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The Organizational Improvement Plan at
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Improving Holistic Sustainability through Complexity Leadership

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Abstract

This Organizational Improvement Plan (OIP) outlines a planned change to improve decision-making spaces and processes-related sustainability. The OIP details a problem of practice examining how to incorporate holistic sustainability into university governance by identifying critical values to improve processes and outcomes. This examination aligns with the university's 2030 plans and goals. A critical pragmatism worldview underpins this OIP and applies individual and organizational reflection to support a change transition. Higher education sustainability operation systems require multiple disciplinary perspectives to engage in this evolution. The initial change is co-creating a university definition for holistic sustainability that substantiates additional framework building and policy development. The OIP presents a frames-based organizational analysis to assess university resource requirements and change readiness. Adaptive and complexity leadership theories are employed to navigate systems change and to enact the change implementation compass. Blending the change processes with the leadership theories to bolster diverse perspectives is the keystone to the improvement. Applying the change path model to the proposed three-phase solution engages various university stakeholder networks deliberately. A participatory evaluation approach integrated into the implementation compass enables assessment of the improvement process and the communication plan through cycles of quality improvement. Engaging stakeholder networks in the adaptive space to promote top-down and bottom-up ideation and information flow is essential for holistic sustainability governance to emerge at the university. The future university state is the recognition of a holistic sustainability lens on all decision-making practices and spaces throughout university operations, outreach, research, and curriculum.

Keywords: holistic sustainability, critical pragmatism, adaptive leadership, complexity leadership theory, emergence, implementation compass, participatory evaluation

Executive Summary

This Organization Improvement Plan (OIP) centres on a regional teaching-focused university in British Columbia. The problem of practice (PoP) addressed in this OIP is how to incorporate holistic sustainability into university governance at MooreU (a pseudonym). The university adopted a 2030 strategic plan in February 2020 and situates health and well-being as its cultural cornerstone. The university states in the mission, values, and goals that sustainable actions are long-term planning outcomes and priorities. This OIP includes analyses, frameworks, and solutions as proposed improvements, which if implemented in the next two years, position MooreU to achieve its 10-year 2030 sustainable action goals.

Chapter 1 of the OIP creates the organizational and leadership foundation to examine the needs associated with this PoP. There is a presentation of the political, economic, social, and cultural context of MooreU and an analysis of the 2030 strategic plan's three pillars. Of importance, both university members and regional partners participated in the co-creation of this 2030 university plan. A critical pragmatism worldview underpins the leadership position statement. The author, a senior academic leader, outlines adaptive and complexity leadership approaches to this PoP. The chapter situates sustainability and its expanding scope within the national, provincial, and regional perspectives. Framing this PoP establishes the need to examine how to improve holistic sustainability processes and outcomes centred on governance structures across various university domains. Three guiding questions emerge for the university to consider prior to enacting this change. Further, Bolman and Deal's (2013) four-frame analysis is key to determining the university's readiness to improve holistic sustainability. This chapter concludes with the change vision that imagines a holistic sustainability governance approach cooperatively built from the collective university community intelligence.

Chapter 2 details the planning and development considerations of the organizational improvement process, including additional analyses and change approaches. The conceptual leadership

model proposed incorporates the necessary grounding of organizational, leadership, and change theories as the pathway for how MooreU may change. The use of the adaptive space affords top-down and bottom-up ideation and information flow for the MooreU community to co-create something that has not previously existed: emergence of holistic sustainability governance (Uhl-Bien & Arena, 2017, 2018). Imagining emergence is possible because of the critical organizational analysis that expands on the initial framing sections from Chapter 1. Four solutions are proposed based on the organization's readiness to close the gap between current and future state. For each solution, there is a qualitative assessment of the needed resources: time, financial, and informational. As well, there is an anticipated organizational impact assessment for each solution determined in relation to building capacity to achieve improved holistic sustainability at MooreU. The preferred solution is a promising practice of enacting higher education sustainability processes, a three-phase hybrid solution to bring about specific changes. The chapter concludes with a discussion about the ethical considerations in relation to the chosen solution and recognizes the need to enhance democratic participation. The discussion aligns with the conceptual model of leadership and includes several theoretical considerations.

Chapter 3 details three distinct but interrelated plans to enact the three-phase solution for a change transition. Cawsey et al.'s (2016) change path model is the common process approach among the implementation, monitoring, and communication plans in this chapter. A change team is established, and the author serves as the change leader. A change implementation compass details a two-year critical path timeline to implement the three-phase hybrid solution (Buller, 2015). The implementation compass enables cycles of input and feedback from a variety of stakeholders involved as sustainability disciplinary experts or governance committee members. In addition, multiple stakeholder networks are engaged in the participatory evaluation approach for monitoring and assessing this change process (Braithwaite et al., 2013). The change team positions a task force to

generate the program logic model and evaluation questions, both to monitor the implementation compass and to clarify the holistic sustainability lens on pan-institutional decision-making. Essential to change success is the communication plan woven through the implementation compass and the monitoring framework. There are various media forms and face-to-face communication approaches discussed and planned over the two-year implementation period.

This OIP concludes with several reflections. The OIP is written from the perspective of one person who is a cis-gender female settler using primarily Euro-centric theories and knowledge bases. MooreU would want to consider how the proposed plan connects with the emerging Indigenization plan prior to initiation. Ensuring Indigenous worldviews are part of the stakeholder network consultations is critical. In addition, emerging from the 2030 plan are several other pan-institutional plans that strive to achieve institutional goals. MooreU leadership must consider an overarching monitoring framework to identify activity and resource interdependencies throughout various faculties and constituent units to ensure goal alignment. In conclusion, other post-secondary institutions that have a hierarchical arrangement and a participatory, co-creative culture could modify and adopt the conceptual model for sustainability-related change offered in the OIP.

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Table of Contents

List of Figures

List of Acronyms

BC   (British Columbia)

BoG   (Board of Governors)

CLT   (Complexity Leadership Theory)

EDI   (Equity, Diversity, and Inclusion)

IPP   (Integrated Planning Process)

OIP   (Organizational Improvement Plan)

PPO   (Policy and Procedure Office)

PoP   (Problem of Practice)

PSI   (Post-Secondary Institution)

SLF   (Senior Leadership Forum)

SOS   (Sustainability Operating System)

VPPE   (Vice-President Planning and Effectiveness)

Chapter 1: Introduction and Problem

This document is a comprehensive analysis of a problem of practice (PoP) and a detailed plan to elicit organizational improvement. Specifically, this first chapter of the Organizational Improvement Plan (OIP) details the overview of the organizational context for the university. In addition, the chapter outlines leadership theories and topical literature to articulate the PoP as well as inquiry questions emerging from this PoP, based on the broader national and provincial contexts. The chapter concludes with a theoretically grounded vision for change and an assessment of the university's readiness for this change. This chapter is grounded in theory and framing to build the case for the PoP about improving holistic sustainability at the university. To ensure standards for privacy and confidentiality, the pseudonym Moore University (MooreU) is used for the institution to anonymize the university and its individuals throughout this OIP.

Organizational Context

MooreU was established in the late 1960s, initially as Moore College. Committed politicians and school board personnel of the region initiated the vision and created the college to establish a higher education institution for their community's growing population (MooreU, 2020d). Moore College had a strong reputation for niche programs in fine and applied arts, with strong partnerships in the local communities. In addition, the college established a long history of quality two-year university transfer programming, so students could start at the college then transfer to one of the larger research universities in British Columbia (BC). Over the last 50 years, a main campus on the BC mainland and two campuses in regional communities existed. Though one regional campus is now temporarily closed, MooreU has a campus master plan to guide future development (MooreU, 2018).

In the mid-2000s, through a ministerial-imposed mandate, the institution's designation changed to Moore University (MooreU, 2020d). Currently, MooreU is a moderate-sized, regional-based, special-purpose teaching university in western Canada (MooreU, 2020d). In 2019-2020, across the two active

campuses, there were approximately 90 programs attracting both domestic and international students (MooreU, 2020d). In addition, over 600 faculty members across five faculties and 17 schools are employed supporting the university's operational and academic work (MooreU, 2020d). Each of the five faculties is lead by a senior academic leader who reports to the Vice-President Academic and Provost. Since the transition to a university, MooreU maintains high quality learning experiences that are strongly attached to the local communities and industry partners (MooreU, 2020d).

The transition from college to university has been a slower trajectory compared to MooreU's comparator provincial post-secondary institutions (PSI) that experienced the same transition from college to university. MooreU's signature programs are in tourism management, early childhood education, legal studies, motion picture arts, and local government administration (MooreU, 2020d). Various music and animation programs attract students from across the country. The arts and sciences have solid transfer programs and are currently building various Bachelor of Science and Bachelor of Arts degrees, which are attractive to both domestic and international students. In September 2020, the Bachelor of Kinesiology was the first ministry approved baccalaureate degree in eight years for MooreU. This approval has bolstered community excitement for credential development. MooreU has maintained small class sizes (25 students per class average) for the < 10,000 undergraduate students currently attending courses for certificate, citations, diplomas, post baccalaureates, associate degrees, and bachelor's degree programs (MooreU, 2020d). MooreU's evolution as a university has accelerated the last several years with the current executive (the president, four vice-presidents, and two associate vice-presidents) and senior leadership, which is discussed in the next section.

Organization Structure and Leadership Approaches

The Province of British Columbia's *University Act* (1996) authorizes MooreU to operate within a shared bicameral governance system, in which the Senate governs decision-making about academic matters and the Board of Governors (BoG) governs decisions regarding financial operations, specifically

approving the annual university budget. Some matters require shared decision-making between Senate and the BoG. Further, MooreU as an organization predominately operates within the functionalist paradigm with concrete regulatory mechanisms and measures of social progress (Burrell & Morgan, 1979; Morgan, 1980). MooreU's operations are organized as a hierarchy in Figure 1 within a bureaucracy, with its evidence-informed approaches of objectivity, communication lines, and efficiency structured and delegated to individuals throughout the organization (Austin & Jones, 2016). Of note, centralized budgeting and planning processes are the vertical and lateral controls for resource allocation and decision-making for resources. The current president began in 2016 and has endeavored to nudge MooreU toward an interpretivist paradigm in which university community members participate in the social process to set goals and plans for the university's future (Burrell & Morgan, 1979; Putnam, 1983). Moreover, the president has initiated systems to enhance the results-based and performance-based practices and culture at MooreU, seeking to improve university academic programs, social purpose, and financial responsibility practices (Markiewicz & Patrick, 2016). The performance systems are formally coordinated in the Vice-President Planning and Effectiveness (VPPE) office, established in 2017, who leads the registrar's office, international office, student affairs, continuing studies, and institutional research (MooreU, 2020c).

Within the existing faculties for academic decision-making, the collegial model is the dominant approach to guide consultative, participatory decision-making (Manning, 2018). Even in the vertical hierarchy, senior administration endeavours to enhance transparency and consultation in decision-making across the university through various Senate and BoG subcommittees, pan-institutional advisory committees, and working groups. The shift away from authoritarian directives of previous years to using consultation results in activities of dialogue and inquiry that nurture a learning culture (Schein, 2016). Executive members have intentionally initiated open, transparent dialogue and questioning through the university planning layers, bringing together the internal university community and external regional

community as MooreU co-created its 2030 strategic and academic plans (Schein, 2016). Further notions that the interpretive paradigm is pressed by executive leadership is the recent coordinated development of the people plan, internationalization plan, campus master plan, digital transformation plan, and health and well-being plan (Putnam, 1983). The community's reflection on its history of institutional transition boosted by encouragement to stoke creative imaginings for the future is a participatory practice to devise a culture shift and has roots in critical pragmatism philosophical worldview at an individual, group, and organization level (Forester, 2013).

