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Diversity in Human Resource Development and Continuing Professional Education: What Does It Mean for the Workforce, Clients, and Professionals?

Jovita M. Ross-Gordon
Ann K. Brooks

The problem and the solution. Despite the magnitude of the ethical, legal, economic, social, and political dimensions that define diversity initiatives in the workplace, the fields of human resource development and continuing professional education have yet to develop an integrated vision for creating more inclusive work environments. This article explores the differing impulses, goals, and objectives underlying diversity programming and research aimed at various stakeholders—scholars, program developers, and customer/client groups. Mechanisms and strategies for fostering diversity in the workplace and for building epistemological inclusiveness through applied research across both applied fields are included.

Keywords: *continuing professional education; human resource development; diversity; inclusive work environments*

Diversity has received increasing attention in the professional literature of many fields in recent years. The fields of human resource development (HRD) and continuing professional education (CPE) are not exceptions. This should be no surprise given the projections that the labor force of the United States will become increasingly diverse in age, race, ethnicity, and gender by the year 2008 (Fullerton, 1999). An interest in diversity has been motivated by differing impulses in the cases of these two related fields. Within the field of HRD, the interest in diversity has primarily focused on the benefits and challenges of successfully managing a diverse workforce,

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as these relate to organizational bottom-lines and competitiveness (Cox, 1993; Kochan et al., 2002; Society for Human Resource Management, 2003) with a secondary interest in questions of equity linked to workplace diversity (Bierema, 2002). Significant attention has been paid to the role of organizational factors such as leadership, organizational culture, and organizational change in achieving the goals of diversity (Carnevale & Stone, 1995; Griggs & Louw, 1995). Within CPE, the interest in diversity has typically been expressed in terms of concerns for social justice as related to serving clients who are underrepresented or differ from the mainstream culture (Campinha-Bacote, Yahle, & Langenkamp, 1996; Fisher, 1999; Leistyna, 2001; Schniedewind, 2001) with a secondary interest in how professional training programs and practices have served to support or limit access to the professions by historically underrepresented groups including women and racial/ethnic minorities (Dryburgh, 1999; Glasser, 1992; Miller, Hagen, & Johnson, 2002). Such differences in foci will be examined in greater detail in sections of this article devoted separately to CPE and HRD.

Two major questions frame this discussion of diversity within these two fields. First, to what degree are issues of diversity adequately addressed by HRD and CPE practitioners and scholars as reflected in scholarly literature of these applied fields? Specifically,

- which issues or dimensions of diversity have received greatest attention within each field? and
- which issues or dimensions of diversity warrant greater consideration based on the social context of HRD and CPE practice today?

Second, how can HRD and CPE providers facilitate greater attention to diversity in HRD and CPE research and practice?

Diversity Within HRD: A Context

Annie's positional prologue: I write the HRD sections of this article from a not-very-diverse position; I am a White woman. Even if I were to intersect this position with being part of an aging workforce or the more private diversities of desire and pain, about which none of us speak, I am still a run-of-the-mill academic. The only difference might be that, because I have worked for a long time in diversity and so have been forced to bring a diversity awareness to what I say, teach, and think, I know that, although I do not usually intend it, I am racist, sexist, ageist, homophobic, and fearful of my own and others' differences. I know that, even though I loathe these qualities, they are such a deep and pervasive part of my socialization that I speak from them as often as I do from my value for fairness, compassion, and social justice. They are a part of our collective human and my own personal psychological and social sewer. To change them requires a daily honesty and courage that exceeds what most of us, who are concerned with feeding our families, planning for retirement, and achieving academic success, can remember to summon. Keeping and acting on this awareness is part of my struggle to clean up that sewer.

Organizational goals are the fundamental influence on diversity efforts by HRD professionals as they negotiate daily personal, organizational, and societal

interests and values. Presently, the profession is overwhelmingly funded and invigorated by industry, although this alignment is not basic to the profession, which historically has roots in nonprofit and governmental organizations and their interests. Lewin, for example, a pioneer in organizational development (an HRD skill), was originally motivated by a desire to eradicate racism (Lewin & Lewin, 1948).

