions are also included to improve a sense of belonging within the programs. Finally, special factors within each program are addressed through the lens of a sense of belonging.

Chapter 5 presents a comprehensive 50-year history of diversity in STEM interventions and lessons learned from diversity professionals in institutional university settings. Recommendations include developing professional identity, communities of practice, and formal credentialing of this specific skill set. Colleges of Engineering have been leaders in the creation of effective STEM interventions, commonly called Multicultural Engineering Programs (MEPs) with a focus on the graduation of African American, Hispanic, American Indians, and Alaska Native students. America's history sparked a movement of the adoption and the implementation of MEP Offices at predominantly White institutions (PWIs). Insti-

tutionalizing such programs and activities became a challenge for MEP Administrators over the years, which led to the forming of the National Association of Multicultural Engineering Program Advocates, Inc. (NAMEPA). This leading professional organization serves as a repository of best practices learned through the transferable MEP model to broaden the participation in all STEM fields.

Chapter 6 provides evidence that there are various barriers such as socioeconomic status, family, backgrounds, parental involvement, student-teacher relationships, and school experiences that hinder students from successfully navigating high school from 9th grade through 12th grade. Failing students lack the social ties, knowledge, and understanding of the norms that are evident in the prominent culture. Upward Bound specifically serves students who are low-income and backgrounds without a family history of a college education. They face the same barriers that other similar students face, yet they consistently overcome them to graduate from high school and transition to college or career. What is not known is how these students overcome the barriers to high-school graduation. This chapter examines the socio-cultural paradoxes of striving youth.

Chapter 7 presents an example of a diversity educational change initiative at a medical school. A novel premedical program for enlisted members of the U.S. military services was implemented based on mission requirements, analysis of existing data, and evidence-based strategies. The U.S. physician population suffers from a lack of diversity. This has been a long-standing problem which has a significant impact on the health of the nation. Educational leaders have been given a mandate to address this challenge, and efforts have been made over the past decades – with varying levels of success. This chapter discusses the realities of the diversity challenges facing the health professions workforce and highlights elements of programs which have produced successful diversity outcomes. The military's premedical program is described in detail, including the theoretical perspectives for student persistence, and how leaders collaborated to create the conditions for student success.

Chapter 8 explores school suspensions and the extent to which perceptions of racism or differential treatment are held by African American adolescents with multiple school suspensions occurring between August 2018 to present, as well as the perceptions of families and community members. Racism in School Exclusionary Suspensions (RISES) is a mixed-methods study that addresses the long-standing phenomenon of out-of-school suspensions and school pushout resulting in African American elementary, middle, and high school adolescents dropping out of school before graduation and entering the school-to-prison pipeline. The importance of parental, teacher, and administrator advocacy, as well as community engagement are further explored as the researchers make the case for African American male adolescent suspensions.

Chapter 9 reviews how teachers are exposed to a highly stressful job because of the dynamic organizational and societal changes experienced in the educational sector. To deal with these daily challenges, they need to develop high-level emotional competencies such as Emotional Intelligence (EI) to support their Professional Development (PD) for adequate teaching and schooling. Developing EI capitalizes upon the harmonious relationships among the various school aspects: Student's academic achievement and effective instruction. To this point, it fosters in-class diversity and inclusion understanding. This chapter highlights the strong connection between Emotional Intelligence and teachers' Professional Development toward positive professional and organizational changes. It reports PD's correlation with teachers' self-direction, leadership skills, and teaching effectiveness. It also addresses some easy-to-follow pedagogical implications.

Chapter 10 discusses instructor motivation for the inclusion or exclusion of linguistic diversity in the Spanish as a foreign language classroom at the college level. Through a study that included classroom

observation as well as groups interviews., this paper shows that a series of traditional language attitudes and ideologies that favor the propagation of a standard language or of a variety that is considered prestigious relegate and ignore in instruction other Spanish varieties, which many times represent the language spoken by nearby Hispanic communities. This study encourages modern language program directors and instructors to use their agentive position to deviate from traditional language attitudes that undermine the value of nonstandard and underrepresented language varieties and to resist implicit or explicit language policies that influence the exclusion of linguistic diversity in foreign language instruction.