Figure 1

Moore University's Organizational Hierarchy
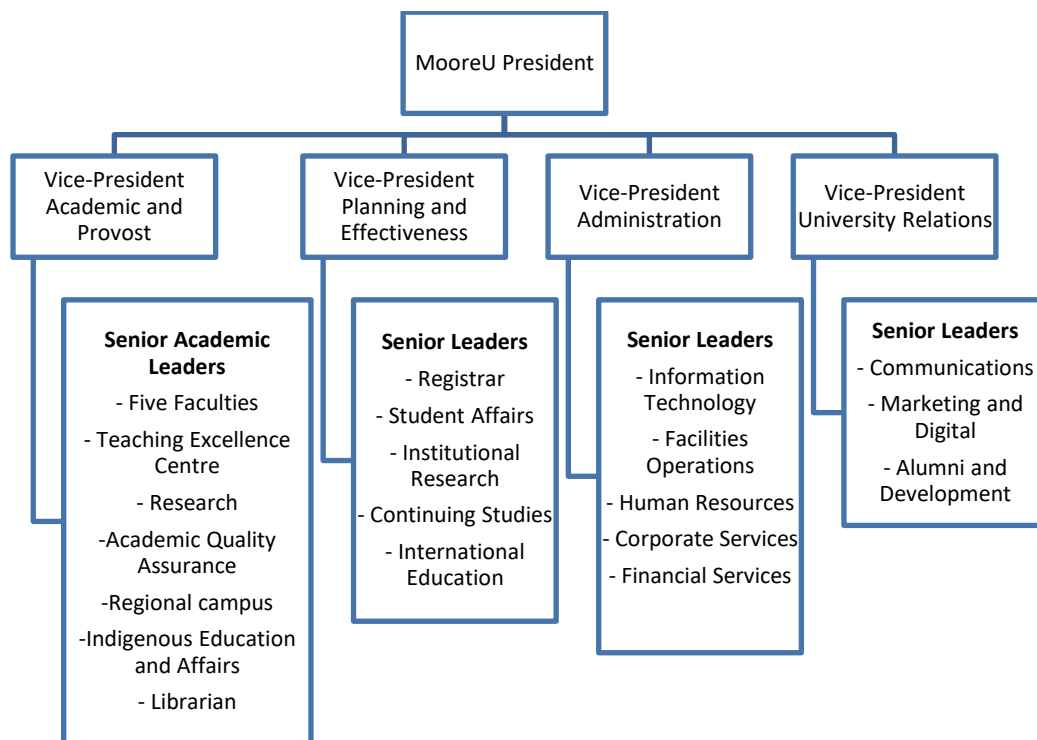
Two different employee unions negotiate the faculty and staff employment conditions. The faculty collective agreement provides a high-level definition of teaching work and non-teaching work, so faculty may assume the full role of teaching, scholarly activity, and university service. In addition, the staff, who often work in partnership with faculty, are the operational heart of the university

administrative processes and procedures. With innovation and accuracy, faculty and staff coordinate their work to promote strong alignment and engagement of employees and to enhance the student experience. In addition, the MooreU Students' Union has been a key partner in the planning and performance-based decision-making practices. Their collective voice about sustainability and climate emergency initiatives is a clear, strong driver towards action. These varied levels of coordination are complex within political, economic, social, and cultural contexts within MooreU's operations.

Political Context

As previously noted, MooreU is one of the six institutions in the province who had their designation change from college to university in the mid-2000s. Several years into the transition, the university closed some of its niche programs and one of its regional campuses for budgetary reasons. Since that time, MooreU has struggled to bolster domestic student enrollments and meet the funded full-time equivalent tuition grant from the Ministry of Advanced Education Skills and Training (the Ministry). Recently, the president has led MooreU on a goals-driven and action-oriented agenda to enhance the institution's efforts to recruit more domestic students to meet the funding targets noted in the Ministry's mandate letter (MooreU, 2020a). The president works closely with deputy ministers to promote the Ministry's understanding of the unique historical and current challenges of MooreU. Currently, MooreU is difficult to access by transit, unlike many institutions in our region whose campuses are adjacent to rapid transit hubs, and there is limited campus student housing. Coordinated work between the president and the Ministry is looking to build campus housing options at the university in the next five years to enhance student life and student presence on the main campus (MooreU, 2018). This housing development may be a key space for university stakeholders to consider improving sustainability in relation to building design and development.

Economic Context

As noted previously, MooreU receives a tuition grant from the Ministry annually, which accounts

for 40% of the university budget. Other revenue streams include international student tuition,

endowment, alumni donations, and ancillary operational services revenue (e.g., parking fees). The

current economic and political pressure is to increase the domestic student enrollment because MooreU

currently operates below the provincially funded full-time equivalent amount. There is a chance the

annual grant funding may decrease if the university does not demonstrate to the Ministry initiative and

action to increase domestic student enrollment, retention, and persistence at MooreU. Examining this

deficit is important because disruptors, like the 2020-2021 COVID-19 global pandemic, influence

enrollment trends and therefore university revenues. Furthermore, with anticipated reduced high

school graduates in MooreU's region and the unknown future impact that reduction has on student's

motivation to apply, attend, and graduate through their complete student experience at MooreU.

Social and Cultural Context

MooreU is situated in a region that includes both mountain and marine landscapes as well as

ample recreational opportunities for the local and university communities. The regional community has

a strong focus on environmental sustainability, outdoor recreating, and community building. MooreU

has a long tradition of community connections. For example, MooreU is currently developing a pan-

institutional regional hub to build capacity in local community partnerships to support work-integrated

learning opportunities.

MooreU desires all community members to have distinct experiences. Throughout 2019, the

president and the planning team invited the entire university and regional communities to build the next

strategic plan. That year of development work created the precedent-setting pattern of social

constructive sensemaking that the Vice-President Academic and Provost followed to co-create the 2030

academic plan (Morgan, 1980; Putnam, 1983). MooreU's current culture fosters co-constructing the

vision and operational plans with inclusion, deep reflection, and committed actions to create

exceptional circumstances for all learning community members.

MooreU's Vision, Purpose, Values, and Goals

The MooreU BoG approved a 10-year strategic university plan in February 2020. Throughout this

OIP, the term "the 2030 plan" denotes this plan to maintain anonymization. The leadership formed the

2030 plan in consultation with the whole university community, external regional partners, and alumni

beginning in winter 2019 by hosting town halls, thought exchanges, and ideation sessions. Of note, Björk

et al. (2010) recognized these sessions allow individuals to participate in the stimulation, selection, and

integration of ideas, and their participation builds their knowledge of the university. MooreU's vision is a

university that transforms the lives of students, employees, and regional communities through thought

and actions that emerge from individual and collective imagination to prioritize actions that sustain both

people and the planet (MooreU, 2020b). MooreU's purpose is to co-create innovative experiences for all

community members and to embrace imagination as the means to include diverse perspectives and

worldviews (MooreU, 2020b). The 2030 plan's guiding statement to affect students now and build for

future learners has compelling alignment with Bruntland's definition of sustainability about meeting

current needs without impacting future needs (MooreU, 2020b; World Commission on Environment and

Development, 1987). This guiding statement undergirds MooreU's values and goals.

From this vision and purpose, MooreU states its values of innovation, commitment to

decolonization and Indigenization, collaboration, transparency, and sustainable actions (MooreU,

2020b). MooreU's cornerstone cultural value is health and well-being, which is central to the three key

2030 vision pillars of Imagination, Community, and Distinct University Experience (MooreU, 2020b).

Within these three components, there are multiple goals that further detail the granular priorities for

the next 10 years (MooreU, 2020b). This OIP focusses on the community pillar, which notes the priority

of employing a lens of holistic sustainability in all spaces and practices of governance at the university to

achieve living our value of sustainable university actions (MooreU, 2020b). Exploring leadership

approaches for embedding such a lens for change is vital.

Leadership Position and Lens Statement

This section details my leadership position at MooreU. Also, it describes the grounding

theoretical lens undergirding the chosen leadership and organizational theories for discussing personal

agency and praxis. Connecting the leadership, organizational, and change theories are essential prior to

identifying the PoP defined later in this chapter.

Personal Position

Currently, I am one of eleven senior academic leaders who directly reports to the Vice-President

Academic and Provost and participates on the senior leadership forum (SLF), a group comprised of

senior leaders and the executive who lead operational decision-making and communication at MooreU.

Within the area I lead, there are 60 faculty members and eight administrative staff as direct reports. In

this current role, I endeavour to build community among the staff and faculty and across the schools. It

is imperative leaders acquaint well with their people and develop similar connections across various

hierarchy levels to enhance shared community values and facilitate moving ideas to different spaces

(Arena & Uhl-Bien, 2016). Comparing the current formal leadership role with my previous emergent

leadership role as a faculty instructor for 20 years, I better understand my positional power, privilege,

and agency within the university hierarchy (Mittal & Elias, 2016). Over the last two years, this relational

approach in a positional power role has afforded swift, yet thoughtful, responsive adaptations to

evolving remote working conditions.

While building relationships is an essential behaviour in daily leadership approaches, so is being

results oriented. I prefer to use shared understanding and mutuality; yet there are times that I rely on a

transactional leadership approach, as essential, by employing structural tactics and approaches to

elevate the accountability of direct reports to meet deadlines that align with central university practices

and processes (Bass & Avolio, 1993; McCleskey, 2014). Anecdotally, the space of co-negotiation has

been more useful for the team because much of the work is collective. However, though I lean toward

diplomacy and compassion in my work relationships, as needed I rely on structural processes to

promote accountability.

Theoretical Lens

Critical pragmatism philosophy underpins my worldview on leadership. Feinberg (2012)

discusses that the worldview assumes an openness to what constitutes a problem and any appropriate

resolutions. The critical pragmatism philosophy is "an analytic and practical approach that attends to

both process and outcome, that challenges us to listen critically to appreciate multiple forms of

knowledge" as communities do their collective work (Forester, 2013, p. 19). Further informing

community building in all spheres of work-related influence is the grounding of human agency through

social interaction in the community (Kadlec, 2006). As Forester (2013) indicated, the broad attributes of

critical pragmatism include a "co-constructed, co-generative or negotiated planning practice" to

appreciate knowledge from many perspectives toward process development and their outcomes (p. 6).

This gathering for discourse allows participants to reflect on and rethink problem complexities as they

work toward a mediated outcome from their dialogue (Forester, 2013). This communicative approach

affords everyone's critical reflection on their experiences to identify patterns of injustice and inequity

emerging (Kadlec, 2006). Given that MooreU is predominantly operating in a functionalist paradigm and

is shifting toward interpretive (Burrell & Morgan, 1979), this personal world view of deep reflection on

process provides philosophical grounding for how to live sustainability values throughout the university.

During my 20 years as a faculty instructor, I refined a deep reflective practice for my teaching

that I carry into my formal senior academic leadership. Drawing on reflective practice to critically

interrogate the status quo of MooreU's specific practices generates deep curiosity and robust

admittance of serious socially related university complexities (Forester, 2013). These critical pragmatic underpinnings ground my choice in leadership theories for examining the PoP and developing the OIP.

Adaptive Leadership

As a senior academic leader guided by a theory including deep reflection to examine the status quo through a critically pragmatic lens, these leadership theories align across the organization and with the 2030 MooreU institutional plan. For less complex issues or structures, I employ Heifetz's (1994) adaptive leadership to place people at the centre of capacity building to address technical challenges at MooreU. By situating people at the centre of the debate, I maintain an attention-poised presence to determine if the situation is technical or adaptive. As an example, in the last twelve months of unprecedented adaptions in higher education resulting from the 2020-2021 global COVID-19 pandemic, I consistently request staff, faculty, and students be involved in decision-making about adaptive challenges that impacts their daily university experiences. The positive and negative inputs from multiple constituents, while taking more time, generates better outcomes because end-users are included in processes to understand the problems and to help find solutions because I chose to "get on the balcony" so tension can arise as we solution find together (Heifetz, 1994).

Complexity Leadership Theory

Complexity leadership theory (CLT), which fosters an emergent, interactive dynamic and a collective impetus, works well in the hierarchical organization (Lichtenstein et al., 2006; Uhl-Bien & Arena, 2017, 2018; Uhl-Bien et al., 2007). CLT draws on the organizing principles from physical biological sciences for leaders to explore approaches "that foster organization and subunit creativity learning, and adaptability" within complex systems and are coordinated within the organization's hierarchy (Uhl-Bien et al., 2007, p. 299; see also Uhl-Bien & Marion, 2017, 2018). In the communal space of emergence activities, leaders and followers may deliberate with a spirit of "survival of the cooperative" to generate interactions, dialogue, and innovation that constructs internal organizational flexibility (Marion & Uhl-

Bien, 2007, p. 274). Drawing on these definitions in relation to critical pragmatism tenets to evolve the

status quo, leaders responsively engage in activities that bring together university structures, peoples,

and technologies to explore further the department and contextual interdependencies to align with the

2030 plan in any process or outcome. Leaders enable activity and imagination in the communal space of

actors, technologies, and systems to incorporate improvements in areas not currently existing at

MooreU (Uhl-Bien & Arena, 2017, 2018). Following adaptive leadership guidance from Heifetz et al.

(2004), leaders must frame the university's issue within the evolving context so other university

members may comprehend the possibilities and challenges that emerge. Any change at MooreU may

have a ripple impact across the organization's hierarchy, and the use of CLT grounds participants in

these emerging dynamic complexities (Schneider & Somers, 2006). The change at any PSI comprises

both individual adoption of different practices and organization adaptability.

The CLT framework that Uhl-Bien and Arena (2017, 2018) diagramed provides a concept for rich

interconnectivity within the stakeholder network structure. Situating the adaptive space of the network

between the entrepreneurial system and the operational system forms the space for emergence (i.e.,

community members coalesce to co-create something that has not previously existed). In addition, this

space affords different actors the ability to bridge networks depending upon their strength(s) as

entrepreneurial, enabling, and/or operational leaders (Uhl-Bien & Arena, 2017, 2018). Implementing this

model affords the appropriate amount of conflict and linking up across community members through

their individual and common understandings. The leader's responsibility is to foster the adaptive space

so the collective can bridge networks across various university domains in ways that align with MooreU's

2030 plan (Uhl-Bien & Arena, 2017, 2018). These relationship bridges create an information flow that

builds transparency and trust throughout the university community. Drawing on the enabling and

operating leadership approaches within the CLT framework to support individual and organizational

adaptive learning may promote community alignment in achieving the 2030 plan goals through deliberate change at MooreU.