Diversity training was born out of Title VII of the 1964 Civil Rights Act, which made it illegal for organizations to engage in employment practices that discriminated against employees based on race, color, religion, sex, national origin, age, and disability. An executive order in 1965 required government contractors to take affirmative action to overcome past patterns of exclusion or discrimination. By the early 1980s, organizations began to realize that many aspects of organizational cultures were inhospitable to underrepresented groups (patterns later captured in the term *institutional racism* and extended to other groups) and began offering training programs in valuing diversity thereby shifting the spirit of the training away from a legal perspective toward a humanistic framework. By the 1990s, industry began cutting costs through massive layoffs and other measures, and making a business case became the dominant rhetoric for promoting the continuation of diversity training (Kochan et al., 2002, p. 4). The former CEO of Hewlett Packard (Platt, 1998, as cited in Kochan et al., 2002) formulated three prongs for the argument: (a) A talent shortage required all resources to be used, (b) organizations needed to be like their customers to reflect their concerns, and (c) diverse teams produced better results. This new language reframed ethical issues as business concerns in an effort to keep the diversity agenda alive. Currently, many HRD professionals advocate for their work by demonstrating a return on investment and a measuring of results. This requires that HRD professionals become ever more conversant with the skills of business and management.

More recently, HRD took a public stand on diversity at a Future Search Conference held in June 2001 that was cosponsored by the Research to Practice Committee of the American Society of Training and Development (ASTD) and the Academy of Human Resource Development (AHRD). Sixty-four people connected to workplace learning including scholars; internal and external HRD practitioners; executives in the public, private, and nonprofit sectors; and students were invited to attend. They developed 11 goals for the field, 2 of them being embracing globalization and embracing multiculturalism (Dewey & Carter, 2003, p. 253), and committed themselves to fostering increased creativity, productivity, and organizational learning, and to sustained results in organizational settings. They agreed to promote (a) moving from a reluctant tolerance of multiple cultures to embracing synergistic advantage and (b) connecting global nomads, leaders, and organizations to local communities to provide mutual advantage (The Eleven Common Ground Statements, 2001). The language reflects the

strange mix of ethical and business concerns that drive HRD's attention to diversity.

Diversity in HRD: Adequacy, Foci, and Gaps

HRD scholars Hanover and Cellar (1998) wrote that diversity training has three main objectives: "increasing awareness about diversity issues, reducing biases and stereotypes that interfere with effective management, and changing behaviors as required to manage a more diverse workforce effectively" (p. 106). Tung (1995) divided diversity training in HRD into two categories: intranational and cross-national. Whereas intranational training grew out of civil rights legislation, cross-national training originated with the Peace Corps and other governmental and nongovernmental organizations that needed to understand and work successfully with different peoples overseas. Although global mergers and acquisitions have increased attention to cross-national diversity, most efforts have been directed at intranational diversity.

Intranational diversity. HRD professionals in industry have paid substantially more attention to diversity than those in academia. Organizations have spent millions on achieving diversity goals. The most compelling focus has been whether diversity training is effective and, recently, worth the investment. Some empirical evidence suggests that training programs can be very effective in changing employee attitudes, perceptions, and behaviors (Hanover & Cellar, 1998), although more recently, Bezrukova and Jehn (2001, as cited in Kochan et al., 2002) reported that most studies show that diversity training has not resulted in long-term attitude and behavior change. Kochan et al. (2002) also pointed out that although the "business case for diversity argues that diverse teams produce better results, this argument [although rhetorically compelling] is not supported by research" (p. 6). Even given the money industry devotes to diversity training, the Conference Board (Wheeler, 1994) noted that in a study of 1,500 managers, none reported that their company ranked managing diversity and understanding the global environment as most important.

The absence of significant changes that can be attributed to the increase in diversity and diversity awareness programs is troubling to many. F. Hansen (2003) warned that one of the consequences of the nonanalytical approach adopted by the diversity industry and accepted by many companies is that "the most serious discrimination issues may be trivialized" (p. 30). Further, F. Hansen (as cited in Kochan et al., 2002) recommended "dropping the hype" around diversity and replacing it with a demand for long-term results—whether they are economic or decreased lawsuits. In general, diversity experts in industry are becoming more cautious about the results of attempts to develop a diverse workforce and a more hospitable

environment for members of underrepresented groups. Developing an organization that can benefit from a diverse workforce is difficult, and “a ‘some-of-these-and-some-of-those’ approach will not address the fundamental issues” (Tropman, 1998, p. 101). Arredondo (1996) stated that using training as “a single dimension approach is rarely sufficient to address organizational structures and strategies that impact diversity. . . . They cannot stand alone. . . . A focus on attitude change requires a long-term process not easily achieved through time limited education” (p. 126).

