

INFORMATION AGE PUBLISHING

LEADERSHIP 2024

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RECENT TITLES

CONTEMPORARY HUMAN RESOURCE MANAGEMENT ISSUES CHALLENGES AND OPPORTUNITIES



The Ethically Responsible Organization

Ronald R. Sims, William & Mary

A volume in the series *Contemporary Human Resource Management Issues Challenges and Opportunities*
2023. Paperback 979-8-88730-110-5 \$72.99. Hardcover 979-8-88730-111-2 \$104.99. eBook 979-8-88730-112-9 \$85.

Today's businesses have an obligation to conduct themselves in an ethical and responsible manner at all times. Fortunately, many businesses have historically embraced the idea that they can operate in an ethically & responsible manner. However, there are way too many companies that are willing to cut corners and do whatever it takes to make a profit, thus contributing to the vortex of mistrust, distrust, misinformation, disinformation and less than full disclosures as a result of their unethical misconduct. This book takes the position that 'enough is enough' and argues that all businesses can and must be ethically responsible no matter its size or whether it operates locally or globally. The book describes the features of an ethically responsible (e.g., ethical and socially responsible) organization that is committed to always "doing the right things" which means they are committed to building, institutionalizing and sustaining an ethically oriented organizational culture. Ethical responsibility means maintaining—even improving—your bottom line, while setting a high bar for high ethical standards AND making a positive contribution to society. The book argues that organizations must be attentive to ensuring that the culture has as its core accountability, responsibility, and learning which means it invests in developing and expecting all of its employees to be fully engaged in making ethical decisions and being ethical leaders. The book also discusses what it means to be an ethically responsible global business, leader, middle manager, and lower level employee.

The Ethically Responsible Organization provides a detailed look at the importance of organizations doing preventive work to avoid ethical falls or scandals and takes the position that if such a fall or scandal occurs then the company should seize the moment and learn from the experience by becoming a learning organization. The book also takes the position that an ethically responsible organization is already a learning organization where continuous inquiry, diagnosis, reflection, learning and self-correction is the keystone of the way it operates. Finally, the book offers some ideas on how organizations can reinforce and sustain themselves as ethically responsible businesses today and in the future by taking a strategic approach to ethics that includes constant and consistent ethics training and education for all its employees and partners. In the end, the purpose of the book is to continue to increase our understanding of why organizations stray from "doing the right things" and how a focus on being ethically responsible can position companies to avoid or quickly respond to any potential ethical misconduct or find themselves in the list of the years' top ethical scandals. This book is written for all those who also take the stance that 'enough is enough' when it comes to the headlines of another failure because the organization's leaders would not commit to being ethically responsible and find themselves in the throes of an ethical scandal and unable to recover from it – and like "Humpty Dumpty, all the king's horses and all the king's men the company can't recover from what was a preventable ethical fall."



Human Resource (Talent) Development

Ronald R. Sims, William & Mary

A volume in the series *Contemporary Human Resource Management Issues Challenges and Opportunities*
2023. Paperback 979-8-88730-166-2 \$72.99. Hardcover 979-8-88730-167-9 \$104.99. eBook 979-8-88730-168-6 \$85.

The rapidly transforming environment that we live in has made human resource development (HRD) all the more necessary for the success of today's organizations. HRD initiatives help their organizations by developing employees who assist their organizations in not only surviving, but thriving in our increasingly global world. Today's best practice or benchmarked organizations and their HRD professionals continue to recognize the importance of employee learning, knowledge, skills and motivation to organizational success. This recognition increasingly opens many doors as organizational leaders accept the fact that HRD initiatives can be used to ensure that organization members have what it takes to successfully meet the demands that confront them and their organizations.

This book takes the position that HRD can demonstrate how their initiatives help to develop a superior workforce so that the organization and its individual employees can accomplish their strategic and operational goals in service to their clients or customers. This book is written with the belief that HRD professionals have many opportunities to learn, change and find ways both in and outside of the workplace to contribute to the development of learning organizations as we move further into the 21st century. A major point of this book is that HRD will continue to become more and more important to organizational success when one considers the increased responsibilities HRD professionals have taken on during and post- the COVID

pandemic.

The primary audience for this book is practicing HRM and HRD professionals, and other organizational leaders. The book provides proven ideas important to demonstrating the value of HRD. From a practical viewpoint, it is based on actual experience, a strong research base, and accepted practices presented in an easy to read form. A second target audience is students of HRD and HRM who are preparing for careers in this important field. This book will help them develop a solid foundation to the study of HRD practices or initiatives that are key to HRD success regardless of the type of organization. A third target audience is managers or leaders at all levels of an organization who are expected to take on a number of HRD responsibilities (e.g., as trainers, coaches, mentors, change agents, and so on) while regularly partnering with HRD professionals. It offers these individuals a firsthand look at what they should expect of their HRD functions or areas and how they can effectively work with HRD professionals in their organizations to achieve the organizations strategic goals by getting the most out of its human people.

CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP



Challenges and Opportunities in Healthcare Leadership Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment

Angela Lampe, Creighton University; Cindy Costanzo, Creighton University; William Leggio, Office of the Medical Director, City of Austin, Texas; Timothy C. Guetterman, University of Michigan

A volume in the series *Contemporary Perspectives in Business Leadership*

2023. Paperback 978-1-64802-923-3 \$52.99. Hardcover 978-1-64802-924-0 \$94.99. eBook 978-1-64802-925-7 \$85.

Leaders in healthcare today face many challenges ranging from managing interprofessional teams and teamwork, to payment reform, to tackling issues such as homelessness and the opioid crisis. Leaders have access to depth of information and resources to help them solve these complex and real-world problems. However, it is our belief that given the complexities of healthcare, there is value in sharing and learning from those who have first-hand experience with interprofessional leadership in healthcare.

Challenges and Opportunities in Healthcare Leadership: Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment, is a volume in a book series titled, Contemporary Perspectives in Business Leadership. In this book, authors share their true, authentic reflections and professional stories describing the lived experience(s) of the author/leaders and how the experience changed the author/leaders' approach as an interprofessional leader. Each chapter includes a (1) story about the topic and the lived experience, (2) perspectives, and (3) lessons of the author(s). Additionally, scholarly commentary and discussion questions included within each chapter create opportunity for application to leadership theories and strategies as well as allow for reflection and further dialogue on the topic.

The intended audience is broad, including faculty and students in institutions of higher education, interprofessional healthcare team leaders and members, and other healthcare stakeholders who have experience in interprofessional healthcare leadership. The book is applicable for leadership growth and development at a personal, group, or organizational level.

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Preparing to Lead Narratives of Aspiring School Leaders in a "Post"-COVID World

Patricia M. Virella, Montclair State University; Nathan Tanner, University of Illinois at Urbana-Champaign; Darin A. Thompson, Independent Researcher

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2023. Paperback 979-8-88730-305-5 \$52.99. Hardcover 979-8-88730-306-2 \$94.99. eBook 979-8-88730-307-9 \$85.

Popular education press and scholarly conversations have focused on the impact of COVID-19 on various aspects of school leadership during the induction process and after. However, voices heard directly from the students are often left out or not heard from in a comprehensive oral historical account. We argue that while the attention is deservedly placed on principals and superintendents in schools leading through the pandemic crisis, there has been less dialogue about the impact of COVID-19 on aspiring leaders who will take the helm amid the lingering crisis. Focusing on this population is explicitly significant as COVID-19 has disrupted and traumatized aspiring leaders who will begin to leave the principalship or

superintendency en masse.

The novelty and longevity of COVID-19 have also upended schools across the country. Thus, we are left at the moment when although many students are preparing to be school leaders, those preparing them are not expected to stay. *Preparing to Lead – Narratives of Aspiring School Leaders in a "Post"-COVID World* focuses on how graduate students in educational leadership preparation programs are experiencing their simultaneous preparation for leadership roles in the K-12 setting while working in schools in several districts across the United States. We approach this book as a way to elevate the voices of aspiring leaders who will enter the field in the current crisis-laden context. Chapter authors discuss both the challenges and opportunities they have experienced due to being in the dual role of aspiring leaders and current educators. Chapter authors also provide poignant feedback on how leadership preparation programs can assist their development as leaders and infuse equity-oriented approaches that mirror their own identity and the educational landscape they will lead in.

CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



Engaging Black Men in College Through Leadership Learning

Cameron C. Beatty, Florida State University; Jesse R. Ford, University of North Carolina at Greensboro

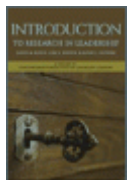
A volume in the series *Contemporary Perspectives on Leadership Learning*

2023. Paperback 979-8-88730-216-4 \$52.99. Hardcover 979-8-88730-217-1 \$94.99. eBook 979-8-88730-218-8 \$85.

This book encourages leadership educators and practitioners to understand the importance of black male leadership on college campuses in today's world. As the push to make higher education more culturally relevant and inclusive, the need for these educators to critically engage in their work to create intentional and developmental experiences for their black male leaders is needed now more than ever. The contexts outlined in this book illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning.

This book is intended to be a practical and scholarly resource to aid in the awareness of Black men in college, Black men's leadership identities and experiences, and the growing need to assist this population's success in college and beyond. *Engaging Black Men In College Through Leadership Learning* centers on leadership and Black identity as it tackles the intersecting identities of maleness, Blackness, and leadership identity as it encourages educators to consider the importance of the college environment in shaping the next generation of Black men collegiate leaders. In addition, this scholarship provides insight into Black men's leadership experiences in various contexts - including fraternity life, first-year experiences, and student organizations, while capturing the collective experiences of Black men as leadership learners at different types of institutions, including HBCUs, Community Colleges, PWIs and a host of other institution types.