<div align="center">**Leadership Problem of Practice**</div>

In 1987, the United Nations commissioned the Brundtland report that defined sustainability as "meeting the needs of the present without compromising the ability of the future generations to meet their own needs." (World Commission on Environment and Development, 1987, p.8). Though various definitions exist throughout sustainability literature, the simplicity of this definition in relation to MooreU's current 2030 plan, values, and vision provides resonance. While various sectors may take this definition for their own interpretation, PSIs' historical missions, values, and cultures are ripe to grow the sustainability movement (Urbanski & Leal Filho, 2015). Urbanski and Leal Filho noted that university stakeholders often hold varying definitions of sustainability that, in turn, influence diverse interpretations and institutional foci.

The university's one existing sustainability policy is 11 years old and focuses on environmental stewardship (MooreU, 2009). From 2009 until the summer of 2020, MooreU focussed on environmental components of sustainability coordinated from one office residing in the facilities operations unit. Members from across the university participated in the annual sustainability week focussed on waste reduction and other greening initiatives, guest speakers for environmental-focussed seminars, and student employment in the sustainability office. In the summer of 2020, due to budgetary reductions, the two employees in that office, a manager and a project coordinator, were released from their positions. As a result, there is no current human resourcing or operational budget for a central sustainability hub at the university.

To align with the 2030 plan discussed in the previous section, there is an opportunity to grow MooreU's sustainability (MooreU, 2020b). Specifically, this OIP uses Hooey et al.'s (2017) work to define holistic sustainability as "the comprehensive integration of social equity, economic, and environmental

principles on which the concept was founded" (p. 280). Furthermore, to align with work of Canada's Sustainability and Education Policy Network, it is essential to nest within this three-pillared integrated definition the five domains of the university: governance, curriculum, operations, research, and community outreach (Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016). Specifically, Sultana (2012) would encourage beginning with governance because it "has, of course, always been at the core of the institution's identity" (p. 350). For the purposes of this OIP, governance defined is the complex concept that includes the internal and external components of university decision-making regarding planning, policies, procedures, programs, and participation (Austin & Jones, 2016). Therefore, establishing governance practices and structures creates agency for individual and committee decision-making across the institution with interdependent considerations for holistic sustainability.

The problem of practice this OIP has addressed is how to incorporate holistic sustainability into university governance. Senior academic leaders at MooreU participate in and are responsible for faculty-level academic programming, faculty research, and operational governance that align with the 2030 plan. The current university focus on environmental sustainability and paltry holistic sustainability knowledge may create a focus lacking intersectionality of social (in)justice and economic (in)efficiency in university governance structures at MooreU. As Hooey et al. (2017) noted in their commentary, it is likely that academic leaders, faculty, staff, and students may assume only environmental sustainability issues are relevant without a clear definition of holistic sustainability espousing shared beliefs that balance economic efficiency, social equity, and environmental accountability. Bieler and McKenzie (2017) noted that without a sustainability assessment framework, it will be difficult to mesh sustainability throughout the organizational decision-making, resources allocation, and prioritization systems, particularly when absent from the policy and procedure formations. To live the *sustainable action* value of the university, how can the holistic sustainability processes and outcomes of the MooreU governance structures be improved?

Framing the Problem of Practice

This framing section examines the need to improve holistic sustainability across governance at MooreU as the university activates its 2030 plan (MooreU, 2020b). Understanding the connections among governance structures, context, and actors in relation to holistic sustainability is essential, because as Blackmore (2011) stated, governance "incorporates the over layering of multiple modes of doing and thinking" in spaces "that are constantly negotiated and contested" (p. 466). This organizational analysis includes situational factors within the national and provincial context as well as an organizational analysis of MooreU.

Situating MooreU in the Broader Context

Understanding the complexity of sustainability comes from a detailed historical context of the term holistic sustainability at the national level and across PSIs as they operate within their respective provincial ministries of advanced education. MooreU is one of 25 PSIs governed by the larger institution in BC, the Ministry of Advanced Education Skills and Training. As a regionally based university, MooreU has an economic and social responsibility to integrate sustainability principles within all layers of the university to strengthen relationships with regional communities (Lambrechts, 2015). Furthermore, MooreU is situated in the ministerial institutional structure in which provincial-level operational pressures sway decision-making (Manning, 2018).

Macro-Level Forces

Sustainable Education Policy Network scholars have reviewed "sustainable" documents from several universities across Canada (Vaughter et al., 2016). Also, Vaughter et al. (2015) reviewed strategic plans, actions plans, and policies documents from 50 Canadian PSIs and proposed, "Postsecondary education (PSE) institutions are seen as important players in the movement towards the attainment of a sustainable future" (p. 83). Several authors acknowledged the impetus of PSIs, like MooreU, to lead the change in integrating environmental, economic, and social dimensions of sustainability across the

decision-making spheres of the PSI (Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016). In addition, Ramísio et al. (2019) discussed sustainability implementation and planning across the university, specifically outlining and noting the need for governance structures for a European university.

Currently, in the province, all organizations operate within the CleanBC Climate Action Accountability Framework. As an organization in BC, MooreU must meet and exceed provincially mandated institutional requirements of the *Climate Change Accountability Act* (2007) for assurances about environmental sustainability. Also, as a PSI in BC, MooreU receives an annual mandate letter that dictates that university programs and activities support the provincial government in building "a strong, sustainable economy" that works for all British Columbians (Moore, 2020a*).* Improving holistic sustainability processes and outcomes at MooreU would prompt the individual and organizational mindset for achieving both provincial mandates and to prioritize initiatives that achieve multiple targets.

Meso-Level Forces

Examining MooreU's current sustainability using the framework from Bieler and McKenzie (2017), MooreU has a narrow and shallow approach to embodying sustainability goals at the university. Prior to summer 2020, the Office for Campus Sustainability was responsible for submitting the university's report on greenhouse gas emissions, hosting sustainability week, and co-sponsoring Earthworks lectures and events. Lacking from this work are approaches with strong visibility to include social equity and economic efficiency lenses along with the environmental stewardship lens. The curriculum and program development work at the university that includes faculty members, academic leaders, registrar's office, and research analysts does not include a formal holistic sustainability lens in its current decision-making structure. In addition, the current policy development and revision process is narrowly defined without a holistic sustainability lens or approach to departmental, Senate, or BoG policies. There lacks coordinated pan-institutional consultation among senior leaders and managers to

identify the interactions and intersections among holistic sustainability, health and well-being, and decolonization (MooreU, 2020b).

Micro-Level Forces

MooreU has a recent history under current leadership to develop working groups or advisory committees as structures to enact initiatives across the university through social sensemaking (Putnam, 1983). Blackburn (2016) and Uhl-Bien and Marion (2009) recommend working groups or steering committees that include individuals from heterogeneous disciplines and worldviews to partake in dialogue about holistic sustainability for creative solution finding. Drawing on critical pragmatism, within these clusters the individuals at MooreU discuss contentious issues, interrogate institutional-related complexities, and constitute imaginative approaches to evolve the university (Forester, 2013). Faculty sub-committees, Senate subcommittees, and SLF are places to examine governance-related factors for curriculum, research, operations, and community outreach (Vaughter et al., 2016). In summary, MooreU has spheres in which dialogue and debate are alive with actors to interrogate the layers of interdependent holistic sustainability factors.

Organizational Framing Analysis

In addition to the provincial expectations of MooreU to improve holistic sustainability, this section details an organizational analysis of MooreU using Bolman and Deal's (2013) four-frame approach. The next several elements of this OIP focus on the structural, human resource, and political framing analysis given the organizational context to examine factors relevant to the PoP. This framing analysis is a vital first step toward the proposed solutions in Chapter 2 and the eventual solution implementation presented in Chapter 3.

Structural Frame

From a structural frame (Bolman & Deal, 2013), MooreU is a hierarchical organization that has an embedded professional bureaucracy within the collegium of faculty members (Austin & Jones, 2016;

Manning, 2018). There are defined roles across employee groups and roles of pan-university

committees, each with their unique duties and coordinated approaches to complete tasks. For instance,

there is a university-wide integrated planning process (IPP) the VPPE coordinates and leads for SLF

members to construct operational plans and budget resourcing for continuing and emerging initiatives,

while including an accountability mechanism for resourcing. The IPP operational, academic, and

budgetary priorities are to align with 2030 university goals and vision. The university implemented IPP in

recent years and serves as an indication toward subjective interpretation and reflection because the

process is being refined through the organizational learning about how departments complete specific

tasks when integrating with other university areas on priorities (Bolman & Deal, 2013, Putnam, 1983).

 As previously noted, the MooreU faculty members operate in a collegial model infused in a

professional bureaucracy. At times, faculty have stronger ties to their disciplinary agendas than to those

of the MooreU plan (Bolman & Deal, 2013). Also, tensions and conflict emerge during university wide

decision-making as the experts of faculty oppose the positional authority of senior leaders (Manning,

2018; Mittal & Elias, 2016). Lambrechts (2015), Vaughter et al. (2015), and Vaughter et al. (2016)

discussed at length that holistic sustainability decisions reside within campus operations, research,

community outreach, and curriculum, with governance at the centre intersecting these university

domains. Faculty members examine these very spaces with their disciplinary lens. Thus, to improve

holistic sustainability processes, leaders must recognize that faculty members would assess these layers

with their disciplinary lens as individuals and within university committees and collectives. The benefit

to gathering the various knowledge perspectives is that it promotes organizational adaptability (Uhl-Bien

& Marion, 2009), and it provides a multi-disciplinary lens and approach which enhances the chance of

successful operations towards sustainability operating system (SOS) practices, that infuse sustainability

in operations, research, courses, planning, student activities, and community connections (Blackburn,

2016).

Political Frame

The hierarchy and collegium layers of organizational structure combined help leaders examine MooreU through the political frame. For the university to transform and improve holistic sustainability, the leadership must comprehend the interdependence of divergent interests and power relations within MooreU and with external constituents (Bolman & Deal, 2013). Bolman and Deal (2013) noted that this political arena assessment is more critical in difficult times. For example, all PSIs and their communities have reacted to the 2020-2021 global pandemic by quickly shifting to remote learning and working. Some members are feeling isolated, technology fatigued, and socially disconnected; all of which may cause additional impact on personal interests, agendas, and perceptions of authority.

The consultation involved in planning and decision-making activities requires time, as noted in the past, specifically around policy development and revision. The complexity emerges from the robust consultation of students, faculty, BoG, administrators, Senate, alumni, and external partners (Bolman & Deal, 2013). These developments have historically emerged from both top-down and bottom-up approaches within the university. Specifically related to sustainability, there has been a strong voice and action at the MooreU Students' Union with their coordinating events, yet MooreU has scant evidence of action on the value of sustainable action. Prior to summer 2020, most activities emerged from faculty working with the sustainability office in good faith partnerships to generate community outreach and educational activities (Vaughter et al., 2015).

Human Resources Frame

When exploring a stakeholder network space, leaders need to consider the focus on people with analysis using the human resource frame (Bolman & Deal, 2013). The use of this frame aligns strongly with my leadership approach to invest time, resources, and confidence in people as generators and actuators of ideas (Björk et al.,2010). MooreU analyzed from this frame is improving on its approach to develop a shared directional sense among all university community members (Bolman & Deal, 2013) as

it develops a people plan 2030. MooreU is committed to transparent procedures, which is evident from

the required people involvement in the IPP. In addition, MooreU is evolving financial literacy across all

employee groups from what was once a closed system of financial operations. Also, three of five

faculties revised their by-laws in the last two years to develop further their academic governance. In fall

2020, MooreU invested in employee skill development and ideation capability to co-create the 2030

academic plan (Björk et al., 2010). The multitude of learning town halls served as co-creation spaces and

informed university decision makers about their individual roles as well as their committee and working

group roles for the university's future.

Vaughter et al.'s (2016) evidence indicated that broad conceptualizations of sustainability do not

carry over into the details of implementation. Therefore, the investment in individual and organization

learning and sensemaking are critical ingredients. This learning would be supported as individuals

question their own worldviews of holistic sustainability values and how that informs their individual and

organization practices (Bieler & McKenzie, 2017). Blackburn (2016) made clear the right leaders need to

be trained on the values of sustainability and on how to lead diverse teams of individuals because their

perspectives to improve holistic sustainability are paramount to ensuring SOS practices are

institutionalized at the university. If MooreU incorporates holistic sustainability in institutional

governance, then the university community can reflect on various intersectional capacities and how it

will impact various stakeholders and domains, which is explored further in the implementation section

of Chapter 3.

Guiding Questions Emerging from the Problem of Practice

This section proposes guiding questions about improving holistic sustainability processes and

outcomes in university governance. These questions attempt to explain potential challenges to living the

value that incorporates holistic sustainability processes through university governance spaces. These

questions address the transformative response, governance as the hub, and changing through sensemaking.

