

Organization Theory for Equity and Diversity: Leading Integrated, Socially Just Education.
By Colleen A. Capper. New York, NY: Routledge, 2019. ISBN: 978-0415736220.

In *Organization Theory for Equity and Diversity: Leading Integrated, Socially Just Education*, the author presents compelling teaching techniques to engage learners with diverse backgrounds and identities. The author, Colleen A. Capper, is a Professor of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. She studied under Professor Terry Deal at Vanderbilt University. She has written books on educational administration where she discusses how Professor Deal's four frames of organization were applicable in developing her education leadership while teaching in the Appalachian region of southeastern Kentucky. She has also published work advocating for a multiple paradigm approach to educational administration that includes critically oriented epistemologies such as critical theory and feminist poststructuralism. In this book, Capper aims to push candidates in educator preparation programs to "understand, apply, and integrate a range of epistemologies and associated theories in ways that can help them lead for equity and apply and generate theory in research toward equitable ends" (p. ix). Throughout her work, Capper explores critically oriented epistemologies such as Critical Race Theory; LatCrit, Asian, TribalCrit, and Black Crit; Disability Studies theories; feminist theories; Queer Theory, and theories of intersectionality. In each chapter she presents teaching suggestions and discussion questions to use within the classroom as well as discussion questions aimed to help aspiring leaders critically analyze their leadership strengths and limitations in order to integrate these epistemologies into practice.

The book provides a multitude of suggestions for creating a learning environment that honors the diversities and strengths students bring to the classroom as well as provides specific discussion prompts to engage leaders in critical and culturally responsive conversations. The author argues that "all decisions are equity decisions, and require social justice leadership and understanding about change processes to implement equity decisions" (p. 191). Every decision made by educators have an effect on the social justice and equity that is present in the classroom. Capper's presentation of the backgrounds and origins of epistemologies and theories such as Critical Race Theory; LatCrit, Asian, TribalCrit, and Black Crit; feminist epistemologies; and Queer theories, provide background knowledge for educators on the oppression these groups have previously faced and ideas for how to approach education in a way this is equitable to all. The theories also provide advice on discussions to have within leadership development groups, as well as in the classroom, in order to inform both educators and students of various epistemologies and create an environment where those epistemologies are celebrated and honored equitably.

Published as part of the Educational Leadership for Equity and Diversity Series, Capper's book seamlessly incorporates backgrounds of a variety of organizational theories with discussion questions that further the thinking of educators and leaders within education epistemology. Capper's ability to call attention to the inequities present in education reminds readers of the oppression present in education and drives the commitment to combat the inequities both as leaders and members of society. She supports this with details on the overrepresentation of students of color in special education and black, female education leaders experiencing blatant racism and sexism and then pushes educators to take a stand on issues, identify their own

Journal of Contemporary Issues in Education, 2019, 14(2), pp. 54-56.

doi: 10.20355/jcie29396 ISSN 1718-4770

(c) Author(s), Creative Commons Attribution 4.0 (CC BY 4.0) licence

<http://ejournals.library.ualberta.ca/index.php/JCIE>

epistemological positions, recognize the partiality and contradictions within their position, and then engage in self-interrogation of that position. The author's call to action to examine research and literature on theories such as Black feminist epistemology and Queer Theory drive educators to consider how to utilize these theories to inform organizational theory and equity leadership. Capper claims "Leadership is activism" and "effective leadership is transformative political work" (p. 163). The impactful language utilized throughout the text motivates educators to apply the teaching techniques presented by Capper to combat oppression and lead in a way that pushes our education systems towards educational equity.

The main avenue in which Capper pushes educators towards educational equity, is through suggested prompts for both leadership and class discussions. She speaks to the fact that true knowledge can only be gained by engaging in dialogue with others. For the knowledge gained to actually be valid, it must be grounded in concrete experience and then assessed through dialogue with others. Capper presents the point that all members of the group must participate equally in the dialogue. In order for the discussion to be effective no one can be left out, no one can opt out, and all participants must be honest and openly say what they truly believe. The presented examples of discussion questions further reinforce the author's push of listening and learning from others as a means to gain understanding of varying epistemologies. She shares concrete examples of specific discussion questions such as "what are the organizational goals of the epistemology?", "what does decision making look like?", and "how does this epistemology respond to differences and diversity" (p. 149). These questions are all aimed at providing the space for both educators and students to inquire about theories, cultures, and backgrounds and learn from people who identify with and are part of specific cultures. This makes the learning experience more genuine and the knowledge gained more valuable because they are grounded in concrete experience.

Throughout the book, a powerful framework of researched based, historical critical theory is present. Capper explores the white, male dominant culture that holds the power within society by examining the oppression that has been experienced by individuals who are part of the epistemologies mentioned above. Readers are exposed to the historical context where these epistemologies originated and the inequities that they have experienced in education throughout the Nation's history. Capper considers not only her personal research, but also studies done by various experts, as well as culturally renowned literature published on each epistemology. She writes critically about existing practices and oppression present while also providing ways to engage in conversations regarding the oppression as well as techniques for guiding others in combating oppression as well.

Organization Theory for Equity and Diversity is recommended for individuals in educator preparation programs as well as educators and leaders that are currently in practice. Educators have the ability to utilize the information presented in the book to gain knowledge and understanding of the various epistemologies presented by Colleen A. Capper and utilize that knowledge to engage in critical conversations with other educators in their line of work as well as begin facilitating critical conversations within the classroom. The discussion questions in particular are an excellent resource for driving conversations more deeply into identifying what the organizational cultures of diverse epistemologies might look like, what aspects of education

Journal of Contemporary Issues in Education, 2019, 14(2), pp. 54-56.

doi: 10.20355/jcie29396 ISSN 1718-4770

(c) Author(s), Creative Commons Attribution 4.0 (CC BY 4.0) licence

<http://ejournals.library.ualberta.ca/index.php/JCIE>

may arise from various epistemologies, and what instruction and assessments may need to look like to be responsive to various epistemologies. Educators can utilize these questions to identify high powered instructional techniques that will reach and are responsive to every learner and will also provide reminders to learn from their students and create opportunities for them to push back on the oppression present in society.

*Reviewed by Cara Costelnock, Department of Education and Human Development,
University of Colorado Denver
carawolff8@gmail.com*