This resource is for leadership educators and practitioners to develop Black men as leaders on today's college campuses, where our global society continues to navigate challenges. This book also situates more nuanced topics such as mental health, trans identity, graduate education, and the experiences of former foster care youth, which provides insight into the experiences of Black men as leaders on college campuses. These contexts illustrate the need to see Black men's leadership as a critical, dynamic, and ever-evolving component on college campuses that requires intentionality to best develop, serve, and holistically engage Black men in leadership learning. We encourage readers of this text to consider how black men's experiences with leadership are woven into the fabric of your college campus and how you can be an advocate for more critical and sustainable ways to engage Black men in college through leadership learning.



Introduction to Research in Leadership

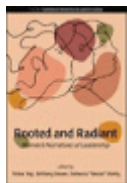
David M. Rosch, University of Illinois; Lori E. Kniffin, Fort Hays State University; Kathy L. Guthrie, Florida State University

A volume in the series *Contemporary Perspectives on Leadership Learning*

2023. Paperback 979-8-88730-314-7 \$52.99. Hardcover 979-8-88730-315-4 \$94.99. eBook 979-8-88730-316-1 \$85.

Introduction to Research in Leadership examines the process and skills required for effectively conducting research on the concept of leadership. Its authors employ a microscope for close analysis and build balconies to see trends and gain perspective. Designed to be imminently practical, it employs concrete examples of fictional graduate students, faculty, and professionals struggling with their own issues to help readers make sense of the world of research and all of its complexities. Filled with personal anecdotes, stories, and even a touch of humor and sarcasm, each chapter weaves in relevant concepts so that those beginning the process of producing scholarship can get started on a productive path and with a positive attitude.

This introductory textbook reviews the core philosophies employed in creating new knowledge within a field of research. It describes quantitative, qualitative, and mixed methods, as well as several concepts that are common across these. The text concludes with chapters focused on critical scholarship in leadership and creating habits that lead to a lifetime of learning.



Rooted and Radiant Women's Narratives of Leadership

Trisha Teig, University of Denver; Brittany Devies, University of Maryland, College Park; Rebecca “Becka” Shetty, The University of Texas at Arlington

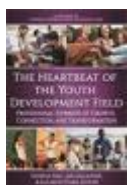
A volume in the series *Contemporary Perspectives on Leadership Learning*

2023. Paperback 979-8-88730-456-4 \$52.99. Hardcover 979-8-88730-457-1 \$94.99. eBook 979-8-88730-458-8 \$85.

Rooted and Radiant: Women's Narratives of Leadership shares the narratives of 39 women navigating the process of leadership. It seeks to honor the unique experiences of the narrative authors while also challenging the dominant stories of the leadership process. The audience for the book is leadership educators and women looking to further explore leadership as a phenomenon.

Rooted and Radiant: Women's Narratives of Leadership is grounded in the hope and radiance described by Skye, one of the many voices in this collection, where she described how “leadership radiated all around me.” The book is filled with narratives from women exploring their own stories of leadership and gender. These stories are woven together by an author team committed to centering the voices and lived experiences of these narrative authors. This book begins with important literature framing women and leadership. The early chapters also explore the research process of this book in-depth. The core of the book includes chapters focused on critical themes found in the 39 narratives and weaving together women's narratives of understanding and enacting leadership. The book concludes with critical hope about women and leadership moving forward.

CURRENT ISSUES IN OUT-OF-SCHOOL TIME



The Heartbeat of the Youth Development Field Professional Journeys of Growth, Connection, and Transformation

Georgia Hall, National Institute on Out-of-School Time (NIOST) at Wellesley College; Jan Gallagher, Clear Effective Communication; Elizabeth Starr, National Institute on Out-of-School Time (NIOST) at Wellesley College

A volume in the series *Current Issues in Out-of-School Time*

2023. Paperback 979-8-88730-089-4 \$52.99. Hardcover 979-8-88730-090-0 \$94.99. eBook 979-8-88730-091-7 \$85.

Youth work is a sacred opportunity to make a significant difference in the lives of children and youth. Through research and personal essay narrative, *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation* shines a light on the intricate connections between research and practice, touching upon both the vulnerability and triumph of youth development work. The passionate voices of youth workers in this volume lead to the inescapable conclusion that programs and policies for youth must be informed by these same voices and the values they express.

We hope this book shows OST workers, researchers, funders, and policymakers, as well as other education professionals, how youth workers' lived experiences inspire their ability to build the relationships that are the foundation of positive and healthy youth development. From relationships comes engagement, and from engagement, transformation—centered in equity, inclusion, and belonging. No one is better able to advocate for these truths than the professionals who found themselves—by whatever means—working with young people to bring positive change to their lives, their communities, and our world.

ENDORSEMENTS:

"The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection and Transformation is a timely discussion about what we in the Out-of-School Time and youth development field know already - that this work is an integral part of the success, survival, and thriving of youth. This book will be a catalyst for ensuring the professionalization of our field and additional support and resources for out-of-school time and youth development professionals." — Ebony Grace, NJSACC: The Statewide Network for New Jersey's Afterschool Communities

"The Heartbeat of the Youth Development Field provides a window into the lives of youth workers and experiences that led to their work with young people. It beautifully illustrates the importance of building positive relationships with youth, and details the practices and strategies successfully employed by youth workers. While this book will be immeasurably valuable to researchers, funders, and policymakers, it is also an important

resource for program leaders to promote reflection and discussion among youth worker staff as part of staff development." — Sam Piha, The How Kids Learn Foundation and Temescal Associates

CURRICULUM WINDOWS



Curriculum Windows Redux What Curriculum Theorists Can Teach Us About Schools and Society Today

Thomas S. Poetter, Miami University; Kelly Waldrop, The Publish House; Syed Hassan Raza, Miami University

A volume in the series *Curriculum Windows*

2022. Paperback 978-1-64802-969-1 \$72.99. Hardcover 978-1-64802-970-7 \$104.99. eBook 978-1-64802-971-4 \$85.

Curriculum Windows Redux: What Curriculum Theorists Can Teach Us about Schools and Society Today is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists in contemporary terms.

The authors explore how key books/authors from the curriculum field illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in these curriculum texts still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today?

The authors complete the Curriculum Windows series with this 7th book, Redux, providing a scholarly view of 33 books that should have been treated in the first 6 books based on the decades of the 1950s-2000s. The book's Foreword is by renowned curriculum theorist William H. Schubert.

DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: EXPLORING CONNECTIONS AND PARTNERSHIPS



Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education

Noelle A. Paufler, Clemson University; Ellen H. Reames, Auburn University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*

2023. Paperback 979-8-88730-384-0 \$52.99. Hardcover 979-8-88730-385-7 \$94.99. eBook 979-8-88730-386-4 \$85.

Navigating the Ubiquitous, Misunderstood, and Evolving Role of the Educational Leadership Program Coordinator in Higher Education is an edited volume of chapters focused on the role of the program coordinator (PC) in educational leadership. The book is a recent addition to the book series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships, edited by Ellen H. Reames. Noelle A. Paufler and Ellen H. Reames (editors) created this book to examine various aspects of the PC role because it has been largely ignored in the educational leadership preparation literature. The book examines various aspects of the PC role to include responsibilities, navigating the politics and policies of higher education and educational agencies, internal and external problems and barriers related to the role, and recommendations and possibilities for enhancing the PC role. The book is divided into 3 sections: Section 1 centers on the roles of the PC and also includes a model that can be used to structure PC responsibilities within programs. Section 2 focuses the readers' attention to present misunderstanding of the PC as a quasiadministrative role which appears to be gaining in clarity through present research. Section 3 gives a glimpse to future trends which includes the growing use of clinical faculty as PCs.

The primary audience is higher education faculty and administrators. The term program coordinator spans across all disciplines and is used in most higher education institutions across the United States. Higher education institutions are also interested in sustaining partnerships within the university and the communities beyond. This book can assist with nuances of partnership development for any higher education field of study.

The audience also includes faculty in higher educational leadership program development and school/university partnership development and

enhancement across public and private enterprises who are educating future leaders. Other interested groups are university and school-based professionals who are seeking to improve relationships, partnerships, and collaborations between educational leadership preparation programs and K-12 districts and related agencies. The book would also be of value to those who conduct research in the areas of partnership creation and implementation and to those who conduct research which improves educational leadership preparation and development. The role of the PC in educational leadership is critical to the success of higher education leadership preparation programs and is often very different than PCs in other higher education disciplines.

ETHICS IN PRACTICE



Educating in Ethics Across the Professions A Compendium of Research, Theory, Practice, and an Agenda for the Future

Richard M. Jacobs, Villanova University

A volume in the series *Ethics in Practice*

2022. Paperback 978-1-64802-983-7 \$52.99. Hardcover 978-1-64802-984-4 \$94.99. eBook 978-1-64802-985-1 \$85.

Educating in Ethics for the Professions: A Compendium of Research, Theory, Practice, and an Agenda for the Future offers a state-of-the-art discussion on the part of applied ("professional") ethics educators who describe the teaching of ethics for their professions and who collectively represent a wide-ranging array of professions.

The volume begins with an overview of the topics, contested ideas, and challenges confronting applied ethics educators, across the generations, providing a foundation from which the concept of ethics education as an integral formation frames each contributor's historical overview identifying how research, theory, and practice have evolved in each profession to this day. These discussions then turn to the topics, contested ideas, and challenges emerging in contemporary discourse. Each discussion culminates with suggestions regarding what ethics educators must consider for the future. The volume closes with a synthesis of the commonalities among and differences between the discussions representing diverse professional perspectives, yet framing this history as well as identifying an agenda for teaching applied ethics in the future.