Challenge 1: Transformative and Inclusive Response

The university community works at aligning operating plans, program development, and people socialization initiatives in the 2030 plan's framework (MooreU, 2020b). Several authors, when analyzing sustainability-related evidence in higher education, noted the importance of an integrated and multidisciplinary approach to the work (Bieler & McKenzie, 2017; Blackburn, 2016; Hooey et al., 2017; Lambrechts 2015; Vaughter et al., 2015; Vaughter et al., 2016). Furthermore, Bieler and McKenzie (2017) highlighted the importance of Indigenous partners of the university being involved with the connections to the natural environment and examining the university's settler and colonial structures. The university's goal to have reflective practice throughout the university community will require the time investment for the community to pause and wrestle cognitively and emotionally with the intersectionality inherent in holistic sustainability. To improve an intersectional decision-making lens and approach leads to the first guiding question: *What considerations are the university prepared to grapple with to enact transformative and inclusive responses needed to improve holistic sustainability lens in governance?*

Challenge 2: Governance as the Hub

The university's value and goal are to achieve sustainable actions noted in the 2030 plan's community pillar (MooreU, 2020b). Not having a central sustainability office and the lack of a current comprehensive policy coupled with the likely intersection of that policy in relation to other university documents and action plans reduces the chance of embedding holistic sustainability practices across the university (Vaughter et al., 2016). To incorporate sustainability through operations, curriculum, research, and community outreach requires time with clusters of people having varied backgrounds to discuss the governance complexity of SOS practices (Blackburn, 2016; Uhl-Bien & Marion, 2009). Sultana

(2012) noted, "'Governance' refers to higher level strategic thinking, to the articulation of overarching goals that give the community or institution a sense of direction" to embrace intersections for social injustice across planning frameworks (p. 248). In addition, the consideration of social, environmental, and economic impact happening in concert for university decision-making can be in direct tension with current neoliberal financial practices, which are driven by the marketization, individuation approach reliant on student tuition at higher education institutions (Bieler & McKenzie, 2017; Sultana, 2012). Upon embarking on a change initiative to improve holistic sustainability, the university will need to carefully examine the current state of intersections among the multiple institutional goals along with governance "principles of equity, participation, and social justice" (Sultana, 2012 p. 347). To explore governance at the intersectional hub leads to the second guiding question: *What are the time, financial, and human resources needed to enhance the value and to incorporate holistic sustainability processes and outcomes throughout the university domains?*

Challenge 3: Changing Through Sensemaking

Universities that integrate holistic sustainability through various domains require higher-order organizational learning through critical and reflexive approaches (Bieler & McKenzie, 2017). Therefore, building holistic sustainability values with a critical pragmatism worldview and leader in an organization that shifting from functional to interpretivist paradigm is crucial. The university must consider how to advocate for individuals that upon deep reflection of the current practices, privilege some and not others. Moreover, inviting the entire university community to reflect on the current systems, policies, practices, and operations is a step along the pathway of understanding how current structures are impacting marginalized groups, such as people of colour, LGTBQ2+ community, international members, and/or community members with diverse neurological, emotional, and learning needs (Kadlec, 2006). To promote inclusion in these spaces, leaders must be keen to spot persistent invisible mechanics intended to exclude community members and generate courageous, safe spaces (Temple & Ylitalo, 2009).

Moreover, Kezar (2018) would encourage the sensemaking approach to build individual and organization capacity and preparations for change through learning. It is through an elevation of voices that MooreU set the agenda for how current practice must improve through their newly developed processes and outcomes (Forester, 2013). This discussion leads to the third guiding question that aligns with Stein's (2021) op-ed in *University Affairs*: *What components of holistic sustainability governance values, processes, and outcomes would perpetuate an unjust status quo for already marginalized groups?*

<div align="center">**Leadership Focused Vision for Change**</div>

Blackburn (2016) wrote about the SOS practices at universities and underscored the need for multi-disciplinary perspectives and approaches to yield sustainable contexts, practices, and operations across the university. The assessment of these conditions results in a complex ideology landscape at MooreU. Given an emergent space, this section draws on adaptive and CLT models to describe a future state that envisions holistic sustainability in MooreU governance. Furthermore, this section details the change priorities for individuals and groups at MooreU as well as the university.

Holistic Sustainability Gap Analysis at MooreU

As noted earlier, since mid-summer 2020, there is no longer an operational sustainability office at MooreU. That operational hub for pan-institutional sustainability is currently nonexistent. However, achieving sustainable actions remain a priority in the 2030 plan. Moreover, the PoP is how to improve holistic sustainability across university governance. Currently, the policy and procedure office (PPO) is the operational support for the leaders of policy development and revision, and the policy office manager is developing practices to involve the greater university community into policy- related consultation. Simultaneously, the executive convenes pan-institutional collectives to advise the executive and SLF on emergent matters that are relevant to university policy and planning directions.

Ample literature about weaving a sustainability lens into the fabric of the university exists. Creating a transformative response and building holistic sustainability into university governance spaces will require higher-order organizational learning (Bieler & McKenzie, 2017). As noted by several authors, university governance with the lens of social equality, economic efficiency, and environmental stewardship is an approach to impact university practice and policy interchangeably regarding curriculum, research, community engagement, and operations with holistic sustainability (Hooey et al., 2017; Vaughter et al., 2015; Vaughter et al., 2016). The change vision would entail imagining a cooperatively built holistic sustainability governance using collective intelligence across the university community. This future state would be recognition of a holistic sustainability intersectionality lens to all decision-making through all university domains. Regardless of one's stakeholder group, they would live a university experience that practices and embodies consideration and intentional action towards social equity, economic efficiency, and environmental stewardship (Hooey et al., 2017).

Holistic Sustainability Change Priorities

As with previous plans, MooreU leadership assumes a communal approach within the change vision in which university members work to improve holistic sustainability and ensure the sustainability lens is a consideration in all decision-making spaces of the university. Inviting individuals from various university stakeholder groups generates multiple and diverse perspectives into the space of co-creating this change that builds something new for the future (Feinberg, 2012). One immediate priority is to generate university commitment for the established definition of holistic sustainability. Blackburn (2016) noted that those involved in SOS practices work must receive leadership training in this work for the change to be successful across the university. Therefore, determining an executive sponsor who is well versed in holistic sustainability literature or who assigns a designated expert to be the change leader (Cawsey et al., 2016). This sponsor would track the following priorities:

1. Convene a change team and multidisciplinary advisory group of individuals.

2. Refine and adopt the holistic sustainability definition to MooreU's context.

3. Complete an internal scan of current sustainability activities and events that exist at MooreU.

4. Revise the existing sustainability policy and develop a context-specific holistic sustainability framework.

5. Create a centralized budgetary hub to coordinate holistic sustainability focussed outcomes.

MooreU executive's current approach is to enlist working groups to establish and act on strategic priorities. The actors invited to these communal spaces are students, faculty, staff, administrators, and alumni: all of whom have various priorities and competencies based on their vantage point (Austin & Jones, 2016). The leader of the collective focussed on holistic sustainability must have requisite knowledge of the 2030 plans, astutely hold adaptive space and embrace tensions among varying perspectives, and value the human resource contribution to this change work (Uhl-Bien & Arena, 2017, 2018). In addition, the change leader would need to work closely with the executive sponsor to understand the competing priorities and alignments with the branch plans of the 2030 plan to identify initiatives that work towards multiple goals simultaneously.

Change Drivers at MooreU

Intentionally, internally instigated change is complex, especially in the higher education context. Whelan-Berry and Sommerville (2010) classified change drivers into two categories. They differentiated between the two drivers, noting that either they invoke the need *for* change within or they facilitate the implementation *of* change throughout the university. Tangible results from the executive's consistently inviting individuals to participate in developing the 2030 strategic and academic plans are ample community engagement and an ecosystem of co-creation that allows both direction and freedom to create (Björk et al., 2010). This is a deep-seeded value of innovation and culture of participation at MooreU that endeavors to merge process and university structures (Putnam, 1983).

Drivers for Change That are Needed

The opportunity for individuals to see themselves in the 2030 plan is a key component to creating institutional buy-in. As more individuals work with the 2030 plan as well as the subsequent change visions and initiatives, aligning with that plan could result in increased acceptance of the change vision (Notgrass, 2014). This discourse generates individual and university-wide change readiness because there are spaces for individual sensemaking (Kezar, 2018). In these conversations, individuals can reshape previous mental models that sustainability includes only environmental stewardship. Through sensemaking, individuals can develop new ways of framing and considering a more integrated sustainability vision that includes the additional social equity and economic efficiency layers (Kezar, 2018). Time for employees to grapple with how the revised holistic sustainability definition may impact their roles and responsibilities is essential for individuals to recognize that change is needed. Whelan-Berry and Sommerville (2010) summarized that aligning university systems and processes with change initiatives signals to community members that leaders support members with these activities.

Drivers for Change Implementation

A communication plan from the start of the process, noting the need for change throughout the entire change process, is essential for driving organizational change and is detailed further in Chapter 3 (Whelan-Berry & Sommerville, 2010). Leaders have a role to clearly articulate the change vision and suggested strategies for implementation. Given that holistic sustainability governance processes and outcomes have pan-institutional implications, this part of change is critical because inviting members to participate in finalizing the change vision promotes knowledge and inclusion. In addition, their ability to ask questions through two-way dialogue, especially to mitigate obstacles of implementation and monitoring, is essential to university governance changes. The employees involved in co-creating the change implementation structures and processes are crucial to solidifying change commitment that guides further institutionalization.

Organizational Change Readiness

MooreU, like many PSIs, has demonstrated its ability to handle reactive change amid the 2020-2021 global pandemic declared in March 2020. For example, the entire university adjusted operational activities to align with material reduction in revenues. In addition, the faculty instructors embraced the Teaching Excellence Centre's training sessions to adapt their pedagogy completely for online teaching. A curiosity emerging from this PoP is how much energy remains among university members to consult with and embrace the change of using a holistic sustainability lens on university governance. Previous change experiences influence MooreU community members and leadership commitment to this change are key ingredients to organizational readiness (Cawsey et al., 2016). Reflecting on Bolman and Deal's (2013) four-frame analysis for MooreU and its nudge toward a more interpretive paradigm (Putnam, 1983), the organization is ready for a collective agency and approach to refine the change vision and to plan the change in a networked emergent space that builds momentum for improving holistic sustainability (Cawsey et al., 2016; Uhl-Bien & Arena, 2017, 2018).

Level of MooreU Readiness

Drawing on the deep reflective praxis of critical pragmatism is a necessary approach to assessing MooreU's readiness for embracing holistic sustainability in the university governance (Forester, 2013). Rafferty et al. (2013) presented a multi-level approach that includes examining the cognitive and affective tenets as antecedents of the change readiness for individuals, working groups, and the organization. While the cognitive antecedents and flexibility about new ideas are the beliefs that individuals and organizations have capacity to change, the affective antecedents are the qualitative emotions that may incline those toward change acceptance and adoption (Perry-Smith & Mannucci, 2017; Rafferty et al., 2013). Leaders reflect and analyze this combination of antecedents to assess the impact of rapid-change responsiveness. Leaders must be vigilant to promote emotional acceptance and

psychological safe places for individuals to be vulnerable about the emotional impact of rapid, unprecedented change. This approach acknowledges common our humanity.

Judge and Douglas (2009) drew on previous literature in their systematic review and presented eight dimensions of change readiness. This next section provides an analysis on those eight dimensions that is underpinned with a leadership worldview of critical pragmatism embedded in an organization paradigm of interpretivist, adaptive and complexity leadership theory, and several years of middle-level leadership experience.

Trustworthy Leadership

As noted previously, the current executive consistently invited all members of the university community to the conversations that developed the 2030 plan and branch plans. MooreU hosted town halls, information, and idea-generation sessions so the community could contribute to the university's direction and continue informal dialogue (Björk et al., 2010). In addition, the recent resource reallocation to MooreU's Teaching Excellence Centre, which bolstered faculty instructor literacy for remote teaching, has generated confidence and trust from the community that the executive is investing in its people development while also creating feedback cycles.

Trusting Followers

Several administrators, staff, faculty instructors, and students are the followers. Staff express feeling less prioritized than faculty who maintain their disciplines and their students at the centre of their work. Many staff are excited to be part of the larger university plan but are often constrained by the parameters of their collective agreement. Also, faculty members may be skeptical in times of resource depletion but are encouraged that the university remains future-oriented in its thinking and planning trajectories. MooreU leaders must continue to build relationships with individuals, the employee groups, and the students to ensure followers see themselves in the change as part of the 2030 plan because the followers want relationship building throughout the change process (Notgrass, 2014).

Capable Champions

In the last four years, MooreU has attracted considerable senior leadership talent. The evidence for this assessment is the number of new individuals bringing innovation, energy, compassion, and emotional intelligence to their work to leverage social capital to improve university operations (Arena & Uhl-Bien, 2016). In addition, the interdepartmental initiatives across faculties and service units are numerous and creating engagement opportunities for administrators, faculty, staff, and students. MooreU has an incredibly synergistic university environment, with SLF leaders identifying interdependencies among faculties and other units to enact the 2030 plan. Further, MooreU Students' Union focusses on actions to create a landscape ripe for change to embrace holistic sustainability governance. Specifically, I am working to identify these synergies and interconnected university plan goals and am working in various spaces to continue building trust among the university community.

Involved Mid-Management

Building on capable champions to create cooperative and focussed change, there are several senior leaders that communicate up and down the university hierarchy and across their lateral spaces to align all levels of university work with the 2030 plan. For example, as the appointed chair of a university-wide educational technology committee, I am building social capital and credibility among peers, faculty, staff, and students because I establish adaptive space in our committee meetings to generate collective intelligence for the committee's advisory work and step back to observe the larger pan-institutional implications (Arena & Uhl-Bien, 2016; Heifetz, 1994).