Another point of contention that has arisen within the area of diversity training in organizations is that certain groups are being ignored. Hispanics seem to be one of the least researched groups of employees as demonstrated by a recent review of the literature that found that out of 201 articles examined, only 17 included Hispanics in their sample (Knouse, Rosenfield, & Culbertson, 1992, as cited in Ensher, Grant-Ballone, & Donaldson, 2001).

Given their dominance in the workplace, surprisingly little direct attention has been paid to White males as a topical focus of diversity training. Historically, White males have existed as the default; in other words, *White male* has been synonymous with *person* (Hansman, Spencer, Grant, & Jackson, 1999). One unfortunate result has been the slowness on the part of the dominant group (White males in the United States) to acknowledge the possibility that racist structures are intentionally maintained and a lack of awareness of the ways in which dominant group members accrue power and privilege. This lack of awareness is often formalized in organizations as institutional racism supported by an organization’s policies, practices, and structures in ways that benefit one group at the expense of another (Hansman et al., 1999).

Cross-national diversity. Diversity professionals are also concerned with improving the interface between the people of two countries. Tung (1995) observed two major similarities between intranational and cross-national diversity: (a) The acculturation process is essentially similar, and (b) the style and patterns of communication across subcultures in a given country can be as significant as between peoples of two or more national cultures. Generally speaking, U.S. industry has been slow to invest in training for cross-national workforce encounters thereby resulting in a high rate of failure of U.S. employees overseas as measured by their early return to the United States. Historically, much of the training and research has focused on differences between nations and cultures rather than on the skills and awareness needed to survive, much less function effectively, regardless of the particular setting (C. Hansen & Brooks, 1994).

Diversity in academic HRD. Although industry has poured resources into intranational, if not cross-national, diversity programs and training, HRD scholars have made surprisingly few contributions. A common misperception is that there is “a prominence of diversity in the HRD literature” (Beale, 1998, p. 125).

However, this statement is likely based on the level of activity in work organizations and of diversity rhetoric in society. A careful look shows that actual research and theory-building endeavors have been few. Bierema and Cseh (2003), based on their analysis of the literature, noted dryly, "HRD as a discipline has not exceedingly concerned itself with issues of diversity" (p. 5). The numbers they cited speak for themselves:

[From more than 600 AHRD proceedings papers], six percent of the papers over a five year period dealt with women's issues. . . . Fewer than .5 percent dealt with issues of individuals possessing a double minority status [and] only 4 percent addressed asymmetrical power arrangements [which is] particularly stunning considering the impact that group and power dynamics has on all organizations' activities. (Bierema & Cseh, 2003, p. 22)

Ironically, given the dearth of relevant literature, the authors point out that in the American Society of Training and Development Industry report *2002 State of Industry*, diversity was ranked as the second largest trend affecting HRD in the United States.

One of the reasons for a lack of diversity research in HRD may be that faculty in the field are not very diverse. Although international scholars, particularly from Europe and East Asia, have assumed some HRD faculty positions in the United States, few members of traditionally underrepresented groups within the United States have moved into leadership positions in the field relative to the dominant group. This echoes the still disappointing statistics for the promotion of faculty from underrepresented groups into positions as full professors, endowed professors, or chairs or executives in universities.

Which issues or dimensions of diversity warrant greater consideration based on the social context of HRD practice today? All aspects of diversity in HRD need more research, particularly given the demographic changes in the world. Whereas White males are overrepresented in HRD leadership positions in academia and in most types of workplace organizations, they are underrepresented as intranational diversity practitioners. In contrast, those who are underrepresented in leadership are overrepresented as diversity researchers, directors of diversity, diversity trainers, and equal employment opportunity officers. Unfortunately, these areas can turn into ghettos for underrepresented groups, and often those in the director of diversity position have no path for career advancement in their organizations. White men, in particular, should involve themselves in this work. Their credibility with those who still hold most of the formal positions of power and with other White men make them ideal advocates.

As technology becomes increasingly woven into the fabric of social and global organization, diversity professionals need to consider the role of instructional technology (IT) in HRD and diversity (Korac-Kakabadse & Kouzmin, 1999). How does IT influence our interpersonal, organizational, societal, and cross-national relationships? How is it currently (or can it be)

implicated in changing the nature of diverse individuals and groups working together?

HRD professionals need to be profoundly concerned with workforce exploitation, both within this country and also in nations where global corporations take advantage of cheap labor and less stringent labor laws to gain economic advantage. This is a diversity issue in that, overall, underrepresented groups in this country and nonindustrialized or partly industrialized countries are most vulnerable to workforce exploitation.