EVALUATION AND SOCIETY



Practical Wisdom for an Ethical Evaluation Practice

Marthe Hurteau, Université du Québec à Montréal; Thomas Archibald, Virginia Polytechnic Institute and State University

A volume in the series *Evaluation and Society*

2023. Paperback 979-8-88730-086-3 \$52.99. Hardcover 979-8-88730-087-0 \$94.99. eBook 979-8-88730-088-7 \$85.

This book provides a contemporary and thought-provoking exploration of the concept of practical wisdom--what it is and how it can be incorporated into evaluation practice. It defines what practical wisdom is, explores its roots, where it stands today, what constitutes the "wise" evaluator, and how we can develop sound judgment in an unpredictable and chaotic time. It brings together evaluation thought leaders and practitioners to examine the concept of practical wisdom. The authors' enlightening essays are interwoven with reflective strands comprised of commentaries, examples, and new ideas added by Hurteau and her colleagues that offer a recursive and intricate pattern of reflection on the topic of practical wisdom.

This is a rare book because it moves beyond evaluation methodology to explore how practical wisdom can help us develop new and better solutions for difficult evaluation situations. It will become a standard reference for practitioners, trainers, and teachers of evaluation because it considers the history, ethics, and competencies that underpin practical wisdom, and examines the ways that this untaught skill can be applied, to do, as House says, "the right thing in the special circumstances of performing the job."

INTERNATIONAL HIGHER EDUCATION



Training School Principals as Talent Developers An International Perspective

Sonya D. Hayes, University of Tennessee; Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Fredrick. M. Nafukho, Texas A&M University

A volume in the series *International Higher Education*

2022. Paperback 979-8-88730-018-4 \$52.99. Hardcover 979-8-88730-019-1 \$94.99. eBook 979-8-88730-020-7 \$85.

Training School Principals as Talent Developers: An International Perspective focuses on how to prepare school principals to lead their schools by training and supporting teachers in their craft. The main goal of schools is improving teaching and learning in order to maximize students' potential to be college ready and career ready. Principals play significant role in improving the instructions which improves students' learning. In order to do so, we need inspiring principals to be talent developers. The book is comprised of chapters written by faculty and researchers from various countries and offers multiple perspectives on training and developing principals to be talent developers.

In the ten chapters of this edited book, we wanted to address the perspectives of "who is the role model of a principal, what are the qualities needed to make a good principal and what are the challenges that the talent developer principals encounter to achieve their goals. We also wanted to broaden the lens by addressing these perspectives in the United States and globally.

LEADERSHIP FOR SCHOOL IMPROVEMENT



Continuous Improvement A Leadership Process for School Improvement

Erin Anderson, University of Denver; Sonya D. Hayes, University of Tennessee

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-370-3 \$72.99. Hardcover 979-8-88730-371-0 \$104.99. eBook 979-8-88730-372-7 \$85.

Through this book, we seek to describe improvement science in action for educators, schools, districts, universities, and communities. This book is a venue for improvement research in education focused on the application of improvement science in educational settings. Improvement science requires extensive engagement in rigorous work to implement sustainable change at a systemic level. As the editors of this volume for the Leadership in School Improvement SIG book series, we hope that these chapters, written by researchers, practitioners, and leaders engaged in improvement science will help others begin their own improvement processes to achieve desired, equitable, and sustainable results for student success.

ENDORSEMENTS:

"Continuous Improvement: A Leadership Process for School Improvement brings together an impressive group of fieldleading improvement scholars, with deep connections to educational practice, to provide a powerful vision for what equity-centered improvement science looks like in action. The stories of improvement, partnership, and critical enabling conditions provide theoretically sound and practically useful guidance for anyone seeking to transform education organizations in service of more equitable learning opportunities for students." — Jennifer Lin Russell, Vanderbilt Peabody College

"This is a moment of empowerment in education, with movements for social justice and continuous improvement providing motivations and methods to interrogate, disrupt, and rebuild education systems to support the holistic development of all students. This essential book provides compelling accounts of what it looks like -- and what is possible -- when educational professionals, researchers, and other stakeholders come together to seize this moment." — Donald Peurach, University of Michigan's School of Education and Carnegie Foundation



Equity & Access

An Analysis of Educational Leadership Preparation, Policy & Practice

Denver J. Fowler, California State University, Bakersfield; Julian Vasquez Heilig, University of Kentucky; Sarah M. Jouganatos, California State University, Sacramento; Arvin Johnson, Kennesaw State University

A volume in the series *Leadership for School Improvement*

2023. Paperback 979-8-88730-098-6 \$52.99. Hardcover 979-8-88730-099-3 \$94.99. eBook 979-8-88730-100-6 \$85.

This book is significant in that it offers an in-depth historical analysis of educational leadership and educational policy in the United States and around the globe. The book focuses on how leadership preparation and practices as well as policy and procedures have affected and continues to effect all stakeholders including school leaders, teachers, and students. The aim of the book is to examine both the positive and negative implications (nationally and internationally) of: (1) trends in educational leadership preparation; (2) trends in educational leadership practices; (3) educational policy; and (4) the procedures and the intended/unintended consequences associated with such policies.

ENDORSEMENTS:

"Equity & Access: An analysis of Educational Leadership Preparation, Policy, & Practice provides an excellent lens into some of the field's most relevant and timely topics. This book provides practical resources on multiple levels. Specifically, it can help educators incorporate various concepts into practice. Additionally, readers will strengthen their knowledge base in leadership preparation. This book is a must-read and should be adopted in Educational Leadership programs across the country." — David Buckman, Augusta University

"Centering equity and access at the heart of the educational leadership conversation makes this book volume a standout in the array of educational leadership texts. In a single-source, each author challenges learners to think through their motivations, and the consequences of their actions and decision-making in the real-world, as they also acquire practical skills and concrete knowledge. Never has the time been more appropriate than now, for a focused book like this one – a needed and welcome addition for those invested in the preparation and on-going development of educational leaders." — Stephanie James, Jacksonville University

"Equity & Access serves as a stark reminder that, as practicing school leaders in the 21st Century, everything we do and every decision we make should be done so through the lens of what is equitable for all stakeholders including students, staff, parents, community members, and business owners." — James Wrede, Southern California Principal

"Connecting theories of effective leadership to practical examples is not an easy task. It demands a rigorous interdisciplinary approach, thoughtful theory of change, and must be grounded to the lives of real people. This new edited volume, On Leadership, is alive with lessons! It provides a roadmap where educational equity is not merely the destination, but the journey." — Vajra M. Watson, Sacramento State



Catalytic Improvement Communities

Cultivating Flourishing Schools

Jonathan Eckert, Baylor University; Bradley W. Carpenter, Sul Ross State University

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-522-6 \$52.99. Hardcover 979-8-88730-523-3 \$94.99. eBook 979-8-88730-524-0 \$85.

In chemistry, a catalyst accelerates change without being depleted. As we seek school improvement, we need sustainable, scalable changes, and therefore catalytic structures are ideal. From communities of practice to professional learning communities to Networked Improvement Communities (NICs) much has been made in the scholarly and consultancy literature about collaborative approaches to improvement.

The benefit of improvement communities that operate in networks over professional learning communities or isolated communities of practice is that they allow for broader experimentation, more rapid iteration, and greater possibility for scaling improvement. Educators have many tools and protocols to support the various approaches to improvement, evidenced by the many tools the Carnegie Foundation has developed for NICs alone. However, we need to understand how these are being used in a wide range of contexts and iterations.

This book answers three questions: 1) How can improvement communities act as catalysts? 2) How do improvement communities serve as discipline, creative inquiry? 3) Most importantly, how do improvement communities support flourishing individuals? These three questions serve as the drivers of three sections with practical recommendations and insights for teachers, administrators, and policymakers that will lead to more sustainable leadership practices and thriving educators, students, and communities.



Compassionate Leadership for School Improvement and Renewal

Kara Lasater, University of Arkansas; Kristina N. LaVenía, Bowling Green State University

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-471-7 \$52.99. Hardcover 979-8-88730-472-4 \$94.99. eBook 979-8-88730-473-1 \$85.

Compassionate Leadership for School Improvement and Renewal aims to equip educational leaders with the knowledge, skills, and learning experiences necessary to approach their work from an intentional stance of compassion. Schools serve as both sites and sources of suffering; yet compassionate leadership can facilitate healing for students, educators, and community members. The moment is right to move the field toward a compassion-centered approach to leadership. In recent years, people around the world have experienced unfathomable loss and suffering due to the COVID-19 pandemic, persistent inequities and subsequent social justice protests, war and violence, and catastrophic natural disasters. These events created perpetual anxiety, stress, fear, uncertainty, loss, and grief for millions of people—including educators. Now perhaps more than ever, people need to give and receive compassion. The purpose of the volume is to build educational leaders' capacity to demonstrate compassion, foster collective compassion within their schools and districts, establish organizational environments in which compassion is routinely given and received, and, subsequently, transform schools into sites of healing. Ultimately, through the unique contributions of each chapter, this volume offers a path toward school improvement that is both renewing and sustaining.