Innovative Culture

The MooreU president wants to enhance and build innovation across all levels of the university as it emerges from the imagination value. Every six months, he invites select university employees who embark on innovative initiatives to a morning recognition breakfast. However, the main restricting factors of innovation are collective agreements, which appear to maintain an antiquated status quo

working structure and culture (Bass & Avolio, 1993). Many SLF leaders create planning dialogues for university members to embrace innovative thinking and encourage new activities. A recent example is all employees experienced the forced embrace of technology innovation in March 2020 as MooreU pivoted to complete online instruction and remote work. Currently, innovation opportunities for holistic sustainability have been paused and need a reboot to achieve MooreU's sustainable action goals of the 2030 plan (MooreU, 2020b).

Accountable Culture

There is a clear accountability culture for middle- and senior-level leaders with the advent of the IPP and human resources performance practices. For example, a mid-year reflection on faculty area or service unit achievements is required for the current fiscal year's plan. In addition, depending on how SLF leaders construct their planning processes within their areas, this reflection activity may be a shared accountability because it was originally a shared co-creation. As a change leader, I would lead holistic sustainability processes and outcomes through shared co-creation and accountability approaches, which is discussed further as participatory evaluation in Chapter 3.

Effective Communication

MooreU has an outstanding brand that is recognizable in internal and external communication spheres. In addition, MooreU has an excellent communications department that is a service unit to all university areas. Text-based email messages, website (public facing and intranet) sources, and social media are the main sources of communication to the university community. Since May 2020, I have created and shared weekly podcasts endeavouring to include informal, consistent information from higher- to lower-level hierarchy channels. Anecdotally, faculty and staff appreciate the minimal text-based communication that enable them to remain abreast on current university initiatives, events, and resources. Building on the strong communication foundation, a change-focussed communication plan is detailed in Chapter 3.

System Thinking

As mentioned earlier, in MooreU's IPP, all SLF leaders, who are responsible and accountable for budgets, complete mid-year reflections to document their progress on annualized objectives and budget forecasts. The 2020-2021 global pandemic finance-related impacts on annual budgets coincided with the fiscal year. There were top-down budget reductions imposed in June 2020; therefore, this qualitative accountability component is important. One part of the reflective exercise is to determine the departmental interdependencies that enable achieving objectives in a fiscally responsible manner across units. Stroh's (2015) approach to systems analysis among stakeholders enables capacity building for shared understanding of the financial and operational accountabilities and responsibilities across various faculties and units. The interdependencies work is critical to determine fiscal synergies, unsiloed idea synthesis, and initiate action developments (Arena et al., 2017).

Factor Analysis for MooreU's Change Readiness

The analysis of those eight dimensions lends support for enabling factors that MooreU is change ready for a future state that embeds holistic sustainability in governance. Most recently, the 2030 strategic, academic, and branch plan activities and events encourage innovation, creativity, and imagination (Björk et al., 2010). Cawsey et al. (2016) noted that enhancing MooreU's culture of community and collaborative decision-making builds in a layer of intrinsic accountability, which will support individuals feeling satisfied as members who are involved with improving MooreU governance for policy and decision-making. Specifically, the chance for individuals to feel satisfied they helped create a better MooreU community with intersectional policy development and decision-making may be enticing.

In contrast to the enabling factors are a set of restricting factors to building holistic sustainability into the governance structures. Specifically, if the work requires robust resources, there may be internal pushback because of recent budget constraints at MooreU. Moreover, the enhanced fiscal responsibility

measures may spark the recent memory from the mid-2010s when the university completely cut programs because of budgetary issues. The reliance on status quo, protectionist thinking may create ill will and reduce innovation. In addition, MooreU must strive to align various plans (e.g., academic plan, people plan, internationalization plan, Indigenization plan, campus master plan, digital transformation plan, and health and well-being plan) to ensure that internal resource competition is minimized (MooreU, 2020b, 2020d). Therefore, leaders must carefully manage expectations for how the holistic sustainability governance work could build capacity and relevance for policy, curriculum, research activity, and community engagement in consideration of resisting forces (Blackburn, 2016).

Chapter 1: Conclusion

This chapter examined the foundational work for how to improve holistic sustainability at MooreU. The early sections of the chapter outlined the organizational structure and context of MooreU, who has recently adopted a 2030 strategic plan along with several branch plans in development as well. The chapter drew on the adaptive and complexity leadership theories to address the PoP of how to improve holistic sustainability outcomes and processes, specifically related to MooreU living this value in its governance. The framing section argued the relevance of the PoP within the national, provincial, and institutional context. To explore that framing further, questions emerged from the holistic sustainability literature that enable stakeholders to further develop the change vision. The chapter concluded with an analysis of MooreU's change readiness state for this OIP while considering the 2030 plan's trajectory. As this OIP transitions to Chapter 2, there will be a deeper organizational and change process analysis for MooreU that sets the groundwork for additional planning, solution development, and ethical considerations for the change planning and implementation.

Chapter 2: Planning and Development

The content of Chapter 2 links to the foundational details from Chapter 1. Specifically, this chapter expands on how the adaptive and complexity leadership theory approaches with stakeholder networks would improve holistic sustainability processes and outcomes at MooreU. In addition, the chapter details Cawsey et al.'s (2016) change path model, with a focus on participation elements, and provides detailed analysis of MooreU's organizational capacity for change. From that analysis, various solutions are proposed, assessed, and considered. The solution assessments project the resource requirements, organizational readiness, and estimated solution impact at MooreU. These assessments afford detailed comparison to determine the preferred solution for the university. To ensure a well-rounded analysis is contextualized to the university's values, the end of Chapter 2 connects the relationship between leadership and organization change ethics for improving MooreU's holistic sustainability to using democratic-based processes.

Leadership Approaches to Change

In Chapter 1 of this OIP, a critical pragmatism worldview and a personal leadership framework of adaptive and complexity leadership theory are defined. Further, the complexity leadership theory approach (Uhl-Bien & Marion, 2009) aligns with Blackburn (2016), who wrote about the need for a multi-disciplinary approach and heterogenous perspectives to establish SOS practices across the university. Black (2015) noted that higher education "leaders need a combination of leadership and management competencies in order to address the challenges" that arise in change initiatives (p. 64). This section specifies how adaptive and complexity leadership theories will advance improved holistic sustainability at MooreU decision-making.

Complexity Leadership Theory

Uhl-Bien and Arena (2017) drew on scientific disciplines to define complexity as the rich interconnectivity from interactions to "inform our understanding of adaptability in organization

contexts" (p. 9). Further, these authors define three leadership approaches (entrepreneurial, enabling, and operational) as part of complexity leadership theory (CLT) that are necessary to generate a networked space (Uhl-Bien & Arena, 2017, 2018). The networked space generates emergence, which is an activity that brings together actors, technologies, and other resources to co-create something that has not previously existed, specifically between the structures of hierarchical organizations like MooreU (Uhl-Bien & Arena, 2017, 2018). Notably, the enabling leader is one who will read MooreU's system complexity and enable the adaptive space for co-creation while an operational leader may focus on system controls when change is to be institutionalized (Uhl-Bien & Arena, 2017, 2018). Given that conflict may arise among stakeholders from various university and disciplinary perspectives, the adaptive space and networks will need transparency, trust, and open systems (Blackmore, 2011). Furthermore, Blackmore (2011) proposed that "networks appear to offer a viable alternative to both bureaucracy and market" (p. 458) with associated organizational affiliation towards its common goal: the 2030 plan for MooreU. In addition, leaders need to step back from the work at times to have various vantage points to direct necessary attention (Heifetz, 1994). This blend of adaptive and CLT approaches allow for both top-down and bottom-up change initiatives to evolve in a hierarchical organization and is of particular importance when anticipating the expanding scope of sustainability work.

Refining the Change Vision

The CLT approach is one that enables actors in the emergent space to be in dialogue with leaders who leverage the tension from the inevitable conflicting and linking up cycles during the change discourse (Uhl-Bien & Arena, 2017, 2018). Bótas and Huisman (2012) noted that preventing this potential conflict reflects a leader exercising power; thus, affording this conflict through the process allows various actors to encourage power shifts in the change process. According to Black (2015), the holding of this space is a key leadership quality, especially if a collective is to support the change vision, which at MooreU would be refined through a network and adaptive space. Black asserted that people

engaging in the vision development with the leaders who, because of their position in the MooreU

hierarchy, have a better sense of how that vision is infused throughout various organization levels may

promote organization flexibility.

Participation in this change vision is essential to the work of improving holistic sustainability,

and Blackburn (2016) confirmed that multi-disciplinary, trained leaders are requisite to improving

sustainability systems. Fung (2006) recommended that participants in the deliberation space have a

process for debate based on reason and principles to ensure all participants feel valued for their

contribution. In addition, Cludts (1999) affirmed that organizations and their collection of individuals are

"viewed as complex dynamic networks" (p. 163); therefore, it is essential that stakeholders from across

the university help refine the change vision in an adaptive space of constructive dialogue (p. 163). This

participation is needed for individual learning and is an antecedent to MooreU's organizational learning

and is best coordinated through adaptive leadership framing.

Holistic Sustainability Governance Emergence

This section details governance as the domain to initiate improving holistic sustainability at

MooreU. Recall from Chapter 1 that the Sustainable Education Policy Network places governance as the

centre hub for holistic sustainability because connected to this central hub are the domains of

community outreach, research, curriculum, and operations (Bieler & McKenzie, 2017; Vaughter et al.,

2015; Vaughter et al., 2016). The level of organizational change proposed in this OIP requires individual

adaptability and organization agility through the evolution process in the various domains. Sultana

(2012) discussed the stakeholder governance approach because it generates a model of participation,

but with a caution that some stakeholders may exhibit more authority than others. For an organization

to improve holistic sustainability as detailed through the remainder of this chapter, the leader must

employ complexity and systems thinking. Yukl and Mahsud (2010) noted these leadership behaviours

are essential for leaders to assess the relationship between one part of the system changing and its

consequential impacts on other parts of the system. Leaders versed in lessons of Morgan's (2006)

domination metaphor of organizations must enact their personal responsibility to evoke a strong social

consciousness lens for policies and practices that perpetuate some university community groups

remaining subordinate. Therefore, the personal leadership of a leader employing adaptive leadership as

well as enabling and operational leadership approaches are necessary in the network space that exists in

a hierarchy such as the one for MooreU (Heifetz et al., 2004; Uhl-Bien & Arena, 2017, 2018).

Figure 2 provides a visual of the conceptual framework to outline how using CLT may improve

holistic sustainability processes and outcomes at MooreU within its hierarchical structure. The change

leader's critical pragmatism worldview undergirds this frame for encouraging and leading participants to

reflect on current culture and past practices while striving to imagine a different future (Forester, 2013).

Further, the adaptive space is a one of bi-directional change (e.g., top-down or bottom-up) initiatives

and intersects with various domains in the university in which holistic sustainability must live. Since

Koenig (2018) documented that "overly dense networks are less responsive and less able to adapt to

changes" (p. 114), the complexity among various participating stakeholder networks is shown in Figure

2. Specifically, the complexity occurs with the numerous internal and external stakeholder groups and

audiences of MooreU. The enabling CLT leader gathers and observes the actors, technologies, and space

as well as the proposed interactions of those components in the adaptive space so stakeholders may

envision the future impact of governance into and across the university domains (Vaughter et al., 2015;

Vaughter et al., 2016). The model provides the visual of the improvement outlined throughout this OIP,

which is to improve the holistic sustainability lens on the governance spaces and decision-making at

MooreU. The next section expands further on the chosen change model to outline the anticipated

emergence process for holistic sustainability governance.

