Educational Leadership for Development of Structural Plans, Cultural Diversity, Curriculum Standards, and Faculty Engagement

Hisham A. Maddah

King Abdulaziz University, Saudi Arabia, https://orcid.org/0000-0002-8208-8629

Abstract: Educational leaders need to be able to make outstanding decisions for planning, organizing and directing others. Herein, we discuss the impact of educational leadership in developing structural plans, cultural diversity, curriculum standards, and faculty engagement. Cultural diversity remains as an unresolved issue, but student's negative attitudes associated with their differences in background and culture can be overcome with a proactive structure (prevention rather than cure!). University leaders should seek better learning environments through diversification to foster collaboration, creativity, equality, and innovation. Pre-planned curriculum standards and class outlines are critical to have a high quality education. A research-based and/or a coursework-based program can be carefully chosen according to the student's needs (interests) prior to the implementation of such planned standards. Well-established standards must be periodically assessed to achieve expected outcomes. Approachable, honest, caring, inspirational, and respectful leaders promote faculty engagement to incorporate their experiences. The strategy of "telling benefits" and "speaking academic" are useful and effective to engage faculty in the ongoing activities and assessments. The leadership plan and the role of leaders must be both utilized to identify the deficiencies and the interests of current students; hence, achieving the educational organization's mission, intended goals, and student success from the engagement.

Keywords: Educational Leadership; Diversity; Curriculum; Engagement; Assessment

Introduction

In higher educational institutions, leaders need to be able to make good decisions and to be outstanding in planning, organizing and directing others (Pierce & Newstrom 2003). Both leaders and managers have to have certain traits to make them capable of achieving university goals for a successful education. The key characteristics of strong leaders involve honesty, integrity, vision, inspiration and communication skills; while the common traits required for strong managers are being able to execute a vision, ability to direct, process management, taking care of people (people focused) (Go2HR 2019). When we think about leaders and contrast them with managers, leaders have much power and benefits that would give better results. Bridging the gap between people in charge and the subordinates (led people as followers or managed people as employees) is the first and most critical advantage we find in leadership. People like to be engaged, understood and given trust and

opportunities to practice their work activities smoothly in an attempt to reach their leader/managers ultimate goals.

It has been established that leadership can influence study in six key emerging areas: environment manager, network manager, policy manager, crisis manager, knowledge gap manager, and future leader preparation (Koyuncuoglu, 2021; Martin & Marion 2005 Marwanto & Satriyono, 2021). The role of leadership and leaders in higher educational institutions can enhance the learning capacity by having a good knowledge-processing environment and bridging the gap between students and faculty. Behavioral actions of both leaders and managers, as well as their designed programs, enable or inhibit knowledge-processing activities. To the best author's knowledge, faculty members have to create a friendly environment with their students to allow them to feel more comfortable in sharing their ideas and participate in-class activities; hence, instructors who are in the leader position would identify the deficiencies and the interests of their current students. Knowing your followers (students) interests and abilities would make it more efficient for leaders to design their materials accordingly to be appropriate for teaching (matching the available skills and capabilities of students learned in prerequisite classes). Thus, implementing a pre-planned class outline based on the student needs and interests as well as the departmental needs might result in much better knowledge-processing abilities. The change is evident and it is "a must" to adapt with every batch of students; as pointed out by Wells (1997) we should have the change from involving leaders while ensuring that values, ethics, and processes involved become prominent issues in higher education. Inevitably, we can say that chief executive officers and higher education leaders possess the ability to impact significantly on the learning abilities, campus culture, and education success.