ENDORSEMENTS:

"As a former school counselor and school administrator, my view about compassionate leadership is one grounded in relational practice. This may be obvious to some, but unfortunately lost on many. This thoughtful volume edited by Kara Lasater and Kristina LaVenía explores a desperately needed reformulation of school leadership for our times. Compassionate leadership takes enormous courage because it works against much of the institutional ethos that forms and frames the role, thinking, and behaviors of those ostensibly charged to both manage and lead schools." — William C. Frick, University of Oklahoma

"The education system is in its most challenging period in decades, perhaps in the past century. The need now is to address student, staff and organizational suffering. Lasater and LaVenía et. al., offer antidotes in this volume by providing up to date research, theory and insight to cultivate, conceptualize and practice compassionate educational leadership. For those who teach and lead with their heart, this book is essential reading." — Joseph A. Polizzi, Sacred Heart University

"In an increasingly challenging educational landscape, leaders find themselves facing teacher shortages, student trauma, and learning loss. Schools could easily become institutions rife with secondary trauma and burned out professionals operating in stark contrast to the unifying motivations that drew each of us into this profession. This volume reminds us that among the many skill sets leaders must employ, organizational and leader compassion fulfills a fundamental human need and unlocks a means by which schools can transform from professional survival to the joyful work of changing lives for the better." — Joshua Ray, Greenwood Public Schools



Supporting Leaders for School Improvement Through Self-Care and Wellbeing

Bradley W. Carpenter, Sul Ross State University; Julia Mahfouz, University of Colorado Denver; Kerry Robinson, University of North Carolina Wilmington

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-277-5 \$72.99. Hardcover 979-8-88730-278-2 \$104.99. eBook 979-8-88730-279-9 \$85.

School leadership instability is particularly problematic for scholars and practitioners concerned with PK-12 school improvement, as second only to teachers, campus leadership has been identified as a primary factor in students' academic success (Young et al., 2007). Yet, while principals play an indispensable role in students' academic success, the job has become considerably more stressful as the role of a school leader continues to evolve. Specifically, added responsibilities, increased work intensity, and the ever-present menace of high stakes accountability have intensified the stress levels encountered by today's school leaders (Carpenter & Brewer, 2012; Chaplain, 2001; Darmody & Smyth, 2016; Wang, et al., 2018). This intensification negatively impacts a school's teaching staff and its students, as the overall quality of the school experience can deteriorate if principals are unable to meet their potential due to the burnout and fatigue associated with chronic stress (Darmody & Smyth, 2016; Devos, et al., 2007).

For principals to fully realize their ability to serve as catalysts for school improvement, they should be allowed to prioritize physical, mental, cognitive, and emotional health. Desired levels of wellbeing occur in the absence of chronic physical, social, psychological, emotional, economic, and cognitive distress (La Placa, et al., 2013). As authors in this volume demonstrate, many school leaders have commenced specific practices targeting cognitive, emotional, and behavioral wellbeing to cope with occupational stress and flourishing- or, at the very least, surviving in such a challenging environment. Among coping strategies leaders have adopted include mindfulness and other wellbeing interventions/strategies intended to facilitate healthier lifestyles, relieve stress, and improve personal resilience (Aviles & Dent, 2015; Mahfouz, 2018; Wells, 2015).

Recently, there has been a call to consider educational leadership through a positive human flourishing lens. Research in this area focuses on integrating wellbeing practices in professional development programs for teachers and school administrators to highlight the positive effects of personal and collective wellbeing in schools (Cherkowski & Walker, 2014). For example, empirical studies have examined how incorporating mindfulness practice promotes positive adaptive skills, stress resilience, and social and emotional skills needed in a school environment (Abenavoli, et al., 2013; Benn, et al., 2012; Dvor a kova et al., 2017; Jennings, 2015; Meiklejohn et al., 2012; Mahfouz et al., 2018). New understandings about the relationship between school administrators' wellbeing and school improvement efforts should ignite interest within the field. As such, this book's chapters are organized into four distinct sections that provide: (a) an overview of the field (Section I), (b) an empirical argument for why such research is essential (Section II), (c) wellbeing models to be considered for use in the PK-12 setting (Section III), and, (d) specific wellbeing practices and frameworks currently being in PK-12 (Section IV).

LIFESPAN LEARNING



Polling Student Voices for School Improvement A Guide for Educational Leaders - 2nd Edition

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

A volume in the series *Lifespan Learning*

2024. Paperback 979-8-88730-438-0 \$52.99. Hardcover 979-8-88730-439-7 \$94.99. eBook 979-8-88730-440-3 \$85.

The purpose of this book is to help secondary school principals and college faculty fulfill their key role for continuous improvement planning of educational practices and safety at their institution. Rapid social and technological advances have motivated the consideration of student voice in schools across the United States. By merging student voice and educator expertise, an intergenerational perspective can emerge that more accurately portrays the strengths and limitations of a school.

Strom and Strom began their research on student voice by partnering with adolescents and principals from several schools to identify topics they saw as appropriate for polling to improve schools. This effort led to the development of ten polls on school stress, career exploration, time management, attention and distraction, tutoring, peer support, school cheating, frustration, cyberbullying, and Internet learning. Every poll contains 15 to 20 multiple-choice items. The process model for polling includes a step-by-step procedure that educational leaders can use to plan and implement school improvement. Different methods of data analysis and ways to report overall evidence-based school results are presented by age, gender, grade and ethnicity. Student polling is distinctive from other assessment strategies because the target for data gathering is a single school, without comparison to other schools. This narrow base to assess student voice ensures poll results are anonymous and have local relevance to guide stakeholder responses.

The results of polling can provide data-based evidence that can be used for continuous education improvement planning. An additional benefit is to separately assess students in special education, gifted and talented programs, and second language acquisition learners. Our web site at learningpolls.org is intended to further inform educational leaders and invite their collaboration.

PROMOTING JUSTICE, DIVERSITY, AND INCLUSIVITY THROUGH ARTS-BASED PRACTICES



The Time is Now Creating Community Through Social Justice Artmaking

Christa Boske, Kent State University

A volume in the series *Promoting Justice, Diversity, and Inclusivity Through Arts-Based Practices*

2022. Paperback 978-1-64802-701-7 \$52.99. Hardcover 978-1-64802-702-4 \$94.99. eBook 978-1-64802-703-1 \$85.

High school students, teachers, community members, and leaders come together in this innovative book to share the profound influence of artmaking and justice- oriented work. Authors paint vibrant images of being empowered and engaging in social change. Throughout their art-based meaning making, authors pose critical questions and unlock possibilities. Their first-tellings regarding the power of art provide readers with a lens to understand how they navigate injustices they endure and ways in which artmaking is a vehicle for transformation. Their artmaking is a call for

change.

Authors emphasize how artmaking bridges relationships and brings diverse community members together with purpose. Together, they engage in new understandings of self and other. Authors identify how their arts-based collaborations publicly showcase their justice-oriented work, but more importantly, promote possibility and hope. Youth explore how artmaking plays a vital role in promoting collective efficacy and engaging diverse communities in social transformation.

Artmaking mobilizes people. And once activated, these authors utilize their newly cultivated communities to foster justice-oriented work throughout schools and communities. Their justice-oriented artmaking affords community members opportunities to respond in new ways by embracing community strengths and students' lived experiences. This authentic collaboration empowers the artmaker and community to promote justice-oriented work and practices centered on diversity and inclusivity.

ENDORSEMENTS:

Reading Christa Boske's The Time is Now is to find a profound sense of joy, wholeness, and energy to push out the borders of consciousness too tightly bound to the hyper-rationalism of the workday world grounded in materialism and business transactions. The collected authors in Christa's book give form to the spirit world, and its proclivity to allow the whole human being to embrace it, putter in it, explore it and find themselves in the journey. Artmaking is about self-discovery and emancipation. It's a must read for anyone who wants re-establish a belief in themselves and in humanity. — **Fenwick W. English**, Professor and Department Chair, Ball State University

Read this compelling new resource if you want to engage the next generation of youth activists in transforming our world. Truly, The Time is Now offers school leaders the most exciting, creative avenues for generating justice we've seen in a long time. This book rises to the challenge of being real when so much is at stake. — **Margaret Grogan**, Professor of Educational Leadership & Policy, Chapman University

The Time is Now. A profound title that encapsulates so much regarding what we need in today's world. Woven through the various narratives, we accept the invitation to hear the stories of artists and explorers in their respective communities. An authentic confrontation of the many tensions that exist in our quest to seek out equity in the areas of diversity, inclusivity, and lived experiences. Voices that ring of radical change, the reconceptualization of freedom, and the agentive stance we are called to take to realize a higher state of being and a more noble existence. The stories remind us that the dream of transformation is our most compelling force - this book gives us a map of all that is possible if we work together. — **Lillian McEnery-Benavente**, Director and Professor, University of Houston

Christa Boske's edited book, The Time is Now, provides readers with a profound sense of what it means to live through injustice. The book, though, is not just a collection of heartbreaking stories, but a chronicle of triumphs, as the previously unheard are finally given a voice through artmaking. In chapter after deeply moving chapter, I was struck by the simultaneous vulnerability and bravery of the artists who shared their stories. What was clear, was that artmaking was a form of awakening for the artmakers: awakening to social justice issues, awakening to their ability to connect to the community through art and even awakening to their own value, which for so many, had been wholly unrecognized prior to this experience. This book comes at a time of deep reflection on equity, diversity and inclusion in our nation and the stories remind us that our children are absorbing these conversations. They are living these experiences and their voices are an essential part of the dialogue. — **Habeebah R. Grimes**, Chief Executive Officer

PUBLIC ADMINISTRATION & SOCIAL EQUITY



Multi-Sector Partnerships for the Public Good

Samuel L. Brown, Old Dominion University; Richard Gregory Johnson, University of San Francisco

A volume in the series *Public Administration & Social Equity*

2023. Paperback 979-8-88730-119-8 \$52.99. Hardcover 979-8-88730-120-4 \$94.99. eBook 979-8-88730-121-1 \$85.

What is the way that societies improve and solve problems? What is the purpose of business in society? Is there a role for markets and business in issues of civic good, justice, equality, education, environment, health or collective action? Current economic principles, which underpin our trust in markets are not value neutral. Therefore, how we design “market solutions” to problems should be the focus of vigorous and open debate. Multi-sector Partnership is a concept that has re-focused us on the meaning of the goods and social practices we value as citizens in a global society. Multi-sector partners emerge in society to offer innovative approaches to dealing with pressing, yet complex, social, economic and weather-related 21st century challenges.