Figure 2

Conceptual Framework to Improve Holistic Sustainability at Moore University
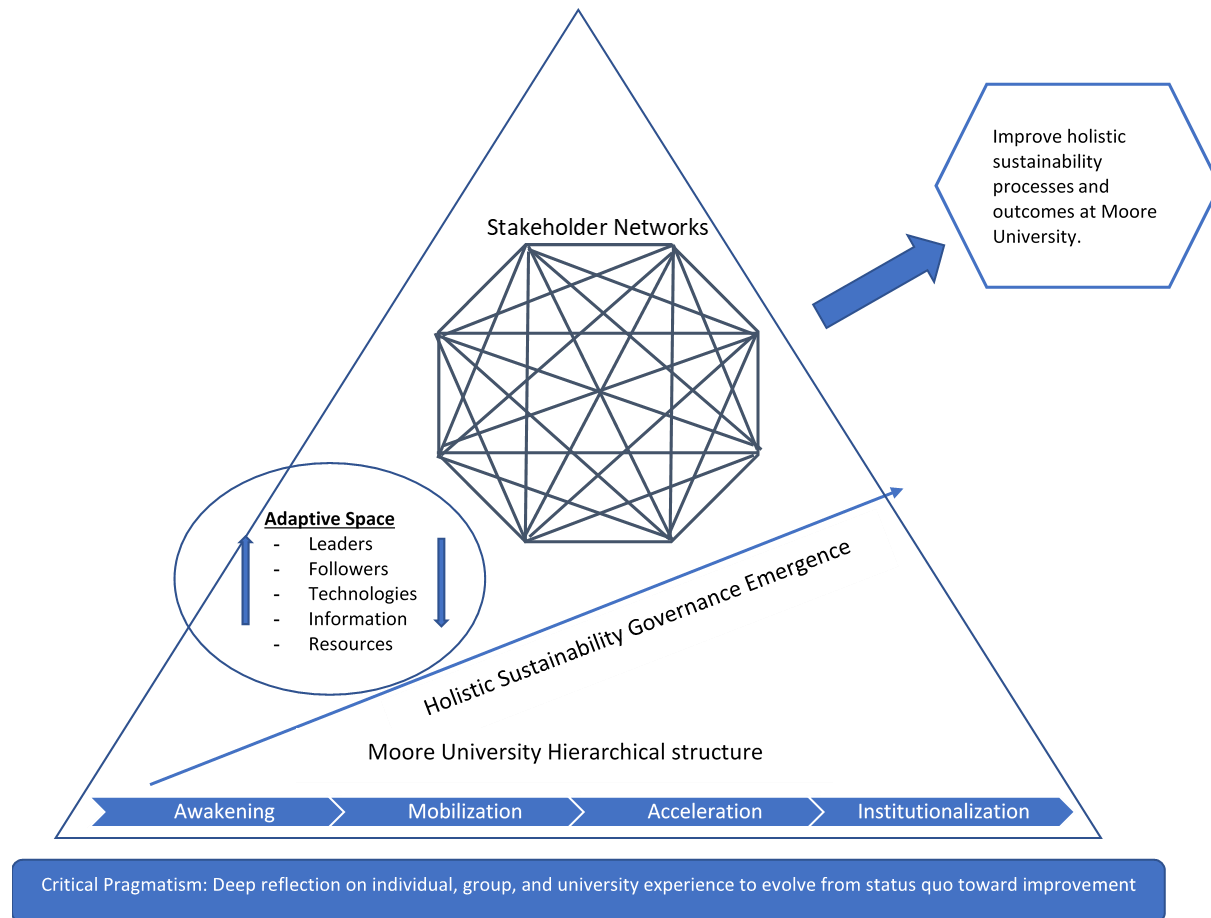
Note. This conceptual framework draws on several theories and concepts to plan change at MooreU (Cawsey et al., 2016; Forester, 2013; Heifetz, 1994; Heifetz et al., 2004; Koenig, 2018; Uhl-Bien & Arena, 2017, 2018; Vaughter et al., 2015; Vaughter et al., 2016).

Framework for Leading the Change Process

Prior to employing a change management approach, it is helpful to illustrate the different types of change. Several authors have contributed to the various definitions of change throughout the literature. Buller (2015) described three categories as reactive, proactive, and interactive change. Kezar (2018) used the terms first-order and second-order change in concert with single-loop and double-loop

learning, which are associated with various change types. Heifetz (1994), Heifetz and Laurie (2001), and Heifetz et al. (2004) presented definitions of technical change and adaptive change. The common thread among these change archetype definitions is the amount of complexity estimated and required for the individual and organizational learning needed throughout the transition of the change process.

Holistic Sustainability Change Archetype

Proposing to improve holistic sustainability processes and outcomes at MooreU is an adaptive change, and according to Schein (2016), indicates that "solutions to problems derive from a deep commitment to inquiry and a pragmatic search for 'truth' through a dialogic process that permits different cultures to begin to understand each other" (p. 346). Heifetz et al. (2004) noted that adaptive problems are not well-defined, as technical problems often are, and the solutions are not known in advance of multiple stakeholder involvement to problematize them. Improving holistic sustainability at MooreU is a complex social challenge that needs organizational adaptability (Uhl-Bien & Arena, 2018). In defining the problem and the solution finding, the stakeholder challenge is to evolve their values, beliefs, and/or ultimately, their actions in relation to the problem (Heifetz et al., 2004). Moreover, as Heifetz and Laurie (2001) indicated, this complex social problem will not be solved by university executive, but instead, solutions come from "the collective intelligence of employees at all levels" (p. 39). To address the problem, change leaders assume that university community members are prepared. Specifically noted by Kezar (2018), leaders assume that people are flexible and able to change when they have opportunity to grow, learn, and interact with colleagues. With a complex, adaptive problem, the conventional thinking of technical problem solving is not a viable option; therefore, those leading need to promote systems thinking approaches (Stroh, 2015). Kezar purported that people are willing to grapple with complex ideas when they are part of social learning through individual and organizational sensemaking. This double-loop learning elicits change in the values and behaviours essential to spur the creative and innovative solutions for complex, adaptive problems (Kezar, 2018).

Improving holistic sustainability is a change that involves all levels of the university community and external stakeholders in the regional communities within the ministerial context discussed in Chapter 1. Drawing on MooreU's imagination value, leaders may focus on opportunities to influence employees' attitudes and behavior toward being adaptive. Employees who engage in the implementation plan outlined in Chapter 3 can build their individual capacity for changing by learning through involvement in the stakeholder networks about the intersectional nature of holistic sustainability. Specifically, they would be encouraged to draw connections of this change vision to their work. For example, as a senior academic leader, if I realize that students encounter barriers to accessing programs or courses because of historical or systemic processes, then it is essential to collectively determine solutions for students to access those programs using contributions from program staff, faculty, and the university's registrar's office. The next section outlines the problem's complexity within various change management models in relation to organizational adaptability (Uhl-Bien & Arena, 2018).

Change Model for Improvement

While change leaders have tacit knowledge about their organizations and their personal leadership approach, choosing an explicit change management model is essential for ensuring the success of planned change. Cawsey et al. (2016) detailed the difference between *what* to change and *how* to bring about that change, so leaders have options for detailing the multiple converging factors that impact change management processes and change leadership approaches. A first glimpse, employing Lewin's (1951) unfreeze—change—freeze model to improve holistic sustainability may be appealing for change leaders because it provides options for a networked space for stakeholders to change quickly. The simple language used in this model may socialize this change initiative among university community members and external stakeholders, especially because it signals something must unfreeze to change. However, the assumption that change is linear for holistic sustainability is not

appropriate because of the complexities of this adaptive change outlined in Chapter 1 and earlier in this chapter.

The Change Path Model

Appreciating the organizational layers through which holistic sustainability improvement must infuse, Cawsey et al.'s (2016) change path model is compatible with this pan-institutional change and the adaptive and CLT leadership approaches. The model's utility for improving holistic sustainability resides in its combination process, participation, and prescription (Cawsey et al., 2016). Embracing the four steps as processes enables those in the various change roles of change initiator, change implementer, and change recipient to work together on significant action planning for the duration of the change. Change leaders must create the adaptive space and direct attention in various networks for the awakening, mobilization, acceleration, and institutionalization processes to generate the emergence of holistic sustainability governance (Cawsey et al., 2016, Heifetz, 1994; Uhl-Bien & Arena, 2017, 2018). The next several sections outline the four processes in more detail, specific to the MooreU context.

Awakening

The MooreU community was informed about and engaged with the goals and priorities outlined in the 2030 plan since the February 2020 BoG's approval. The consistent messaging to the university community regarding the 2030 plan, plus the coinciding academic plan development in fall 2020 and early spring 2021, created the landscape to enhance change momentum (Cawsey et al., 2016). University community members have actively participated and invested time to align personal and working group endeavours with the 2030 plan while contributing ideas to the academic plan and the branch plans noted in Chapter 1 (Perry-Smith & Mannucci, 2017). MooreU executive leadership has constructed this humanistic and democratic participation while developing these plans (Burnes, 2009). Given this context, awakening begins with identifying a need for change, as stated in the PoP statement of Chapter 1: Improve the holistic sustainability processes and outcomes at MooreU. For MooreU to live

its values and achieve its goals of sustainable actions within the region, it relies on change leaders who

have responsibility to align their work activities with the 2030 plan and who demonstrate the need for

holistic sustainability improvement (Cawsey et al., 2016). In this case, I may assume the roles of change

leader and change implementor to create an initial version of the change vision, which may not be the

final vision, but it generates stakeholders' interest in a possible future (Mento et al., 2002). The vision is

one which people can embrace to shape their own future (Stroh, 2015). Moreover, the change leader as

a change implementor spends time studying the problem and how institutional structures are

contributing to it through internal and external environmental scans (Stroh, 2015). How does MooreU

purport to contextualize holistic sustainability? How does this definition relate to institutional and

personal values, beliefs, and behaviours? How does holistic sustainability relate to the immediate work

of MooreU employees? Is the existing one sustainability policy enough to guide the university to its

future state of having a holistic sustainability lens for governance and other university domains

(MooreU, 2009)? A network space applying *enabling leadership* is a space to begin exploring these

questions in relation to the 2030 plan goals (Koenig, 2018; Sultana, 2012; Uhl-Bien & Arena, 2017, 2018).

Mobilization

The mobilization process is humanistic work by focussing people on the problem in a catalyzing

and collaborative manner (Burnes, 2009; Heifetz et al., 2004; Stroh, 2015). Using multiple forms of

communication, mobilization is the process that cultivates participant discourses and idea generation to

ensure various university spaces and individuals are included. In this process, it is important to identify a

guiding coalition that includes multiple employee groups and students, and considers their knowledge

and learning interest about the topic and the type of change (Blackburn, 2016; Heifetz & Laurie, 2001;

Uhl-Bien & Marion, 2009). This guiding coalition has agency to problematize and to solution find. In

addition, based on Rottmann's (2007) analysis of leadership and change, the change leader must ensure

the participants in the coalition are not simply perpetuating internal, existing hierarchies that reify a

status quo. Fung (2006) detailed that governance effectiveness will arise in the networked space by

including diverse perspectives. Noting the three pillars of the current holistic sustainability definition,

the change leader needs to attend to Blackmore's (2011) notion about the importance of

"interdisciplinarity and problem-solving . . . [and cautions against] disciplinary hierarchies that privilege

science over the humanities . . . to inform policy" (p. 454). Therefore, it is crucial the change leader as

implementor employ a deliberately created stakeholder analysis process, as detailed by Cawsey et al.

(2016). This analysis is detailed further in Chapter 3 implementation section. These deliberate steps by

the change leader are necessary to build trust because Koenig (2018) stated that for the network, "trust

is enhanced when expectations are met and undermined when they are not" (p. 109). It is essential that

the change leader uses the trust and leverages personal agency for assessing the power and politics of

the change process with engaged stakeholders (Cawsey et al., 2016; Mittal & Elias, 2016).

Acceleration

The acceleration process involves the action planning and implementation based on the analysis

results from the awakening and mobilization processes (Cawsey et al., 2016). This is an exciting part of

the change process, and it is important to distribute the activity load among participants and the

stakeholder networks that have assembled around this change process (Uhl-Bien & Arena, 2017, 2018).

To maintain the momentum of the change initiative, clear communication with a shared language is

essential for the guiding coalition maintaining the change path course (Stroh, 2015). Fung (2006)

addressed the guiding coalition participation by encouraging leaders to consider who participates,

chosen communication approaches with participants, and what authority their participation affords.

This engagement increases the likelihood of reconfiguring the organizational structures and networks

required for holistic sustainability governance improvements. Selecting participants who understand the

2030 plan priorities, have a desire to improve holistic sustainability, and commit to remaining open-

minded while listening and sharing within the coalition promotes democratic participatory approaches (Cawsey et al., 2016; Disterheft et al., 2015).

Embracing a scenario-planning approach is one that many MooreU community members are recently familiar with because of the university's approach responding to the 2020-2021 global pandemic. Drawing on a change strategy that is familiar to the university community is useful to maintaining the momentum required for this stage of change management, particularly in a rapidly changing higher education landscape. Stroh's (2015) work supported examining the potential consequences of various scenarios as a pre-vetted assessment of the proposed action plan for change. Further, the scenario planning approach aligns with Blackburn's (2016) notion that multiple disciples are engaged to address SOS practices so that various scenarios for change may be explored as part of the action planning development and eventual implementation, which is further detailed in Chapter 3.

Institutionalization

The institutionalization stage of the change process is defined as "the successful conclusion to the desired new state" that brings about expected outcomes and accountability (Cawsey et al., 2016, p. 54). Defining successful conclusions with meaningful metrics of holistic sustainability is essential and needs frequent assessment. Chapter 3 presents more detailed information about holistic sustainability metrics as well as participatory monitoring and evaluation approaches. Since improving holistic sustainability aims toward processes and outcomes, the change leader will rely on reflection as a component of the assessment. Specifically, they need to employ the organization's value and belief system, both of which are stated in the 2030 plan (Cawsey et al., 2016). Any change implementation, action, and assessment must relate back to the core values of MooreU: notably, transparency and sustainable actions. The purpose of improving holistic sustainability governance at MooreU is for the university to achieve its vision for the future through democratic and participative processes (Burnes,

2009). In the next section, there is further analysis of MooreU's organizational readiness to determine the specific changes needed to improve holistic sustainability processes and outcomes at MooreU.

<div align="center">**Critical Organization Analysis**</div>

This section details the specific changes needed within MooreU, which are gleaned from the Chapter 1 evaluation of the organizational framing and change readiness analyses. Recall these analyses merge using Bolman and Deal's (2013) four-frames model with Whelan-Berry and Sommerville's (2010) change readiness. Notably, MooreU's existing organizational strengths are highlighted as well as current gaps, which may pose resistance to change. Reference to the guiding questions from Chapter 1 in this MooreU analysis provide additional rationale for the needed change. The section concludes with identifying the changes needed by examining holistic sustainability in relation to MooreU's organizational structures and culture.