Chapter 11 analyzes the phenomenon known as the great resignation or the big quit, which entails the massive voluntary resignations or mass exodus of workers that have been taking place in different organizations across the globe. Although the notion has acquired relevance during the COVID-19 pandemic and is connected to reassessing or revaluating work and the fragility of life, it was first developed in 2019 by Professor Antony Klotz of Texas A&M University. Different factors associated with this phenomenon are described, along with changes that will have to take place in the world of work in order to deal with this issue.

Chapter 12 presents an analysis of the Kentucky State University (KSU) Athletic Department diversity, equity, inclusion, and belonging (DEIB) training series based on specific leadership competencies. Measures to improve educational leadership are to overcome leadership obstacles such as being narcissistic, lacking empathy, and externalizing issues, instead on focusing on the internal complexities of leadership and organizational development. The goal is to illuminate areas of growth as well as proficiency. Described is the execution of the DEIB training and development program in an Intercollegiate Athletic setting at an Historical Black College and University (HBCU).

Chapter 13 provides the results of in-depth meta-analyses of diversity training outcomes, which reveal that cognitive learning is the strongest effect from diversity training, while smaller effects were behavioral and attitudinal change. Further results of the analysis suggest that successful diversity training occurs when learning is the goal, not impact from behavior or attitude changes. An adapted version of The Kirkpatrick Training and Evaluation Model is highlighted to demonstrate how to design an evaluation that measures actual learning, rather than perceived learning. In addition, the Plus/Delta feedback tool is introduced as an effective evaluation tool to identify what is going well and what needs to change or improve within a training program covering several topics over multiple sessions with a cohort. The chapter concludes with a recommendation that the success of diversity training is evaluated on the degree of learning that occurs in each session, rather than the impact on university diversity initiatives and post-training attitude changes.

Chapter 14 examines the importance of mitigating bias in training and development, which provides internal and external scanning; thus, mitigating bias in selection, promotion, compensation, information sharing, and implicit biases. Further, bias in training and development arises when training participants are intentionally or unintentionally targeted because of individual aspects of the "Big 8", consisting of race, ethnicity, sexual orientation, gender identity, ability, religion/spirituality, nationality, and socio-economic status. Akin to research, information bias results from misleading training participants by providing incomplete information or showing imaging that is not representative of a diverse group of people. Additionally, DEIB training and development leadership and risk factors are addressed.

Chapter 15 presents an overview and a conceptual approach of culturally relevant mentoring at an institution of higher learning from the lens of the authors. There are various types of mentoring approaches that demonstrate the opportunity for institutional leaders to align their strategic initiatives with the academic and career success of dissertators, postdoctoral researchers, and early career faculty. This

work places a focus on culturally relevant mentoring as a tactical approach for creating strategic dialogue of critical consciousness to produce core values, institutional commitments, and strategic plans that reflect the culture of all stakeholders. Culturally relevant mentoring promotes active acknowledgement of cultural contributions, inclusive social context, and equitable and just strategies for institutional climate change, that will differentiate an institution from its peers in higher education.

Chapter 16 concludes by reflecting on how COVID-19 is a major inflection point in the civilizational development of the contemporary society as it passes through various phases of industrial revolutions. Pre-COVID-19, the technological realm was ready to trigger a major disruption, but the societal realm was putting pauses upon it. The wrath and fury that ensued as COVID-19 hugely became a global pandemic in the span of a few months meant that there was no choice but to embrace the digital in all its ramifications. Certain industries underwent this transformation organically, albeit quickly. This paper attempts to portray the digital transformation of education just before and during COVID-19 and then goes on to discuss how the cultural shift into the digital-dominant, post-COVID-19 world could lead to disruption in the educational industry, potentially displacing "old school" models with new technologies and practices.

Overall, this text highlights research on social and political changes this era has created and the fundamental shift in how educational institutions impact of diversity, equity, inclusion, and belonging (DEIB). Likewise, successful educational institutions are achieved by incorporating DEIB initiatives and managing inclusive workforces. Thus, it is imperative to understand how educational leaders implement DEIB educational change initiatives as well as how they make significant, sustainable changes by utilizing communication abilities, collaborative leadership, conflict management skills, and servant leadership. Simultaneously, educational stakeholders must vet essential DEIB and change management processes and principles.

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