Multi-sector partnerships, loosely defined as activities with an embedded social purpose, is about using skills from a range of sectors to craft innovative responses to address social problems. It aims at social impact but does not exclude economic wealth creation. Thus, it is not limited to the

non-profit or social sectors but seeks to mobilize and align interests of diverse stakeholders in the social, public and private sectors by creating non-financial incentives for collective action. Multi-sector partnerships involve recognizing that social problems are potential opportunities for collaboration, building on existing social networks, harnessing market forces that combine and mobilize resources, inciting positive change in various domains, and designing solutions for sustainable development.

The purpose of this edited volume is to provide academic and practitioners with the essential conceptual frameworks and tools for creating successful Multi-sector ventures, initiatives, programs or partnerships that seek to tackle global social issues and collective action problems.

RESEARCH IN SOCIAL ISSUES IN MANAGEMENT



The Future of Scholarship on Diversity and Inclusion in Organizations

Eden B. King, Rice University; Quinetta M. Roberson, Michigan State University; Mikki R. Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2023. Paperback 978-1-64802-824-3 \$52.99. Hardcover 978-1-64802-825-0 \$94.99. eBook 978-1-64802-826-7 \$85.

The current volume, the fourth in the series, provides a broad look at the meaning and understanding of diversity and inclusion in organizations. The contributors to this book look toward the future of D&I in organizations and the scholarship of these phenomena. This future focus references not only the content of the chapters-- which we hoped would offer new ideas, emphases, theories, and predictions-- but also to the contributors, emerging scholars who are the future of the field. Indeed, the chapters in this volume offer new perspectives on diversity in organizations, problematize existing perceptions and practices, and offer potential directions for change. Together, the questions and ideas offered these chapters generate a path forward for a thoughtful and nuanced view of D&I in future organizational science. In spite and because of their critiques of the status quo, the scholars and scholarship highlighted here provide hope for positive change.



Perspectives on Race in Organizations

Eden B. King, Rice University; Quinetta M. Roberson, Michigan State University; Mikki R. Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2023. Paperback 979-8-88730-323-9 \$52.99. Hardcover 979-8-88730-324-6 \$94.99. eBook 979-8-88730-325-3 \$85.

The current volume, the fifth in the series, focuses on race and racism in organizations. Seventeen experts and trailblazers for building a science around race at work respond to prompts that align with the volume's goal of building understanding and kindling new directions. These giants on whose shoulders new scholarship stands describe their paths to this area of work and the products of which they are most proud before sharing advice and inspiration for scholars and research in the future. Together, these reflections represent poignant examples of why scholarship on race continues to be of critical importance to management science.

RESEARCH ON THE SUPERINTENDENCY



Reclaiming Local Control Through Superintendents, School Boards, and Community Activism

Meredith Mountford, Florida Atlantic University; Leigh Ellen Wallace, University of Wisconsin-Milwaukee

A volume in the series *Research on the Superintendency*

2022. Paperback 979-8-88730-003-0 \$52.99. Hardcover 979-8-88730-004-7 \$94.99. eBook 979-8-88730-005-4 \$85.

In 1987, Jacqueline Danzberger described school boards as the forgotten players. However, things have changed drastically for school boards over the past few years. No longer are school boards the forgotten players in school governance. Instead, school boards often find themselves in the center of controversies stemming from the intrusion of political partisanship into local governance structures which historically, and for the purposes of sustained democratic educational governance, were intentionally intended to be non-partisan elected boards. However, this is where many school boards find themselves today. The chapters in this volume address several key questions school board members are currently facing as they struggle to protect some of our country's earliest guardrails of democracy; local control of schools. To be sure, school boards are no longer the forgotten players. Implications of this may be wide reaching and therefore deserve room in the current literature on educational governance.

Volume II of the Research on the Superintendency series highlights recent research on school boards, local control, governance, and the superintendency. Each chapter is briefly described and the chapters are in a particular order that readers may wish to pay attention to as they enjoy the book. The first three chapters deal with local control in both rural and urban settings. The next two chapters are studies focused mainly on school boards and how their roles have shifted over the years followed by a chapter on the relationship between school boards and their superintendents within a regulatory environment and the level of stress it can bring to board members and superintendents. The final five chapters describe recent superintendent research that is closely linked to school governance or school board policies. We ask readers to juxtapose lessons learned in those five chapters to the role of school boards within the context of those chapters.

STRESS AND QUALITY OF WORKING LIFE



Stress and Quality of Working Life Coping at Work and at Home

Ana Maria Rossi, International Stress Management Association; Charn P. McAllister, Northern Arizona University; Jeremy D. Mackey, Auburn University

A volume in the series *Stress and Quality of Working Life*

2024. Paperback 979-8-88730-462-5 \$52.99. Hardcover 979-8-88730-463-2 \$94.99. eBook 979-8-88730-464-9 \$85.

This is the eighth edition of the Stress and Quality of Working Life book series. The Brazilian section of the International Stress Management Association (ISMA-BR), a not-for-profit organization that studies stress and ways to prevent it, together with two renowned American researchers, has organized the eighth volume of the series Stress and Quality of Working Life: Coping at Work and at Home. The new volume offers some of the latest theories and methods on how to cope with stress and quality of working life issues based on the experience and knowledge of recognized international experts in this field. This book is meant to be a tool to provide information and suggest ways to deal with pressures and demands from the workplace.

The contemporary workplace includes a combination of traditional workplace environments, work-from-home arrangements, and hybrid models with some combination of working from a traditional environment and at home. Our authorship team comprises international experts from many disciplines so we can provide insights into contemporary stress and quality of working life issues, as well as how to cope with them at work and at home.

TRANSFORMING TEACHING AND LEARNING IN HIGHER EDUCATION



Faculty Peer Coaching in Higher Education Opportunities, Explorations, and Research from the Field

Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge

A volume in the series *Transforming Teaching and Learning in Higher Education*

2023. Paperback 979-8-88730-450-2 \$72.99. Hardcover 979-8-88730-451-9 \$104.99. eBook 979-8-88730-452-6 \$85.

Peer Coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices with the goal of improved learning for all students. This edited book includes chapters describing faculty peer coaching initiatives in universities world-wide. Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be. The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague. Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings. Section four situates peer coaching in the broader institutional framework. This book is a must for leaders of faculty development initiatives, directors and staff from teaching & learning centers, department chairs, faculty, graduate students, deans, student services staff, chief academic officers, and educational consultants.



Faculty Peer Coaching in Higher Education Partnerships to Support Improved Instructional Practices

Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge

A volume in the series *Transforming Teaching and Learning in Higher Education*

2023. Paperback 979-8-88730-154-9 \$52.99. Hardcover 979-8-88730-155-6 \$94.99. eBook 979-8-88730-156-3 \$85.

Many of the current challenges facing institutions of higher education require a shift in thinking, practice, and approaches to change. The changing nature of college students, along with increased emphasis on student learning outcomes, have institutions seeking to effect improvements in the instructional practices of faculty members. Establishing a robust model of faculty peer coaching can accelerate improvement efforts that strive to create engaging higher education classrooms centered on inclusive and equitable teaching practices, which more effectively meet the needs of an increasingly diverse student body.

Informed by research and experience, this book is a guide to developing, launching, and refining faculty peer coaching initiatives in higher education with the goal of improving instructional practice and student learning outcomes. Peer coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices leading to increased learning for all students. Research has shown that peer coaching can positively impact teaching practices, especially when coupled with other professional learning. This book provides a rationale for peer coaching as an effective strategy for faculty development, outlines a model for peer coaching, and supplies readers with support in the creation of a robust peer coaching initiative in institutions of higher education. Peer coaching has the potential for significant culture and community change for faculty members which can lead to improved student learning.

ENDORSEMENTS:

I was privileged to read an early draft of this book, and I hadn't turned many pages before I knew I had to offer a peer coaching program in the very next semester. Faculty response was unanimous: "Thank you for this experience. I learned so much, and I want to continue." I sure wish I'd had this book when I started in faculty development! I was trying to help a department implement "formative peer review of teaching," to not much avail. Now I realize that what we really wanted was peer coaching. — Victoria Bhavsar, California State Polytechnic University Pomona

How can I be a better teacher? What can I do to ensure my students are learning and engaged? If you have ever asked yourself these types of questions, then this is the book for you. Infused with extensive expertise and research-based practices, Rainville, Title, and Desrochers provide proven strategies and approaches to peer-coaching that will change how we teach, engage as colleagues, and ultimately improve instructional practices. Helping the reader develop a climate of trust, respect, and support, the authors provide scaffolded processes that will generate leadership development as well as greatly enhance our knowledge and ability to be effective teachers and mentors. A timely read for the changing world of college students and higher education. — George J. Petersen, Clemson University

Can you believe that three professors induced a college faculty to meet in pairs to discuss and enhance their teaching? Well, they did. The bane of professional learning is privatism in teaching, and professors normally work in well-fortified silos. Sharing thoughts about teaching and curriculum brings collegiality to a new level and elevates the socio-professional environment of the institution. These folks demonstrated that it can be achieved. — Bruce Joyce, Saint Simons Island, Georgia

NO SERIES



Instructional Design Fieldbook

Kathryn A. Wolfe, Anderson University; Josh Herron, Anderson University; Wanda V. Chaves, University of South Carolina

2022. Paperback 978-1-64802-951-6 \$52.99. Hardcover 978-1-64802-952-3 \$94.99. eBook 978-1-64802-953-0 \$85.

From a field developed out of the need to train military personnel at scale to its current role in enabling virtual learning and training experiences, instructional design has developed into a complex, multifaceted discipline.