MooreU's Structural Frame and Strengths

Across the MooreU hierarchy, there are different groups of university members involved in decision-making. Recall from Chapter 1 that there are three employee groups: staff, faculty, and administrators, each having their varied roles across the faculties and other university domains. Also, the voice and action of MooreU Students' Union is an essential voice, particularly at regular joint executive meetings that include the student union, university executive, and faculty and staff union executives. In addition, MooreU's shared governance model with its bicameral system has decision-making pathways that track to either Senate (academic/curricular decisions) or BoG (operational/financial decisions) and include students, alumni, and external stakeholders (Austin & Jones, 2016). The BoG has four subcommittees, whereas the Senate has nine subcommittees that connect to various faculty-level councils and subcommittees, and inherently, they have power relations in both the internal and external relationships (Bótas & Huisman, 2012). Notably, MooreU's decision-making requires more time because of the enhanced participation of individuals and groups around

university shared values through debate and dialogue (Cludts, 1999). In addition to the standing committees throughout the university, the SLF senior leaders and executive are the designated leads for IPP in their faculty or service areas. Key roles of these leaders are identifying budgetary needs and operational planning for their area as well as identifying key relational pan-institutional synergies to maximize use of resources when implementing initiatives. Through individual and collective reflection, various metrics from institutional research, and financial forecasting, these leaders approach the IPP decision-making with an evidence-informed approach (Beerkens, 2018).

The number of individuals and groups involved in these decision-making structures requires trust, which Koenig (2018) noted is necessary as community members engage in their work systems. MooreU's structural readiness is apparent in its trusted leaders and trusting followers, detailed in Chapter 1, who are involved in the governance work on the established standing subcommittees. This involvement in various hierarchy levels and with the MooreU Students' Union promotes MooreU's "ability to distribute authority within a complex organization" in pursuit of the 2030 university goals (Koenig, 2018, p. 117). Trust and support when planning for adaptive change is essential to keep people connected and energized about change (Arena et al., 2017). The trust in leadership, individual, and group competence is evident through student involvement, communication transparency, and document sharing from these individual and committees to the broader university.

Structural Frame Gaps

Reflecting on emerging question two from Chapter 1, which explores resource considerations with governance as the hub to improve process and outcomes, surfaces potential gaps of MooreU's structures. Considering that governance may be a political process, there is not an explicitly stated holistic sustainability lens on this process (Austin & Jones, 2016). With Senate and BoG as the two arms of governance to create broad and deep change across MooreU, how do they uphold holistic sustainability among their space and in the subcommittees? Currently, the PPO (reporting to the Vice-

President Administration), Senate policy committee, and SLF are loosely coupled, but are not an intentionally created intersectional governance hub (Bótas & Huisman, 2012).

MooreU's Political Frame and Strengths

The strength of MooreU's political frame has increased in the last two years during the 2030 plan co-creation. As noted in Chapter 1, there was robust university and regional community engagement to develop the 2030 plan. Once approved by the BoG, the 2030 plan has sharpened focus of faculties and other areas for operational and visionary plan alignment at MooreU (MooreU, 2020b). In fall 2020, the university community contributed ideas and invested energy to co-create the 2030 academic plan (Björk et al., 2010). This consultative process included faculty as well as staff and administrators from various domains (e.g., Teaching Excellence Centre, Research Office, Academic Quality Assurance Office, Regional campus, and Indigenous Education and Affairs Office), which are organized under the Vice-President Academic and Provost office (refer to Figure 1). Specifically, they have a budgetary and operational home in which a senior academic leader leads initiatives, connects across domains to foster relationships, or requests resources with the annualized IPP. Moreover, the senior academic leaders work collaboratively to identify the inter-department dependencies for budget and operational purposes. Bótas and Huisman (2012) determined this approach to the plan's development shapes "the perceived level of participation in the shared governance system [and] directly affects the attitude of participants towards the quality of the institutional environment" (p.381). Notably, this engagement has built a literacy of organizational and planning sensemaking for participants involved (Kezar, 2018). In addition, the mutuality of this work encourages collective vision building that relates directly to moral decision-making at the university (Bolman & Deal, 2013).

In the last few years, MooreU has become a signatory university on two charters. They signed the *Okanagan Charter* (2015) in late spring 2018 and subsequently established the health and well-being working group. The change champions are co-chairs, one is a manager from human resources, one is a

kinesiology faculty instructor, and the president is the executive sponsor. Through consultative approaches, this working group created a health and well-being framework with administrator and faculty salary budget allocation. In spring 2021, MooreU signed the *Dimensions Charter* (Government of Canada, 2019), a recommendation from the equity, diversity, and inclusion (EDI) action group. The Vice-President Academic and Provost is the executive sponsor of the EDI action group, which includes members from all employee groups and university students. These two groups have important roles at the university and indicate a commitment to EDI and health and well-being. Both collectives have many change champions; however, much of their work is service work that is beyond their current job responsibilities, which may be perceived as too much work without appropriate compensation.

Political Frame Gaps

For emerging initiatives at the campus, the executive's approach is to start with advisory committees, working groups, or action groups. There exists goodwill from these emerging initiatives that are timely, active responses to community needs. The concern is that the change champions leading the health and well-being working group and EDI action group do not manage budgets or operational plans, and there has not been specific program operating budget allocated to these groups, even with health and well-being as the cultural cornerstone of the university (Lasher & Green, 2001). Thus, one gap that may emerge, relating to sustainability, is that without having a current office for campus sustainability, this change initiative does not have a budget home in which to resource coordinated activities and it may silo further from EDI and health and well-being activities. Moreover, there is a risk those participating in a guiding coalition may perceive this work as progressing responsibilities without compensation until there is intentional program resourcing. This gap links to the emerging question one and two from Chapter 1 about grappling with where this improvement in holistic sustainability will reside for responsibility and accountability. There seems to be an unanticipated consequence of the wide-reaching goals of the 2030 plan. With many visionary ideas attached to goals and priorities, the

university members are eager to begin working toward these mandated milestones; however, the interdependent nature of the goals in a historical hierarchy of silos is creating tension in action and resource planning.

MooreU's Human Resources Frame and Strengths

Bolman and Deal (2013) argued that people and organizations need each other. As part of the adaptive change to improve holistic sustainability, MooreU must hire into, invest in, and support its people to do this change improvement work. Blackburn (2016) noted that leaders need sustainability values and skills training; therefore, all university community members need training in this adaptive change because there is not a shared understanding of holistic sustainability's meaning. MooreU has a history of improved transparent processes and training through the university human resources office. Frequently, members from across hierarchical structures are together to learn these new procedures and structures. There are numerous opportunities for individuals to build the agency and referent power in informal leadership positions (Bolman & Deal, 2013; Mittal & Elias, 2016). For example, recently, with new policy and process for provincial accounting standards, employees attended financial policy training sessions led by the director of finance. In addition, MooreU is drafting a people plan 2030 to align with and advance the university's 2030 plan to improve socialization and training opportunities for university members.

Human Resource Frame Gaps

The human resource view of MooreU is of moderate strength; the exception is ubiquitous accountability. The SLF and other administrators are an energized group that would be committed to enhancing their holistic sustainability value to improve processes as part of the 2030 plan and people plan. The staff and faculty-unionized employees may avoid accountability because of the protectionist power of their unions' collective agreement. Fortunately, faculty instructors work strongly within the collegial model and have recently demonstrated strong commitment to adapt as needed to the remote

teaching models. However, some staff remain focussed on status quo, and there is a risk that as front-line actuators of policy and procedures, they may be reluctant to changes in their roles that emerge from improved holistic sustainability processes and outcomes, particularly if they perceive the change to impact their employment conditions (Austin & Jones, 2016).

MooreU's Symbolic Frame and Strengths

While this frame was not outlined in Chapter 1, it is important to highlight symbolic contextual pieces related to emerging organizational culture. MooreU culture maintains the meaning of ritual, symbols, the brand, and university events (Bolman & Deal, 2013). Participation is a critical part of the meaning making in these culture symbols, especially when university members are constructing their meaning of the 2030 plan's values, vision, and mission (Cludts, 1999). How this participation is cultivated impacts implementation, which is discussed further in Chapter 3. Manning (2018) used the web metaphor to analyze organizations from the feminist perspective to consider changes in one area having impact on other areas. In fall 2020, the university community worked through IPP with the approach to identify necessary activities and the department interdependencies to actualize these initiatives. The SLF focus has been on these interdependencies; therefore, as noted in the second guiding questions, time and relationships are the investment foci because of anticipated material revisions to the MooreU budget and operations enduring for the next several years. This purposefully designed, cross-unit relational approach for the 2021-2024 IPP necessitates that all MooreU faculties and units collaborate in this coordinated process.

Symbolic Frame Gaps

MooreU's symbolic gap is a mirror of institutional confidence. As a newer member of Universities Canada, how does MooreU ensure that the once college, now university, embraces its status and responsibilities as a university? Through the collaborative planning engagement, the collective institutional confidence is growing and may set a foundation to improve its holistic

sustainability in all relevant domains (Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016).

Needed Changes at MooreU

From the four-frame analyses there is certainly an evolving structure and culture of innovation and accountability at MooreU, as well as a 2030 plan undergirded with imagination. In fall 2020, SLF members have participated in numerous budget and operating plan revisions in a coordinated manner to strengthen the university's ability to identify synergies and align initiatives for resource allocation during the next budget year. MooreU is a PSI that has structures, political agendas, individuals, and a can-do culture that positions it ready to improve holistic sustainability processes and outcomes through a governance hub. Drawing on Koenig's (2018) work "that every employee is a risk manager" (p. 119), MooreU can deliberate the consideration that "trust must be governed and maximized, subject to our tolerance for vulnerability to loss" (p. 119). The outlined assessment has strengths and indicates an evolution toward a future state that improves the innovation and accountability at MooreU. To that extent, the deliberate changes at MooreU for holistic sustainability include that MooreU:

- embraces a definition of holistic sustainability to coalesce the community;

- builds a framework that introduces a holistic sustainability lens to policy/procedure revision and development;

- reflects on practice as a policy driver and situates policy and practice within the framework;

- drafts a master vision for holistic sustainability that includes all domains noted in Figure 3; and

- creates intersectional capacity and place for holistic sustainability, EDI, and health and well-being to enhance participation and synergies and minimizes siloed approaches.

Figure 3

Governance Hub of Holistic Sustainability at MooreU
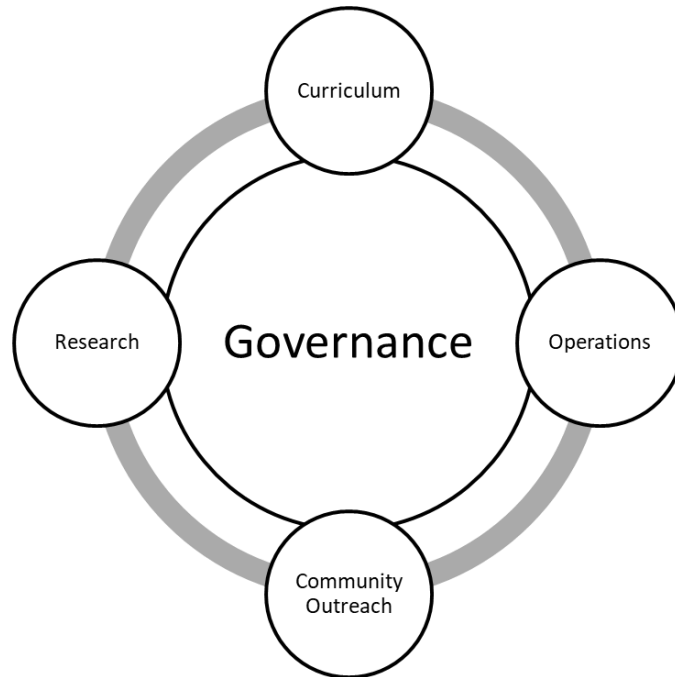
Note. This model visualizes the governance hub noted by several authors from the Sustainable Education Policy Network to indicate the interconnections among other university domains (Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016).

<div align="center">

Possible Solutions to Address the Problem of Practice

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This section presents four possible solutions to address the needed changes outlined in the previous section. Each solution is assessed qualitatively based on the assumption that certain university conditions, IPP, and resources are required for successful implementation. For each solution, there is assessment of the anticipated university resources required, the strengths/gaps of the organizational analysis readiness outlined in the previous section, and the probable pan-institutional impact. Introducing these changes may spark collective creativity at MooreU in the CLT stakeholder networks and foster the emergence of holistic sustainability governance (Uhl-Bien & Arena, 2107, 2018). Using

solution assessments, this section concludes with a recommended solution for implementation, which is

detailed in Chapter 3.

The key resources identified to assess for each solution are time, finances, and information.

Planned change takes time and patient deliberation, which is assessed when evaluating the solution in

comparison to the university readiness state. In addition, since the MooreU IPP and budgeting processes

are program-budget development, Lasher and Green (2001) suggested aligning the goals, budget, and

alternative activities parts of the solution assessment. The information piece is sharing multi-disciplinary

sustainability information and learning about not only holistic sustainability and the conceptual frame

(Figure 2), but also about the organizational current state and readiness analysis. The critical pragmatism

philosophy and associated assumptions guide deep reflection for individuals and the university to assess

the organizational status quo. Since participants may have differing worldviews and subjective

interpretations of the resulting change, leaders must guide information flow and approximate the time

needed for participants to reconcile diverse perspectives in the dialogic process (Putnam, 1983). This

dialogue gives participants time for them to assess solutions for culture congruency with their current

work as they imagine aligning that work to the change vision (Mento et al., 2002).