Students, faculty members/staff and administrators are all responsible for the change in the university (diversification). For example, in order to successfully engage students in classrooms, educators must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes. Educators must be very sensitive to their own ethnic attitudes as well as their student's ethnic attitudes in order to have a more harmonic environment that is free from racism. Moreover, curriculum and text selections are crucial to academic performance and can help students to find and value their own voices, histories, and cultures (Teaching Tolerance Magazine 2018). The growth/development of the department can be assessed from leaders/educators through weekly reports about negative outcomes (e.g. racism issues and cultural conflicts) and positive outcomes (e.g. more inclusion, engagement, and positive attitudes). Thus, adopting a proactive structure with the previously mentioned practices by the different involved parties in the engineering college is very critical to achieve diversity and overcome any possible diversity-related issues. The structure should be in summary "taking initiative actions towards prevention of diversity problems through the involvement of community members, administrators, students, families, faculty members, and university staff like librarians for ensuring implementation of the cultural diversity". The structure might not have been implemented yet due to the difficulty in engaging all the university parties in working together towards a unified action plan which should adopt prevention rather than resolution. The important leadership qualities that should exist to implement the suggested structure involve honesty, intelligence, organization, innovation, and being ambitious (Pew Research Center 2015); and more importantly, a culturally competent leader must be able to identify other

cultural views, understand the needs of people coming from different backgrounds, and grasp the common differences between cultures and work towards them according to the norms of that culture (National Education Association 2019).

Implementing curriculum standards in a higher educational institution is very important to have a high-quality education. Setting the right and concise standards would allow educators to be familiar with the learning goals and help them prepare students to reach their educational and career goals. Those standards should involve higher management, instructors, curriculum developers, students, and their families in order to have all groups working together towards supporting the learning process from developing curriculum standards. According to the literature on core standards (Common Core State Standards Initiative 2019), curriculum standards should be (1) research and evidence-based; (2) very clear and consistent with university mission and vision; (3) aligned with university expectations; (4) built upon critical lessons learned from current standards and mistakes; and (5) implemented based on gained knowledge and by expert people with high thinking abilities to resolve issues in higher education.

Some of the power tools and standards regarding the "Curriculum Guides" should include that educators need to ensure (1) every child/student in the district receives the same content; (2) teacher can make connections between content areas; (3) promotion of integration with teachers and even experts who are teaching materials outside the core areas; (4) developing the coursework with relevant concepts and theories to be included in the classroom curriculum topics; (5) teacher's favorite topics and units only taught in the core courses when teachers become masters of their materials (Mooney and Mausbach 2008). Building a roadmap to instructors and their students is important to guide them towards implementing new curriculum standards that would greatly improve both teaching and assessment throughout the year.

Identifying the standards depends on the educator; and what should a student know from another student differ from one class to another as well as from an instructor to another. For example, in engineering programs, the fundamental standards should be that Mathematics has to be seriously understood and is a mandatory skill which should be well-grasped by the students to understand the taught concepts and their relation to engineering phenomena.

A good strategy that would create a change and engage teachers/faculty and staff with the administration in evaluating the department progress (or even the university progress) is "Declare and tell the benefits for both students and faculty and/or staff". This strategy would engage teachers/faculty and staff in the evaluation process by familiarizing them with the assessment process benefits and advantages which can be gained by the students and the faculty members (Blau, 2018). The engagement process would be much easier to accomplish when people know what is expected to happen next, and why do we need to care about the change. The author believes that letting others know the benefits is the first step we should tackle because students/faculty will get motivated once they know there are huge benefits waiting for them after the implementation of the evaluation process to achieve the university vision.

Structural Action Plans for Cultural Diversity

Personal experience: In 2014, I have been hired on a teaching assistant (TA) position in the Chemical Engineering Department at King Abdulaziz University (KAU) in Rabigh. I had the chance to work with faculty staff in evaluating, grading, and delivering lecture notes to undergraduate students; hence, I got the opportunity to recognize/understand several diversity-related issues between students. Typical diversity-related attitudes in KAU, Rabigh include, but not limited to, undermining learning skills and abilities of low-income/rural students, non-English speakers and non-Saudi students. These attitudes are associated with the differences in social-class, language, ethnicity/race (nationalism) and culture background between university students. The higher educational institute (KAU, Rabigh) is typically constructed for undergraduate study levels. The University was established in 2009 and is located at Rabigh City in the Western Region of Saudi Arabia, and is a branch of the main KAU in Jeddah. In 2015, there were approximately 1000 students attending the university and were distributed on the five available academic programs (200 students per program) which are Medicine, Engineering, Science, Business and Computing/Information Technology (Zaka'ee, 2009). The university had no clear standards and/or regulations relevant to the mentioned diversity-related attitudes. However, today's administrators at KAU are developing standards of assessment for student's performance as an attempt to promote equality. The author believes that the university should address diversity-related attitudes by having a more diverse campus, teaching students about diversity and engaging students and faculty staff in solving the problem (King Abdulaziz University, 2015).