The modern instructional design process goes by many names (e.g., learning experience design, learning engineering, training and development, organizational development) and continues to adapt with continual changes in society and skill development needs. From mobile to remote learning as well as online and traditional classrooms, instructional designers are faced with meeting the learner where they are to design authentic and engaging learning experiences. Additionally, learning development needs have expanded outside of formal learning into professional development, on the job training, and continuous learning.



Re-Envisioning Education Affirming Diversity and Advancing Social Justice

Rajni Shankar-Brown, Stetson University

2022. Paperback 978-1-64802-844-1 \$52.99. Hardcover 978-1-64802-845-8 \$94.99. eBook 978-1-64802-846-5 \$85.

With increasing diversity and widening disparities in the United States and globally there are significant challenges and opportunities throughout the educational landscape. Today's educational stakeholders, particularly public school administrators and teachers, must re- envision education and collectively build equity-centered systems, structures, and practices. Confronting systemic inequality in education can be a daunting task, but it is nonetheless imperative. Connecting theory to practice, this book aims to promote inclusive educational excellence, and will offer valuable insights and inspiration to a wide range of educational stakeholders.

Affirming diversity and advancing social justice requires dismantling oppressive customs and structures inside and outside of the classroom, fostering an equitable school culture, building inclusive learning environments, and increasing collective efficacy through best practice. Creating healthier schools and communities requires authentically investing in and supporting historically and socially marginalized students and families. Rooted in social justice and weaving together diverse voices from the field of education, this edited volume will examine equity -focused pre-K–12 pedagogical practices and showcase high-impact initiatives. Educators play a vital role in ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges. Unfortunately, growing challenges are contributing to turnover rates and shortages as well as perpetuating social inequities among pre-K–12 students instead of dismantling them. A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students.

This edited volume will provide educational stakeholders (i.e., school administrators, teachers, service providers, parents/guardians, nonprofit leaders, community members) with a deeper understanding of pedagogical practices that affirm diversity and promote social justice, while offering a current view of educational inequalities juxtaposed with an urgent call to action. School districts across the United States must recognize inequalities and provide increasingly diverse students with needed support and resources, particularly as social disparities continue to widen and adversely impact millions of students. Through a collection of diverse voices from the field of education (university educators; pre-K–12 district leaders, schools administrators and teachers; Nonprofit leaders serving children and youth) this book will illuminate current social inequalities impacting pre-K–16 students, establish the need to affirm diversity and advance social justice, share practical examples of transformative initiatives including mindful school-family- community partnerships, feature evidence-based pedagogical practices, and provide an array of helpful resources for 21st century educational stakeholders.



Critiques for Transformation Reimagining Colleges and Communities for Social Justice

Lorenzo DuBois Baber, University of Illinois; Heather McCambly, University of Pittsburgh

2023. Paperback 979-8-88730-259-1 \$52.99. Hardcover 979-8-88730-260-7 \$94.99. eBook 979-8-88730-261-4 \$85.

To sustain contemporary movements towards educational equity, postsecondary leaders at all levels need resources that connect evidence-based critiques of structural inequities to forward-thinking visions for a more socially-just academy. To address this critical challenge, we bring together scholars to deconstruct oppressive norms of theory and practice and provide a direction towards reconsiderations across various postsecondary contexts. Each chapter identifies a normative practice that reinforces material and cultural oppression of student populations from minoritized identities, challenge underlying assumptions that support current norms, and make recommendations for redeveloping practices that center the well-being and success of underserved student populations. In presenting a range of expertise and disciplinary foci in the study of higher education, this volume contributes to a holistic re-envisioning of colleges and universities as transformational spaces for social change.

The book provides insights and recommendations from scholars to a wide-ranging audience, including federal and state policymakers, postsecondary administrators and leaders, philanthropists, researchers, and graduate students. The primary audience are graduate students enrolled in various educational leadership programs including educational policy studies, higher education, student affairs, curriculum and instruction, or learning sciences. This book will be especially valuable for increasing the focus on generative critique in research, practice, and policy in graduate programming curriculum. This volume will also be a valuable resource for policymakers involved in shaping postsecondary initiatives at the local, state, and federal levels. Finally, this book will appeal to current practitioners at colleges, and universities as they seek additional professional development and cross-institutional collegiality around practices related to social justice and equity.

ENDORSEMENTS:

"This book opens with an account of Ronald Reagan's draconian policies and practices to silence political dissenters and demonstrators within the University of California. Horrifyingly, we now have politically ambitious governors using Reaganesque tactics to shut down critical race theory, the teaching of authentic Black history, the use of terms like Latinx. Critiques For Transformation: Reimagining Colleges & Communities For Social Justice is the essential antidote to the antidemocratic Orwellian practices that are bent on disempowering advocates for racial justice." — Estela Bensimon, University of Southern California

"Critiques for Transformation: Reimagining Colleges and Universities for Social Justice provide impressive examinations and posit modes to envision 'reimagining' ways for universities to move toward authentic diversity, equity, and inclusion (DEI). The senior, mid-career, and emerging professionals tackle DEI from a variety of conceptual frameworks that contribute to rich discussions of challenges and opportunities. By examining some classic writings from education and social sciences, the chapters elucidate how contemporary scholarly activities and research can be linked to the integrative roles of public engagement for both internal university communities and external audiences. The volume will be quite helpful to a range of constituents within the United States, i.e., a nation that has some of the most diverse structures and systems of colleges and universities." — Beverly Lindsay, Pennsylvania State University

"To offer a scholarly critique is often uneven with little attention dedicated to altering the most troubling patterns, in this case, in higher education. This book brings rigorous critique but also engages in world-building, taking up what we can do today to make higher education break with its exclusionary and profit-seeking ways. Every chapter focuses on a particular facet of higher education and carefully imagines it as a space for possibility rather than arbitrary rules for the sake of hierarchy. As higher education wrings its hands about its place in the pandemic, this book is the guide." — Leigh Patel, University of Pittsburgh



Exploring Personhood in Contemporary Times From Leadership to Philosophy

Lemuel W. Watson, Antioch University Graduate School of Leadership and Change

2023. Paperback 979-8-88730-130-3 \$52.99. Hardcover 979-8-88730-131-0 \$94.99. eBook 979-8-88730-132-7 \$85.

With the dawn of research into leader-behaviors, scholars differentiated between being task-oriented, which is important, and also being people-oriented. People matter. And we tend to guard against leader attitudes that treat persons as objects, as passive or inert, as instruments, as so much clay to be shaped and molded. Hannah Arendt (1958) rejected the idea that leadership is like work, in which a craftsman picks up the raw materials and the requisite tools in order to create a product according to an image in his head. No, she said, leadership is social action in which we all participate, each with his or her unique and creative spontaneity, collaborating in an erratic cascade toward the future. Leadership is something people do together. And to achieve that vision, we must acknowledge each other as persons and not as figures in a ledger or pieces on a chessboard. This volume is intended as a call to be curious about what we take for granted as individuals, educators, and leaders. In essence to ask ourselves the more difficult questions about who we are as we recognize our need for others within a community? What does it mean to be a person and to recognize another's personhood? Nathan Harter (2021) draws us into a space to dialogue with ourselves about the notion of personhood as leaders. "So, what

does it mean to be a person? And what does it mean to treat someone as a person? What does anyone owe another person?" (p. 4). In what way then do leaders contend with such questions as they are becoming; becoming better leaders, becoming better individuals, becoming their sacred selves.

A person-centered ethic would be universal in scope, yet adapted to local conditions that many leaders must deal with on a daily basis. Nearly every religion already addresses both what it means to become a person and what one owes a person ethically, regardless of race, ethnicity, nationality, or other affiliation. Regardless if organizations deal directly with the notion of personhood, leaders deal with the workplace challenges of which the human bring him or her entire self to the unit. Hence, a comprehensive and integrate context forces us to revisit our assumptions about who exactly is a person and what they might deserve. This volume would bring those voices into conversation. In addition, we intend to complicate the question by extending similar questions into emerging areas of increasing relevance in a technological age that crosses geographic boundaries, such as online presences, corporate entities, and the prospects of Artificial Intelligence. If anything, an expanded interdisciplinary and global context makes this volume relevant and timely for leaders and leadership studies across multiple fields of study and professions.



Great Muslim Leaders Lessons for Education

Melanie C. Brooks, Edith Cowan University; Miriam D. Ezzani, Texas Christian University

2023. Paperback 979-8-88730-181-5 \$52.99. Hardcover 979-8-88730-182-2 \$94.99. eBook 979-8-88730-183-9 \$85.

Great Muslim Leaders presents Islamic-informed alternatives to Eurocentric Christian understandings of education and educational leadership. It does so by interrupting and displacing the West's centuries long dismissive stance and monolithic gaze on Islam by showcasing outstanding diverse Muslim leaders across space and time. Each chapter focuses on a single leader, and includes a biographical sketch; a discussion of their context and activities as a leader; key lessons readers can learn from their leadership, and recommendations that are relevant for teachers and educational leaders. This collection of Muslim leaders, chosen by Muslim scholars, brings to education discourse the breadth of Islamic intellectual history, giving the book a global appeal and facilitating a sharing of innovative and classic ideas across cultures, faith traditions, and national boundaries.