HRD professionals in the United States need to examine the relationship between corporate demands on public schools to educate a workforce and the needs of society to educate citizens. The demand that public schools train workers is culture specific. For example, Japan, as a nation, concerns itself with its quality of education in general but defers workforce training to the particular organization in which each individual ultimately works. In the United States, at-risk students are most likely to be educated as workers rather than as literate and critical citizens for a democracy. Because those most likely to be designated as at risk are students from lower socioeconomic status racial and ethnic groups as well as lower class Whites, HRD professionals need to consider their role in perpetuating a demand for workforce education at the expense of educating citizens for a democracy and the corresponding lack of funding for public education. HRD professionals need to consider the extent of moral courage that they ethically should or are willing to draw on in achieving social justice in this area. To what extent is HRD the moral and ethical watchdog of corporate actions? If this role is not taken up by HRD professionals, even given their typical lack of formal power in institutions, who will do it?

How Can HRD Providers Foster Greater Attention to Diversity?

HRD professionals, both academics and practitioners, could foster diversity in several ways:

- Advocate for diversity. In the words of Trudie Reed, president of Philander Smith College and longtime advocate for justice and critical consciousness in organizations, “Never miss an opportunity to push your agenda” (personal communication, 1991).
- Assess *all* employees’ perceptions of the state of diversity rather than focusing on certain groups (such as underrepresented groups).
- Establish or support mentoring of members of underrepresented groups, because they have proven to be successful in creating productive communities (Taylor-Carter, Doverspike, & Cook, 1996).

- “Explore the assumptions underlying . . . research, consider the beneficiaries of research, reflect on areas yet unexplored, and question the value of HRD research according to its impact on theory, practice, organizations, communities and employees” (Bierema & Cseh, 2003, p. 7). We would add that this suggestion is appropriate to practitioners as well as researchers.
- Gain “understandings of the dynamics of building and maintaining racist communities, of why and how racist communities are structured, and finally, of who has power and privilege and therefore benefits from that system, gives participants further clarity about where to start in dismantling racism on personal, cultural, and institutional levels” (Hansman et al., 1999, p. 18).
- Learn *management-speak*. Find out what managers and work organizations value and learn to speak their particular language. Consider this as a bicultural skill—you speak your home language, and you learn to translate that into the language of the organization.
- If a scholar, be courageous in doing research. As a teacher, develop programs that incorporate the development of critical consciousness and provide equitable support and resources to students and faculty from underrepresented groups. If White, draw unconscious discrimination to the attention to other Whites. If male, point out to other males the power of male (especially White male) privilege in U.S. society.
- Each of us, as HRD professionals, needs to examine our own conscious and unconscious prejudice and stereotypes and how we wittingly and unwittingly act on them. We need to examine the source in our own fears of many of these prejudices and stereotypes.

Diversity in CPE: A Context

Jovita's positional prologue: I acknowledge that my orientation to diversity in CPE is influenced by my experiences as an African American, heterosexual female whose professional experiences lie largely in kindergarten through Grade 12 (K to 12) and higher education and whose academic socialization is as an adult educator. Hence, my strengths in understanding diversity center on race/ethnicity and gender, and my interests are directed toward the improved practice and scholarship of individual professionals. I have to work harder to gain a clear understanding of diversity issues related to age, physical ability, sexual orientation, and other dimensions for which my sensitivity is not as great. I also have to remain conscious of using theoretical approaches to diversity that incorporate an understanding of systems.

CPE is situated at the intersection of professional education and continuing adult education in the workplace. Hence, its origins derive from multiple sources including the various professions themselves (both classical and emerging) and adult educators who have taken a special interest in the domain of professional development. Common across these domains is a tendency to focus on

the improvement of professional practice by focusing on the individual professional as learner. This is in contrast with the strong organizational focus of HRD.

Attention to Diversity Within CPE: Adequacy, Foci, and Gaps

Although general patterns can be observed with regard to how diversity is addressed in CPE literature, there are also distinctions across levels of CPE including what, at risk of oversimplification, might be differentiated as academic CPE, or the research- and theory-oriented literature, and applied CPE, or that literature dealing with the everyday practice of professionals.