There are various difficulties inherent in creating a culture to change attitudes towards diversity in KAU at Rabigh. While religion and culture permeate every facet of life including economic, governmental and educational arenas, Saudi Arabia remains a very traditional, conservative society where educational institutions prefer to have a static culture (a non-diverse campus). Yet, successful educational reforms encourage new ideas, new thinking and new concepts to be implemented in order to achieve/accept diversity (Profanter, 2014). Commonly, difficulties arise because students/faculty staff are not exposed to other cultures within the university campus (or even outside the university); and this is because Saudi students account for more than 90% of the total university students (Zaka'ee, 2009).

The primary goal of the department is to engage faculty, staff, and students in a better learning environment and diverse campus community that will ensure collaboration, creativity, equality, and innovation. The department seeks a safe environment that is free from discrimination which is possible by understanding and appreciation for the complex cultural and physical worlds in which faculty, staff, and students live (Andrew 2018; Centenary University, 2017). However, University leaders and administrators are not currently taking proper actions towards diversifying the department, campus and inclusively involve students with different backgrounds.

Issues and resolutions: Cultural diversity remains as an unresolved issue because the university is only taking initiative in engaging students with employees in celebration events and other social occasions; which are still not enough to allow students understand and grasp the overall idea and differences arise between the different

races and backgrounds. Currently, in the engineering college, students are treated differently based on their capacity of speaking English and/or the abilities to express their education background or strength skills to their instructors or university leaders. Students with great interpersonal skills get so many opportunities than their peers who lack these skills. Some people think this is completely natural because those students are already with much better skills and abilities that would allow them to have better chances in work, education, and even in interaction with faculty members. Nevertheless, the engineering dean has to take the initiative to address diversity issues and allow equal opportunities to all students regardless of their race, ethnicity, background or even their abilities such as English language skills or interpersonal skills.

The current adopted structure in my organization is very clear when it comes to dealing with diversity issues. The only actions that I believe are implemented well is when there is direct misbehavior arise between student/student or student/instructor which will be directly reported to the higher management to take proper actions for behaving such non-professional acts. Thus, the structure seems to be inclined to a reactive structure rather than a proactive one. Waiting for the problems to occur until we solve them is not the optimal approach we should think of, university leaders have to adopt the notion of prevention rather than cure! Fixing existing diversity problems would be much more difficult than preventing them from occurring.

The university has to follow the proposed structure that is suggested here to overcome most of the diversity-related issues which might arise from any unwanted misbehavior (either from students or instructors involved in the engineering college). Roles and responsibilities of educational leaders at the university should involve the following (Banks & Banks, 2016; Peterson & Deal, 1998): (1) Community members must participate in the diversification act and appreciate administration efforts in culture change and academics areas; (2) Administrators should communicate with the involved groups and organizations for the culture change and for developing diversity; (3) Students should be taught cultural differences to accept diversity, and get engaged in the society for community inclusion; (4) Families should be engaged by the administrators towards creating a culture change, diversification, and development of academic programs; (5) Faculty has to provide students with guidance, support, and encouragement; and participate in both updating programs' curriculum and attedning international conferences for better diversity and research outcomes; Lastly, (6) Staff members need to ensure university facilities, technology, and knowledge (e.g. libraries, archives, museums, and research facilities) are available and easily accessed for understanding diversity and being part of the campus cultural change.