Great Muslim Leaders introduces to readers Muslim intellectuals, spiritual leaders, philosophers, poets, artists, activists, scientists, celebrities, politicians, educators, film makers, historical figures, theorists, and academics whose lives have positively shaped their community, society, and the world. Their lived experiences are underpinned by deep spirituality and faith, revealing the significance and import religious belief has on moral and ethical action. The book concludes with seven lessons that cut across the chapters that encapsulate the immense value Islamic spirituality and faith bring to education and leadership.

ENDORSEMENTS:

"In recent years many books have been written on Islam and Muslims. However, Great Muslim Leaders: Lessons for Education is a 'must read.' In this unique, well written and engaging study, Melanie Brooks and Miriam Ezzani demonstrate how faith and spirituality have informed the lives and accomplishments of major Muslim leaders in a broad section of professions." — John L. Esposito, Georgetown University

"Scholars of leadership ignore spiritual and religious exemplars at their peril. By seeking such exemplars from Islam in such an organic manner, this volume models the central lessons it conveys: promoting pluralism, thoughtfully questioning, critically reflecting, and, most vitally, helping us recognize and embrace the sacred trust of leadership." — Martin Scanlan, Boston College

"Great Muslim Leaders: Lessons for Education is timely, inspirational and packed with lessons for educators and learners alike. At a time when Islamic education is moving toward renewal, this book will provide much needed insight, real-life lessons and direction. This is a must read for anyone seeking to be enriched by the lives of great Muslim leaders - be they learners, educators or leaders." — Mohamad Abdalla AM, University of South Australia

"So many popular leadership books tell the same story of a great white American man who overcame obstacles to build an empire. It is refreshing to read this book featuring educational leaders whose Muslim faith is central to their practice and whose work is bigger than themselves. The biographies of these diverse leaders from across the world offer lessons in humility and hope as well as practical tips for other leaders who seek to apply their faith, whether Muslim or not, to a more connected way of being and of leading." — Joanne M. Marshall, Iowa State University



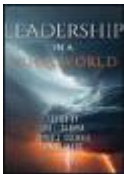
Jamaican Teachers, Jamaican Schools Life and Work in 21st Century Schools

Eleanor J. Blair, Western Carolina University

2023. Paperback 979-8-88730-095-5 \$52.99. Hardcover 979-8-88730-096-2 \$94.99. eBook 979-8-88730-097-9 \$85.

Nowhere is teachers' lives and work more challenging than in Jamaican schools. Teachers in Jamaica are regularly faced with limited resources and challenging students. Teacher pay has been historically low and current conditions continue a long tradition of providing minimal compensation for teachers' work. Recent school reform efforts have been successful in producing a teaching force that is better educated than ever before, and yet, teachers are seldom given the autonomy in decision-making and/or respect that accompanies the work of comparable professions. Coupled with these issues, teachers regularly face hunger, poverty, behavioral issues and a lack of parental support as part and parcel of their experience in 21st century schools. If teachers are perceived as having low professional status, it is not surprising that they are often blamed for the shortcomings of Jamaican schools. The citizens of Jamaica are firmly committed to the notion that "every child can learn, every child must learn;" however, the reality is that while all children can learn, many children do not learn in this country where the allocation of resources favors the rich and disowns the poor. Public schools in Jamaica vary tremendously across the fourteen parishes. Geography and social class regularly determine both the context and circumstances of teachers' work, and yet, discussions of teachers seldom acknowledge the differences.

There is a place for a more in-depth examination of teachers' work and teachers' lives in Jamaica where a consideration of the emergence of teacher leadership and higher professional status can intersect with a vision of new roles and responsibilities for teachers. While many of the reports on Jamaican education consider the role of administrative leaders, there is an absence of any discussion of the role of teacher leaders in school reform. It is interesting that a country can advocate for higher levels of teacher preparation and an upgrading of the professional status of teachers, and yet, ignore the potential power of teachers as major actors directing efforts to reform the schools. Teachers acting as leaders, in a profession dominated by women, would challenge the status quo and usurp preconceived notions regarding the work of teachers. In this book, 21st century descriptions of teachers' lives and work will accompany a consideration of how the transformation of the teaching profession could positively impact both schools and classrooms across the island.



Leadership in a VUCA World

Lou L. Sabina, Stetson University; Chris J. Colwell, Stetson University; James Tager, Bangor School Department, Maine

2023. Paperback 979-8-88730-320-8 \$52.99. Hardcover 979-8-88730-321-5 \$94.99. eBook 979-8-88730-322-2 \$85.

COVID-19 ravaged the United States and the rest of the world in a similar manner as a Category V hurricane would, leaving no one safe in its wake. Unlike a hurricane though, where appropriate provisions and supports are possible and past experiences can help to prepare, how do you prepare for something Volatile, Uncertain, Complex, and Ambiguous such as a worldwide pandemic? Imagine having your high school graduation and prom ripped away from you with little to no warning. Imagine being a 40+ year professor and being told that "you are now going to teach hybrid with some students in the class and some students online," or imagine that you were accepted into the 2nd most prestigious Ph.D. program in the United States and dream of being a professor and look for those face-to-face mentoring opportunities on campus. This book addresses the lived experiences of many throughout the onset, duration, and the after-effects of the COVID-19 pandemic, and helps prepare readers for the never ending storm ahead.

Our book offers guidance from leaders from different walks of life. We visit with a pastor who had to "get creative" to combat the pandemic, examine how school board members have interacted with parents and other community stakeholders, hear from a current superintendent in a large school district in Maine, and other stakeholders impacted by COVID-19. Our message is cautious, yet optimistic, to prepare the reader for life in a VUCA world.



On Leadership An Interdisciplinary Approach

Denver J. Fowler, California State University, Bakersfield; Meghan B. Raehl, Franklin University

2023. Paperback 979-8-88730-092-4 \$72.99. Hardcover 979-8-88730-093-1 \$104.99. eBook 979-8-88730-094-8 \$85.

In *On Leadership: An Interdisciplinary Approach* editors Fowler and Raehl provide one of the most comprehensive books on interdisciplinary leadership approaches to date. Contributing authors from across the nation and around the globe include individuals from an array of sectors, including Education (PK-12 and Higher Education), Business, Public and Nonprofit Organizations, Government, Military, Law Enforcement, and the

Healthcare Industry. With a focus on highlighting the best practices as it applies to effective leadership in any given organization, the book offers a much needed analysis of what it means to lead successfully in the 21st Century and beyond.

Endorsements:

"If you are looking for a cutting-edge resource regarding interdisciplinary leadership, I highly recommend On Leadership! Each chapter has a rich perspective, which contributes to the interplay between one's context, value system, level of authenticity, perspectives, and unique experiences. I highly recommend On Leadership and look forward to using this in the leadership courses I teach." — David De Jong, Dakota State University

"As both a scholar in school leadership and a former school leader, I thought I knew just about everything about leadership, but after reading this book, I was delightfully enlightened about the practical application of leadership in varying contexts around the world. Organized in three sections, this book clearly presents the practical application of leadership through an interdisciplinary approach. Fowler and Raehl provide a rich text with contributions of authors in both PK-12 Schools and Higher Education, and this text would be a welcome addition to any educational leadership program." — Sonya D. Hayes, The University of Tennessee, Knoxville

"Effective leadership development and corresponding leadership skills are not unique to any one profession, or leadership position. Effective leadership transcends all professions and effective leadership is evident in all effective leaders and leadership positions. Therefore, On Leadership: An Interdisciplinary Approach, is a timely must read for current and aspiring leaders. Siloed leadership development must be a thing of the past." — Michael Schwanenberger, Northern Arizona University

"Undoubtedly forward-thinking content that will serve as key fundamentals in the future training of leaders in and out of the educational landscape. Centered on ethics and authenticity, this text truly represents a wholesome approach to modeling effective leadership practices in the 21st century." — Alexandra Horton, Former PreK-12 Educator



School Administrator Succession Planning

Identifying High-Impact Practices, Programs, and Frameworks in P-12 Schools

Lou L. Sabina, Stetson University

2023. Paperback 978-1-64802-929-5 \$52.99. Hardcover 978-1-64802-930-1 \$94.99. eBook 978-1-64802-931-8 \$85.

Across the United States and globally, school districts are regularly facing a shortage of both willing and highly qualified candidates to assume positions as school leaders. A number of factors have contributed to this shortage including but not limited to: (1) retiring baby boomers leaving P-12 schools (ex. Aaronson & Meckel, 2009; Carlson, 2004; Parylo & Zepeda, 2015; Wiedmer, 2015), (2) shifting demographics and population changes across the United States workforce and schools (ex. Betts, Urias, & Betts, 2009; Brimley, Garfield, & Verstegen, 2005; Brown, 2016; Miller & Martin, 2015; Mordechay & Orfield, 2017), (3) increasing demands for school administrators making the position less desirable (ex. Grissom, Loeb, & Mitani, 2015; Lortie, 2009; Norton, 2002; Yan, 2019), and (4) the shift of schools to 21st Century Learning centers, which have changed the role of school administrators (ex. Crow, Hausman, & Scribner, 2002; Huber, 2014). According to the National Bureau of Labor Statistics, the current demand for school principals continues to increase (Occupational Outlook Handbook, 2019) and will accelerate in the coming 10-20 years. Because of the high need for school administrators, many schools and school districts are creating unique, targeted, and innovative programs to find principals who can meet the changing needs in our school system.