Diversity in academic CPE. In general, attention to diversity within the academic CPE literature has been limited. This deficit is more pronounced in literature specifically aimed at CPE providers and scholars than for some of the professional groups they serve. For example, a review of several recent books and articles on contemporary CPE trends and issues revealed little or no specific mention of diversity (Cervero, 2000; Cervero, Azzaretto, & Associates, 1990; Queeney, 2000; Wilson, 2000). Although one recent edited book on CPE (Young, 1998) includes an article focused on diversity (Gyant, 1998), only 1 of the remaining 21 articles makes significant mention of a topic related to diversity (Regan-Klich, 1998). Counter to this pattern, two papers with a specific focus on diversity were included in a recent CPE preconference of the AHRD (Jeris & Armacost, 2002; Mott, 2002).

In contrast, literature in the general field of adult education, in which many would argue that CPE is a subfield, has shown considerable growth in attention to diversity in recent decades. For example, Johnson-Bailey (2001) reported on the surge in attention to race and ethnicity apparent during the 1980s and 1990s using Ross-Gordon's (1991) review of the research literature on multicultural adult education as a baseline. Numerous books and issues focusing on the significance of race, ethnicity, gender, and culture to adult education professional practice have appeared beginning in the 1990s (Guy, 1999; Hayes & Colin, 1994; Hayes, Flannery, Brooks, Tisdell, & Hugo, 2000; Neufeldt & McGee, 1990; Peterson, 1996; Ross-Gordon, Martin, & Briscoe, 1990).

Applied CPE. A literature review on diversity and CPE revealed a more substantial body of literature centered within the professional groups who are the target audience for CPE. One focus of such literature is on helping service-oriented professionals better understand the diversity of their clients and hence provide more equitable service to them. One group of professionals that has taken particular interest in addressing student/client diversity is that of K-to-12 teachers. Scholars have implored teachers to foster not only a climate that supports diversity within their classrooms but also one that critiques and challenges

bias in society. Theory has been translated into practice through professional development programs ranging from a 30-hour diversity course intended to prepare teachers to help their students learn about diversity (Schniedewind, 2001) to the 3-year-long effort by a site-based multicultural steering committee to plan and implement professional development programs in a school plagued by high minority student dropout (Leistyna, 2001).

Like teachers, nurses have taken a special interest in addressing client diversity. Campinha-Bacote et al. (1996) developed a four-component model of culturally sensitive nursing (cultural awareness, cultural knowledge, cultural skill, and cultural encounter) that has been translated into a 4-day workshop for nurses. Some CPE programs for nurses have addressed the health-related needs of specific racial/ethnic groups such as Underwood's (1999) description of a CPE program targeted toward nurses interested in cancer prevention among African Americans. Others have addressed broader sets of diversity-related concerns such as analyzing and remedying the mismatch between literacy levels of patients and health education materials (Fisher, 1999) or providing culturally sensitive care for end-of-life patients and their families (Matzo et al., 2002).

Gender has received particular attention from writers questioning the impact that the process of professionalization has on diversity in fields that might be described as emerging professions. Miller et al. (2002) questioned whether legitimizing some forms of knowledge and styles of leadership unfairly disadvantage women in public management. Likewise, Kelleher (2000) wondered whether leadership aimed at social change, including feminist goals, is increasingly "sacrificed at the altar of professionalism" (p. 76) within nongovernmental organizations. Glasser (1992) has gone so far as to assert that professionalism versus pluralism is an "unfortunate but enduring dichotomy" (p. 131) given the epistemological stance of professionalism toward universal knowledge claims.

This brief overview reveals several features of the literature on diversity within CPE. First, it appears that CPE scholars themselves have not shown as extensive an interest in diversity as have academics in the general field of adult education or some of the professional groups concerned with applied CPE. Second, where diversity has received attention in the theoretical and research literature of CPE, the focus has been greatest on race, ethnicity, gender, and culture; little attention has been paid to other dimensions of diversity such as age, physical abilities/qualities, and sexual orientation.

Further analysis of this literature yields yet another limitation of the focus on diversity in CPE, because it is concerned almost entirely with improving the professional performance of individual professionals. The mention of diversity as an element of organizational culture or discussion of organizational change efforts related to diversity is rare. For instance, even in a research project focused on CPE for multinational nurses employed in a Saudi Arabian hospital, the focus remained on acculturating individual

nurses to the norms and expectations of their current nursing assignment rather than including an analysis of the impact a unique organizational culture has on a setting that brings together professionals representing eight different countries (Adejumo, 1999).