Implementation of Curriculum Standards

Writing and implementing an educational plan for curriculum standards should be initiated by university administrators by allowing leaders to closely work with university instructors to check for the student needs as well as check for possible improvements. A high failure rate in any organization should be faced by setting the right foundations for the plan. For instance, considering an educational organization with the university level, educators have certain tasks to implement where the most critical role goes to faculty members and their students (Pierce & Newstrom, 2003). Both parties have to work closely to identify the best standards that can

satisfy the needs of having high education qualities. The plan should first consider checking students earlier assessment reports, then, understanding the impact of the previously implemented plans and focused standards on the student performance. For any unimproved standard, there should be an action plan taken towards improving those standards. Educators have to check the progress of their students while the implementation of the new plan should take place after revising prior reports. Leaders need to ask instructors to gather information about their student's background, knowledge, and possible skills available at the time of creating the plan.

In terms of the leadership position in this task, any instructor or lecturer should be capable of gathering the required information from students, asking them for suggestions about developing the university curriculum, and ask them to provide feedback on the current teaching methodologies as well as the curriculum standards adopted by instructors and university leaders. For example, students will allow leaders to understand which area they should focus on regarding the standards. It is important to evaluate whether a research-based program focus or a course-work program focus is the best option of the students! Would it be more beneficial for the students to understand the theory or to apply them in real-life applications through experimental works? These are some of the common questions we need to find the answer for; hence, university leaders have to think carefully about what standards should be implemented first when it comes to the plan initiation.

To clearly identify the goals of the university and have standards meeting the overall mission/vision, the instructors need to convince leaders about what they think are the important standards to be implemented and prioritized. Further, instructors cannot work separately from the administrators, we have to guide our students through the implemented standards that should be also identified to be useful for the student bodies once the plan is being accredited by educational professionals. For example, essential skills related to physics, math, chemistry subjects are required for Chemical Engineering students in the Chemical Engineering Department in any university; these skills are expected to be well-gained by undergraduate students which were acquired during the high school studies (Texas Education Agency, 2019). Curriculum standards involve that students should be able to critically solve engineering problems, able to extract unknown and given variables for the purpose of analyzing the problem. In the engineering fields, students are also expected to follow a logical sequencing with the understanding of all assumptions made and their impact on getting the final solution or answer; to check how the answer might be different than observations in reality (without making assumptions). Contents must be changed based on the student needs, mastery level of the instructor towards the taught materials, and mission/goals of the university as well as the career goals of the students (Mooney & Mausbach, 2008). We have to consider assessment tools that would verify the applicability and success of the implemented plan to change standards after careful consideration of previous factors.

Moreover, the curriculum standards in the university must include diversity and practical applications of the given materials. Instructors who work in the university should be working towards fulfilling educational goals through understanding their students' needs, communication, and keeping the door open for any suggestions from the students (Hohamad Karkouti, 2016). Lecturers must be capable of listening to their students and taking into consideration their English language deficiency. Educators such as lecturers must be able to communicate

effectively, connect the dots between different ideas or suggestions given from students for possible improvements.

Educators can be guided through the implementation process by patient leaders. Leaders have to always praise others work, abilities, and try to engage them in conversations to brainstorm new methods that can be helpful in researching or improving the education of incoming students. Having a leader who is very approachable, friendly, caring, and respectful to everyone involved under him is very important and appealing to the employees who work under his supervision. An educational leader should engage instructors/students in conversations, make them feel comfortable, and let them enjoy their learning experiences without any fear or negative self-talk conversations (Chief Executive, 2016; Pierce & Newstrom, 2003).

Finally, the adopted standards have to be well-established and then assessed with a clearly outlined expected outcomes from the students. For example, we need students to be very strong in mathematics for engineering classes and able to communicate effectively for communication and media classes. Resources should be gathered from instructors and from their interactions with students as well as previous assessment reports. The lack of resources may be substituted by creating survey questions for students and interviewing alumni students to ask them for suggestions about meeting the industry requirements (demands) from the taught courses and implemented curriculum standards. The implementation of the above leadership traits, starting with instructors, would make it easy to create the change and implement the new plan.