Strategy in His Image

Supporting and Sustaining Organizational Strategy From a Christian Perspective

Joe M. Ricks, Xavier University of Louisiana; Richard Peters, Xavier University of Louisiana

2023. Paperback 979-8-88730-245-4 \$52.99. Hardcover 979-8-88730-246-1 \$94.99. eBook 979-8-88730-247-8 \$85.

This book is intended to contribute model bases on a faith-inspired, biblically based perspective that is consistent with the needs of strategic organizational leadership. We address the spiritual leadership and spirituality at work literature from a Christian perspective. We argue that it is critical for organizations to reconcile workplace spirituality with strategic thinking and business operations because religious identity is still very important in the United States, and we present a model to accomplish this reconciliation. While we are not theologians, in presenting our model we do engage in the theological discussion of the relationship between man and God particularly in the context of business. While we review the evolution of the spiritual leadership and spirituality at work literature along with the limited literature that examines these concepts from a Christian perspective, we identify significant obstacles that have thus far kept these concepts on the fringes of general management thinking and practices. After identifying the challenges associated with a Christian approach to the spirituality literature, we offer a model with four principles for Strategic Spirituality based on a Christian perspective of biblical interpretations that also offer the requisite pragmatism for strategic thinking and organizational implementation.

The four principles include:

1. Subsidiarity with Solidarity – Subsidiarity is a principle of decentralization coming from the Catholic social tradition whereby decision-making done at the organizational level with the greatest familiarity and the individual empowerment and is moderated by solidarity or a unity of common mission.
2. Stewardship – requires resources and opportunities be dutifully managed in order to promote sustainability and social well-being.
3. Support and Empowerment – relates to the creation of an organization with Christian principles where Christian and Non-Christians are supported and empowered for individual growth and organizational success.
4. Synergy – allows organizations to remain focused on their ideals but flexible in their implementation.



Student Leadership Model for Hispanic Serving and Emerging Hispanic Serving Institutions

Norma S. Guerra, University of Texas at San Antonio; Daniel Loera, University of La Verne; Martha Enciso, California State University, Fullerton; Lorena Claeys, The University of Texas at San Antonio

2023. Paperback 979-8-88730-533-2 \$52.99. Hardcover 979-8-88730-534-9 \$94.99. eBook 979-8-88730-535-6 \$85.

Although empirical evidence indicates that HSIs (Hispanic Serving Institutions) are making some progress in recognizing that enhancing the racial and cultural experiences of Latino/a/x students, “Latinx-enhancing” is part of their role as institutions that enroll and serve large numbers of minoritized students (Garcia, 2019), there are still institutional gaps on prioritizing opportunities for Latino/a/x students to engage in leadership development.

Latino/a/x students often rely on informal out-of-college support systems found in their community-- comunidad, such as family and peers to thrive within college (Ceballos, 2004; Easley, et al, 2012), it is important to assist them in their development and implementation of strengths-based problem-solving communication approach (Guerra, 2015, 2016).

ENDORSEMENTS:

"This book is valuable to scholars and practitioners of higher education, especially those at minority-serving institutions invested in culturally relevant approaches to student success and asset-based development—particularly in relation to Latinx students and communities. Overall, the book paints a beautiful portrait of culturally responsive leadership that is rooted in partnership with the students we serve." — Christian A. Bracho, California State University, Long Beach

"The manuscript presents a perspective that has been untapped at HSIs- the student, student leadership and the student advocacy that is required to improve and intentionally influence HSI development. To date, no other work has been developed that addresses the role of the student in growth and servingness at HSIs." — Paloma Vargas, Oxnard College



Vouch for This! Defunding Private Interests, Defending Public Schools

Thomas S. Poetter, Miami University

2023. Paperback 979-8-88730-441-0 \$39.99. Hardcover 979-8-88730-442-7 \$49.99. eBook 979-8-88730-443-4 \$85.

Vouch for This! Defunding Private Interests, Defending Public Schools (A Call to Action) is an effort by doctoral students in Educational Leadership and their professor to understand and challenge the voucher and charter school movements in Ohio and beyond. Using a curriculum studies approach focusing on autobiographical analysis and a policy advocacy framework, students in a course on the topic shared a common reading list, storied their connections to the current movements in the field, and developed treatments of key aspects of current policy and practice in the areas of voucher and other privatizing efforts in education today as they are embodied in charter schools, homeschooling, and private school settings.

Using the tools of current and policy advocacy as a scholarly community, the authors tackle the multi-faceted challenges and dangers posed by the neoliberal, privatizing movements taking rapid shape across our public school system, as private schools, charters, and homeschooling continue to receive significantly more and more public taxpayer funds to operate and build. The authors share what they learned about the continued demise of public education at the hands of politicians and privateers in Ohio and beyond, and what they think citizens can do to resist. Together in teams, the authors engage topics related to education and public schooling as key aspects of democratic life; the actions taken by capital interests that seize on tragedy and perceived community weakness to privatize education and villainize public schools; the greed that creates fervor and interest in “choice”; and suggest ways to take action to stem the tide.

The book's foreword is written by well-known education activist William L. Phillis, Executive Director of The Coalition for Equity and Adequacy of School Funding (Ohio E&A), whose coalition of public school districts in Ohio is challenging the constitutionality of the voucher movements with their public case, "Vouchers Hurt Ohio."



Amplifying Management Research for the Common Good

Lessons for Curious Individuals and Organizations – Insights From Practitioners in the Field

Robert H. Tiell, Psychology Resource Group; S. Charles Malka, Sullivan University

2024. Paperback 979-8-88730-527-1 \$72.99. Hardcover 979-8-88730-528-8 \$104.99. eBook 979-8-88730-529-5 \$85.

How can management research promote a more applicable and a more transparent knowledge for the benefit of individuals and organizations? Looming large over this question is the challenge of repurposing management research for improving public good. Co-edited by R. H. Tiell and S. C. Malka, the title of the book says it all - Amplifying management research for the common good: Lessons for curious individuals and organizations - Insights from practitioners in the field. In this book, we sought to bridge the chasm that separates the non-academic audience from the typically less-accessible scientific journals. We attempted to make empirical evidence more inclusive, impactful and public good relevant for the non-academic stakeholders that live and work in the broader community. For that purpose, we made available to the reader and to our chapter contributors a collection of published papers, some authored by the editors of this book, and others co-authored with other researchers. The papers cover a diverse set of business topics all of which we believe hold much relevance for management today. Providing the reader with their insights on subject matter along with lessons and practical recommendations, we sought experts in the field that can build on empirical research in various areas of management and then synthesize and broaden it through their expertise and work experience.

As a trigger, we aligned each contributor with one or two empirical papers based on their background, interests, and professional experience. Using the assigned papers as a springboard, we asked each author to identify emerging themes around which they can build their chapter. We wanted them to think of the book audience: non-academicians comprised of interested and curious individuals, managers, and their organizations. And, we wanted our authors to elaborate on practical lessons, suggestions, and recommendations that can make a difference in the lives of the book audience. Our effort resulted in a collection of chapters covering a wide range of topics from supply chain challenges in Central America, to life changing long-term effects of the pandemic, from delivery of services for mental health and suicide, to logistics capabilities pre-post Ivan in the Cayman Islands, from the new workplace, to labor market shortages, and from new workforce service pathways, and the optimization of talent, to the impact of recent recessions on the youth and the unemployed, and the assessment of C-suit level leaders. We would like to believe that the breadth of the topics covered and the amount of information being disseminated through the book chapters are meaningful, practical, and relevant to a wide audience of curious readers.

ENDORSEMENTS

"I highly recommend "Amplifying Management Research for the Common Good" to anyone interested in shaping the workplace of the future. Written by a team of experts, this book provides a compelling argument for why free and open access to research is essential for improving workforce outcomes. The authors explore how the current paywall system limits the dissemination of critical research findings and prevents practitioners and policymakers from accessing the latest insights and innovations. As we exit a global pandemic and enter a re-shaping of the world of work the nation's talent development ecosystem must innovate and scale to the need. By advocating for open access to research, the authors advance the forming of a more effective and equitable workforce development system. This book is a must-read for anyone looking to contribute to that cause." — Rick Maher, Adaptive Human Capital

"Someone once observed that a crisis is a horrible thing to waste. The essence of this advice is that a crisis will always have the potential for the wise and curious to draw lessons and extract prescriptions. Tiell and Malka have produced a book reflecting not only their curiosity and wisdom, but also their desire to help all who follow their prescriptions. The Covid-19 pandemic was a life altering crisis. We should be thankful that they have not "wasted" the crisis, thus helping us improve our personal and professional lives." — Lyle Sussman, University of Louisville

"Employers and employees have experienced an amazing number of challenges and new opportunities during the past 3 years. Pre-Pandemic employers' challenges were primarily focused on low unemployment, managing wages and uncertainty for their future workforce. Employees were primarily working "9 to 5", in an "office building" or "manufacturing facility" and possibly thinking about their futures. As our society moves toward a Post-Pandemic work environment, employers have the same Pre-Pandemic challenges, but with a workforce that has shrunk faster than anticipated and have adjusted their priorities of work/life balance and workplace preferences. Whether your responsibilities involve Supply Chain, Production, Logistics, Accounting, Finance, Training/Education, Hiring/Retaining/Firing personnel or you simply are seeking to pursue career and professional growth. Everyone has likely experienced some amount of workplace change during the past several years. The insights and perspectives shared by each author in this book are reminders of the complex business challenges employers face today and will continue to face in the foreseeable future. Thank you for compiling and sharing these insights and perspectives!" — Michael Wolf, PrideStaff Louisville

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