How Can CPE Providers Foster Greater Attention to Diversity?

Increasing self-awareness of diversity issues. For those convinced that theory, research, and the practice of CPE would be enhanced by a more comprehensive approach to diversity, the question remains how best to accomplish this goal. We recommend a four-pronged approach starting with a self-assessment of awareness of diversity issues, which begins with intense focus and critical reflection on one's own position.

Issues of diversity within the teacher-learner, trainer-trainee relationship. Although considerable attention has been paid to the diversity of clients by selected professional groups, the topic of positionality of CPE practitioners and scholars has rarely been a focus. Within adult education literature more generally, recent research has included an emphasis on the power dynamics of the classroom as it relates to the instructor-student and student-student relationships. In this literature, positionality refers to the multiple attributes of each individual, each of which may be associated with degrees of power and privilege (or lack thereof) in society. For instance, Johnson-Bailey and Cervero (2001) examined how students reacted differently to the two of them, one as an African American, female, untenured, assistant professor and the other as a White, male, tenured, full professor. Tisdell (1993) examined how student characteristics including gender, race, and age can become factors in how other students perceive them in the classroom. These dimensions are equally likely to affect formal training and professional development programs.

Consideration of diversity issues in program development. Another dimension of CPE practice that merits analysis is that of program planning and development. Recent research on how power relations affect program development has not typically made direct mention of the connection between diversity and issues of power in the planning process. Yet these connections can readily be discerned and are occasionally included. In discussing cases compiled in a sourcebook focusing on negotiating power and interests in planning adult education programs, Sork (1996) pointed out that the cases illustrate how power can be derived from many sources (e.g., positions as leaders, information held, and numbers of people represented). He added that in at least one case presented in the sourcebook, information about an actor's gender, race, social and economic status, education, current position, and networks helps the reader form an image

of the person's potential role in the planning process. He cautioned that such images may also lead to flawed conclusions based on stereotypes.

Another reason for critically analyzing the role of various players in the planning process of CPE programs may be to illuminate who is and who is not at the planning table. Attention to diversity when inviting participation in the planning process will improve the likelihood that diverse interests are reflected.

Efforts to develop more inclusive research and theory. Deliberate consideration of diversity as we expand our theoretical bases and conduct research will help us move away from anachronistic patterns of CPE—specifically, basing theory and research on a restricted segment of the population while offering conclusions as if inclusive of all (Clark & Caffarella, 1999; Merriam & Caffarella, 1999; Ross-Gordon, 1991). Glasser's (1992) assertion that professionalism versus pluralism is an "unfortunate but enduring dichotomy" (p. 131) need not hold true if we actively strive to include diverse clients, professionals, and organizational contexts as we expand our knowledge base. One mechanism for fostering this sort of epistemological inclusiveness is through consciously promoting diversity within our own ranks. Two means of accomplishing this are our recruitment efforts in our graduate programs and our outreach for new members in our professional associations.

Although this four-pronged approach to foster greater attention to diversity in CPE speaks specifically to that context (as does the equivalent section for HRD), scholars and practitioners across both domains are encouraged to reflect upon and take action on these recommendations.

Conclusions

This article analyzed literature in the fields of CPE and HRD for attention to diversity. In each case, literature aimed at academics in the field focusing on research and theory has been limited, whereas literature focusing on diversity in practice contexts is more available. For CPE and HRD, respectively, specific strengths and limitations arising from the distinctive orientations the two fields exhibit toward workplace learning and organizational development have been identified. A number of recommendations have been made for each area aimed at both filling in the gaps in the academic literature and promoting equity in the workplace.

Implications

Despite context-based differences in approaches to diversity across these two areas of practice and research, arguably both arenas of adult education focused on workplace learning, we find that some recommendations cut across both fields. In each case, greater attention to the issues and complexity of diversity in

the 21st century appear to be warranted, especially within the academic communities. In each case, it is recommended that research and theory generation be enhanced through the following:

1. Devoting attention to increasing both breadth and depth in the research agenda related to diversity. Many answers remain unknown, but more importantly, many questions have yet to be asked.
2. Keeping a careful watch on how our own backgrounds and assumptions influence our research questions and designs as well as our theory building. One means of addressing this concern is through collaborative research and theory development that includes diverse research team members.
3. Toward this end, both fields would do well to identify and mentor underrepresented faculty and scholars. One strategy for this is cultivating talent within graduate programs and among practitioners whose interests and professional involvement indicate their potential for participation in the research community.

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