Faculty Engagement in Assessments

From a perspective of an educational leader in a higher education institution, the aim should be to engage the whole people in our department in the ongoing activities as well as in the occurring assessments to reach our educational goals (Pierce & Newstrom, 2003). For example, the department which I work for is associated with the "Engineering College" and there are many objectives identified to be done by the end of every year in order to keep the education quality as high as possible. Typically, administrators need to know how to speak academic. This is because faculty staff would understand them much easier and then they will be more willing to help, support, and be part of the evaluation process (Blau, 2018). Speaking academic means that administrators need to be focused, with clear ideas, and have the cause-effect relations in their minds ready to be explained to university leaders and students for further clarifications of suggested benefits. Having a mindset similar to one of the faculty members would make it much easier for the administration to reach faculty, and allow them to incorporate their experience in the evaluation process (Pierce & Newstrom, 2003).

Regarding the "telling benefits" strategy, it has been proved that faculty usually care about the students learning, progress, and understanding. Hence, they will do anything that would make the students be successful bodies in the community (Blau, 2018). In terms of the student benefits, I like to mention this quotation which emphasizes on the importance of telling the student benefits to faculty (or even to the students to engage everyone in the evaluation process) "Faculty members usually care deeply about the quality of education they are able to

provide; so they will make time to get involved if they believe it will improve that quality" (Blau, 2018).

Further, Blau (2018) indicated that not only student benefits are important for the engagement of faculty in the assessment; however, faculty themselves look for their own benefits or interests and will be more motivated and interested to help the management in the evaluation process if they find out the benefits will extend to reach them as well. For example, many research professors look for grants and funds provided by the university to do research work and make their students prepared to do research and gain the lab experience. A faculty member will be more motivated to help the students to gain the lab experience and build his own research skills if the management is going to provide quite good yearly research funds. The benefits, in this case, is then extended to faculty as well as their students and the whole department. Doing research means that the faculty member can be promoted and become prominent in his field, students will gain experiences and have more opportunities in the research industry, and lastly the management or the higher administration will get satisfied from the research accomplishments and the highly educated students which can be evaluated by the different assessment processes involving research work and prospective publications from the students. Another quote by Blau (2018) highlights the importance of benefiting faculty is worth to mention here as in "Faculty members will make time to get involved if they believe it will result in smaller class sizes, more faculty lines, more and better facilities, a reduction in committee work, more financial support for attending conferences …" (Blau, 2018).

The strategy of "telling benefits" and "speaking academic" will be useful and effective to engage faculty and staff in the assessment because of the following reasons: (1) faculty will know that the management care about them and their own ideas, and they want to benefit everyone involved in the change process through the continuous evaluations; (2) faculty will understand the academic language adopted by administration which would allow better communication to achieve the university educational vision.

The leadership plan of any adopted strategy has to identify the role of every involved group in the assessment process. Faculty and staff need to gather data and information required for the students' assessment. The higher administration should ease the way of collecting information to quickly get the data and take it to the next step of the process "data analysis". The benefits for both students and faculty should show up in the collection phase where faculty has to mention their benefits as well as the higher management benefits from doing a specific assessment method. The administrators have to revisit those benefits and double check if every person has included his own benefits to be compared with others for the purpose of having benefits aligned with the university educational vision. If necessary, the management may need to do a round of teacher evaluation to check for any possible improvements in student's education via the evaluation of teachers (Santiago, n.d.). The university should seek to improve assessment processes from the engagement of all parties and from the enhancement of teacher's performance in their teaching, data collection and, data analysis skills. Lastly, the leadership plan and the role of leaders must be both utilized for the purpose of achieving the educational organization's mission and student success from the engagement process.

Leadership Development Plan (Thoughts and Reflection)

In higher education institutions, we should treat students as grown, independent, and self-learner students who are led by their instructors for having a better learning quality. I remember that I have guided more than 20 undergraduate students in a semester to selectively choose the ideal remaining courses to them which should match departmental needs as well as the student's interest. The author thinks that working closely with the students and lead them over their coursework is a skill that should exist in any faculty member to have a great match between students and faculty needs. Also, having the opportunity to work as a teaching assistant in a couple of classes showed me how it would be like to lead a classroom. Students prefer leaders than managers. They want someone to guide, advise, and engage them in conversations for mutual benefits. Being a part of the classroom, while ensuring respect from students is there, is important for education success. Even though if someone is still led by the department head, I believe there is much room left to improve and involve both creativity and leadership skills in taking care of the students based on given instructions from an advisor. However, I am personally more capable of leading others than being led. We would certainly need to be good at guiding others to effectively draw the road map for the whole department and achieve better education from delivering the department educational requirements. An interesting idea which can be adopted was mentioned before in the literature relating leadership role to knowledge processing abilities of taught students.

As mentioned before, the key characteristics of strong leaders involve honesty, integrity, vision, inspiration and communication skills; while the common traits required for strong managers are being able to execute a vision, ability to direct, process management, taking care of people (people focused) (Go2HR 2019). The role of leadership and leaders in higher educational institutions can enhance the learning capacity by having a good knowledge-processing environment and bridging the gap between students and faculty. Behavioral actions of both leaders and managers, as well as their designed programs, enable or inhibit knowledge-processing activities. By creating a personal leadership plan, one should adopt the previously mentioned characteristics to be used in educational leadership. In my department, we treat students as grown, independent, and self-learner students who are led by their instructors for having a better learning quality. We need to be close to our students, make them feel comfortable, and contained so that they approach us (the leaders) for any support without hesitance. Having a supervisor (e.g. the department head) who is friendly with others, great listener, and supportive would make him/her become a role model to others, since both faculty and students will feel safe and important bodies to the university. Faculty members have to create a friendly environment with their students to allow them to feel more comfortable in sharing their ideas and participate in-class activities; hence, instructors who are in the leader position would identify the deficiencies and the interests of their current students.

Regarding the abilities and skills in accomplishing university vision for having a good education, faculty members should be very good at planning and creating class outlines. Hence, implementing a pre-planned class outline (based on the student needs and interests as well as the departmental needs) might result in much better knowledge-processing abilities. The change is evident and it is "a must" to adapt with every batch of students; as pointed out by (Wells, 1997) we should have the change from involving leaders while ensuring that values,

ethics, and processes involved become prominent issues in higher education. Inevitably, chief executive officers and higher education leaders possess the ability to impact significantly on the students learning abilities, campus culture, and education success.

Conversely, collaboration between all the university parties is critical to address arising challenges. Students, faculty members/staff and administrators are all responsible for the change in the university (diversification). Moreover, implementing an educational plan for curriculum standards should be initiated by university administrators to closely work with university instructors to check for the student needs as well as check for possible improvements. A high failure rate in any organization should be faced by setting the right foundations for the plan. For instance, considering an educational organization with the university level, educators have certain tasks to implement where the most critical role goes to faculty members and their students (Pierce, J. L., & Newstrom 2003). We should be capable of gathering required information from students, asking them for suggestions about developing the university curriculum, and ask them to provide feedback on the current teaching methodologies as well as the curriculum standards adopted by instructors and university leaders. This would allow university leaders to think carefully about what standards should be implemented first when it comes to the plan initiation. To foster collaboration between administrators and instructors, resources should be gathered from instructors based on their interactions with the students.

The motivation of the university members (leaders and led people), may be done by engaging them in the change by showing the possible rewards that would come after finishing the required tasks. A good strategy that would create a change and engage teachers/faculty and staff with the administration in evaluating the department progress (or even the university progress) is "Declare and tell the benefits for both students and faculty and/or staff" (Blau, 2018). It has been proved that faculty usually care about the students learning, progress, and understanding. Hence, they will do anything that would make the students be successful bodies in the community (Blau, 2018). The strategy of "telling benefits" will be useful and effective to also engage faculty and staff in the assessment because of that faculty will know that the management care about them and their own ideas, and they want to benefit everyone involved in the change process through the continuous evaluations.

In general, we need to focus on understanding diversity, creating awareness programs on diversity-related issues, promoting inclusion, respect, and appreciation of differences arise between students. Also, we should consider working with other on-campus organizations to identify and resolve existing diversity issues and establish a new and modified curriculum which can fit students coming from different backgrounds. The university should engage the whole people in such a department in the ongoing activities as well as in the occurring assessments to reach our educational goals (Pierce & Newstrom, 2003). The university should seek to improve assessment processes from the engagement of all parties and from the enhancement of teacher's performance in their teaching, data collection and, data analysis skills. Faculty and staff need to gather data and information required for the students' assessment. The higher administration should ease the way of collecting information to quickly get the data and take it to the next step of the process "data analysis". The leadership plan

and the role of leaders must be both utilized for the purpose of achieving the educational organization's mission and student success from the engagement process.

An overall personal educational leadership mission statement can be summarized as the following: "The leadership plan should seek to educate students and develop their knowledge through participation, diversification, understanding, and educational guidance. The university seeks to engage faculty, staff and students in better learning environment and diverse campus community that will ensure workforce/students collaboration, equality, and appreciation for the complex cultural and physical worlds" In short, a well-summarized and adopted mission statement can be written as "Educate, Communicate, Participate – and Diversify the Community for a Better Learning Experience".

Conclusion

We demonstrated the impact of educational leadership and its consequences in developing university structural plans, cultural diversity, curriculum standards, and faculty engagement. Institutions can enhance the learning capacity by having a good knowledge-processing environment and bridging the gap between students and faculty. Chief executive officers and higher education leaders possess the ability to impact significantly on the students learning abilities, campus culture, and education success. Students, faculty members/staff and administrators are all responsible for the change in the university (diversification); educators must know their students and their academic abilities individually rather than relying on racial or ethnic stereotypes. Thus, adopting a proactive structure by the different involved parties is very critical to achieve diversity and overcome any possible diversity-related issues. Such promising structural plans that can be adopted include "taking initiative actions towards prevention of diversity problems through the involvement …". Moreover, implementing curriculum standards in a higher educational institution is very important to have a high quality education. Setting the right and concise standards would allow educators to be familiar with the learning goals. Building a roadmap to instructors guide them towards implementing new curriculum standards that would greatly improve both teaching and assessment throughout the year. A good strategy that would create a change and engage everyone in evaluating the department progress is "Declare and tell the benefits for both students and faculty and/or staff". This strategy allows having a better evaluation process by familiarizing everyone with the assessment process benefits.

Such diversity issues can be also overcome by having a more diverse campus, teaching students about diversity and engaging students and faculty staff in solving the problem. Successful educational reforms encourage new ideas, new thinking and new concepts to be implemented in order to achieve/accept diversity. Fixing existing diversity problems would be much more difficult than preventing them from occurring. Hence, administrators should communicate with the involved groups and organizations for the culture change. Regarding the educational plan for curriculum standards, leaders need to ask instructors to gather information about their student's background, knowledge, and possible skills available at the time of creating the plan. It is important to evaluate whether a research-based program focus or a course-work program focus is the best option for the

students! Contents must be changed according to the student needs, mastery level of the instructor towards the taught materials, and mission/goals of the university as well as the career goals of the students. An educational leader should engage instructors/students in conversations, make them feel comfortable, and let them enjoy their learning experiences. Administrators need to know how to speak academic to reach faculty and make it easier for them to be part of the evaluation process. The benefits from doing a specific assessment method for both students and faculty should be justified and that they would also benefit the higher management. Lastly, based on educational leadership practices, instructors and leaders may adopt this well-summarized mission statement "Educate, Communicate, Participate – and Diversify the Community for a Better Learning Experience" for a fruitful education journey provided to the students.

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