Solution One: Sustainability Task Force

The first solution to address improving MooreU's holistic sustainability is creating a

sustainability task force of internal community members from various faculties and areas of the

university. The task force name for this group is synonymous with guiding coalition, which has been

previously used in change-path model section, and deliberately chosen for the MooreU context. The

MooreU President would be the initial executive sponsor, until one is determined formally, to create the

sustainability task force's initial draft terms of reference. The membership would include staff, students,

faculty, and administrators. An established sustainability task force that includes the change leader

could organize and situate themselves in the adapted space, discussed with the conceptual framework

to cross boundaries and bridge various thoughts to build a plan that improves holistic sustainability

(Arena et al., 2017). This approach would generate robust, democratic, participative processes among

members, which is a key to legitimacy and participant buy-in for the process (Fung, 2006).

Evaluation of Solution One

The approach to create these collectives of university members with an executive sponsor has

been a historical structural practice at MooreU. Therefore, establishing a task force at MooreU aligns

with organizational precedent and draws on strengths of MooreU's structural and political readiness.

This solution requires initial time for the change leader to share information about the current holistic

sustainability literature as well as the organizational readiness state with the executive sponsor, SLF, and

the task force. I know there is a knowledgeable and impassioned group who would be interested in this

work; however, with numerous university standing committees as well as emerging pan-institutional

committees, the individual involvement may shift as people have less time in their schedule. In addition,

human resource training and sensemaking is required to educate members on sustainability leadership

values and actions from a pan-institutional perspective (Blackburn, 2016; Kezar, 2018).

Solution Two: Align the MooreU Policy and Procedure Office and SLF Policy Subcommittee

Solution two is to improve MooreU's holistic sustainability by aligning the current PPO at the

university with the SLF policy subcommittee. The PPO is responsible for coordinating, with consultation

from various university areas as needed, policy and procedure development, revision, and recension

(MooreU, 2020c). This office has a manager and two staff positions that organize this work for BoG and

administrative policies and is in the Vice-President Administration portfolio (refer to Figure 1). In

addition, the office coordinates with the Senate policy subcommittee to provide feedback on various

BoG or Senate policy development, particularly those in which there is a shared space of decision-

making. For this solution, Sultana (2012) discussed "the conceptual distinction between academic and

administrative matters is also very important because it helps us understand another crucial aspect of

university governance" (p. 358), which is necessary to ground truth governance as the hub of change

connecting to other university domains (p. 358). Recently, SLF established an SLF policy subcommittee

with members from various university units. The SLF policy subcommittee previews policy and

procedures in partnership with the PPO that need SLF approval and may recommend further

stakeholder consultation to generate an inclusive development and revision process. The combination

of SLF members includes diverse perspectives, needs, and worldviews, which according to Cludts (1999),

draw on stakeholder-relational theory about how to use the stakeholders' contributions. The VPPE is the

suggested executive sponsor for this solution because they are responsible for internal and external

stakeholder engagement, which may well expand with this solution. Belle's (2016) work supported this

type of a solution, since a governance-conscious approach is essential to interdependent organizational

learning and the VPPE is accountable for coordination pan-institutional interdependent work, which

emerges in this solution.

Evaluation of Solution Two

When assessing the resources needed for solution two, time will be a moderate resource

needed for VPPE, PPO, and the SLF policy subcommittee to co-create an agenda for holistic sustainability

improvements in governance. In addition, the PPO may perceive this agenda as an imposed,

presumptive 2030 plan goal for their area assigned from outside their Vice-President Administration

portfolio. Thus, there is an intersectional piece to the information literacy and time resources because of

the information processing needs for participants. In addition, the current work to date from the EDI

action group and health and well-being working group must be acknowledged and integrated to

mitigate political agendas among different MooreU vice-presidents. There is minimal financial burden

because the community members involved are currently performing this SLF policy subcommittee work

at the university. Currently, the established structures at MooreU are ready to begin this work within a

small core group that would communicate its work with other established institutional committees in

faculties, Senate, and BoG. As with solution one, there is need for training and dialogic sensemaking for those involved to enhance holistic sustainability values as a pathway to improve process and outcomes, specifically with this committee in the form of a framework for holistic sustainability governance emergence. The MooreU cultural context is moderately ready for the university to evolve into one strongly focussed on sustainable actions, with a lens to enhance decision-making transparency across the university.

Solution Three: Create an Office of Sustainability, Inclusive Excellence, and Well-Being

Solution three is the creation of a new office in the VPPE portfolio, who would be the suggested executive sponsor of this solution. The office would become the hub for university initiatives for holistic sustainability, EDI, and well-being. As noted earlier, current working or action groups facilitate these initiatives, yet have no direct reporting structure or operating budgets. Establishing a new office through the annual IPP generates a reporting stream with the existing VPPE portfolio and establishes annual employee salaries and operational budget that would make possible funding-related initiatives and necessary relationships across the university and with regional community stakeholders (Lasher & Green, 2001). Furthermore, Marmot et al. (2008) made a strong case that any policy development at the provincial or university level has an impact on health equity specifically related to social determinants of health within university community members. This solution provides a future-oriented space to explore integration of policy for sustainability, health and well-being, and EDI that are intersectional, coordinated activities initiated from this office. The intention is to create hub that intentionally non-siloes this intersectional work. This solution addresses the recommendation mentioned by Urbanski and Leal Filho (2015) to include all dimensions of sustainability, which includes health as well as the initial three pillars Hooey et al. (2017) noted.

This solution is comparable to the university establishing the Indigenous Education and Affairs office in 2019. MooreU has an Indigenous Student Centre to support student recruitment, transition,

and learning experiences (MooreU, 2020c). Beginning spring 2020 semester, the Indigenous Education

and Affairs director has consolidated resources and is assessing the current state of how university areas

are engaged in Indigenous-related work and coordinated relationships with our First Nation's partners.

The director is developing cross-department relationships to advance decolonization practices and

Indigenous knowledge, gathering data to understand the university's current state of related activities

to build a comprehensive Indigenous plan. Solution three duplicates this model for sustainability,

inclusive excellence, and well-being, which are three initiatives that have started in various areas of the

university and could be consolidated and coordinated in a newly established office that may work in

close cooperation with Indigenous Education and Affairs.

Evaluation of Solution Three

Establishing a new office would have substantial resource requirements and entail approval

during the annual IPP. To create an office with an administrator would need additional staff to

coordinate the work of the three noted areas that have been occurring in the various areas of the

university. There is a chance that the current change champions (i.e., HR, faculty, and staff) may feel

omitted with this approach, and those feelings could affect the information sharing among current

change champions and a future office. However, there is also a chance these current champions would

comprehend that the newly created office becomes a coordinating hub to accelerate the planned

changes that currently do not have a budget or change leader home at MooreU. Forming this office

requires a large initial time investment for the VPPE through demands, such as establishing the office,

program goals, and program budget (Lasher & Green, 2001). However, with an appropriate hire, the

future state plans for a designated leader to navigate the complex governance model, university

hierarchy and bureaucratic layers, and stakeholder networks. This leader is then "responsible for the

institution's academic governance [and] attend[s] to the range of tasks associated with research and

teaching" and various university domains (Sultana, 2012, p. 349). In addition, this office may coordinate

the calls to action of the *Dimensions Charter* (Government of Canada, 2019) and the *Okanagan Charter* (2015) through the work of the existing health and well-being working group and EDI Action Group. Blackburn (2016), as noted several times through this OIP, asserted that navigating this complexity is necessary for SOS practices through all aspects of the university. A provincial scan indicates that MooreU establishing this office would position the university as a provincial leader of this promising practice to address complex problems with complexity thinking and stakeholder participation.

Currently, the organizational structural, political, and human resource readiness may be resistive. A developing theme in some university spaces is the concern that universities are becoming top heavy with administrative roles funded instead of the core business of funding academics and research. Even though there is a precedent that new offices may meaningfully enact the proposed changes, there is anticipated resistance to additional administrators, given that the university's current political context, particularly with the faculty union (Birnbaum, 1991). However, this solution cannot be discounted completely because of how the solution could accelerate the five outlined changes noted previously and coordinate financial resources for intersectional initiatives of sustainability, EDI, and health and well-being, which are all pillars or values of the 2030 plan (MooreU, 2020b).

Solution Four: Maintain Current University Approach

Without a current operating campus sustainability office, this solution would rest within those administrators, students, faculty, and staff mentioned in Chapter 1 who have historically maintained a loosely coupled relationship with the office. The grassroots efforts of this solution would be authentic and derive from various disciplines working together. As noted by Burnes and By (2012), leadership and change are intricately intertwined, and this approach could commence without a formal change leader at the helm to coordinate the change facilitators. In this solution, the Facilities Director would submit compulsory reports to the ministry for the BC *Climate Change Accountability Act* (2007), and the focus would maintain on environmental sustainability without a holistic approach. The change impact on

university curriculum, research, and community outreach risks not being attended to in an intentional and coordinated manner.

Evaluation of Solution Four

Stroh (2015) encouraged one solution be evaluating the status quo to assess system impacts of other options compared to the current approach. This approach would have small financial impact on the university because there would be little to no additional operating, infrastructure, or salary budget allocated. In addition, without a sustainability lead from facilities operations, this information emerges in the form of reports to the provincial government. However, the collective time of all individuals to organize themselves when endeavouring to generate improvement in holistic sustainability would be incredibly high. They require time for understanding the literature and university structures, all while taking on their own faculty teaching and service responsibilities. For the staff, it is beyond the scope of the positional role, and for students, it may be part of their course work or co-curricular activities, depending on how faculty engage students in initiatives. This grassroots approach has authentic merit, but with minimal current coordinated organizational resources for this solution, its impact across the institution would be minimal.

Comparative Assessment of Four Solutions

Figure 4 provides a comparative visual analysis of the four solutions proposed. The qualitative analysis compares the demand on university resources, the organizational context and readiness, and the projected change impact assessment from each solution. A key concept from adaptive leadership is that instead of leaders finding solutions, they give work back to the people while participants work cooperatively to find solutions working along side the leader who directs participant attention (Heifetz, 1994). Therefore, the preferred solution of this OIP is a detailed process that invites various stakeholders to engage in the collective solution finding spaces. Specifically, considering the goals and priorities of the 2030 plan, I chose a hybrid solution with three phases that is stacking solutions one,

two, and three in that order over a two-year period to improve holistic sustainability processes and outcomes at MooreU.

Executing this solution has some challenges and relies on requisite circumstances, which are detailed further in the implementation section of Chapter 3. Aligning three different solutions necessitates continuity among the change leader and the change team and likely more information sharing for organizational learning because there are additional university members involved in the three uniquely proposed solutions. In addition, this hybrid solution, will take more time to implement than a single solution. However, given that this PoP focuses on university processes and outcomes and the strong collegium in the MooreU faculty group, a deliberative approach that requires more time are essential to institutionalizing this change. Solution one could begin immediately pulling together members with some disciplinary knowledge in sustainability for the task force in a semi-structured way to enable iteration and dialogue (Uhl-Bien & Arena, 2018). Their participation is essential in the change process and starts the pathway of initiating the emergence of holistic sustainability governance by proposing a university definition and framing approach for holistic sustainability. However, reliance on the task force alone may not provide institutionalization of the change because MooreU task forces do not usually have operating plans or allocated budget. Therefore, this sustainability task force becomes advisory to the SLF policy subcommittee as they align policy work with the PPO to support collective learning and actions (Lichtenstein & Plowman, 2009). This is critical for keeping governance as the central hub for this change.

The solution one and two phases draw on existing structures and given the change leader's participation on the SLF policy subcommittee, this phase works well to support the PPO in their work with other governance subcommittees at the university. Yet, holistic sustainability must expand beyond governance to other university domains. Considering the complexity that emerges from governance, Blackmore (2011) suggests that "Policy provides a steering capacity" especially as the university

navigates competing demands from the ministry, internally, regional partners, and alumni (p. 347).

Therefore, the establishment of the Office of Sustainability, Inclusive Excellence, and Well-Being creates

a university operational and budgetary space for such activities. Imagining that this office serves the

university community as the sustainability hub is similar to MooreU's current Teaching Excellence Centre

serving as the hub of teaching and learning scholarship for the entire university community. One activity

for the new office to consider is the auditing of the university branch plans in relation to the 2030 plan

and how that audit could serve as a gap analysis for the additional work of process and outcome

improvement at the university. Too many plans for the size of an institution like MooreU may create too

many goals; therefore, plan alignment and gap spotting may be the initial approach of this office before

building out its future mandate toward the end of the 2030 university plan timeframe. Convincing the

university of this three-phase hybrid solution requires the change leader to draw on Miller et al.'s (2011)

notion that the radical way to reform and reimagine this sustainability work is a key tenet for participant

deliberation in the adaptive space.

Figure 4

Comparison of Four Proposed Solutions

Solution	Resource Requirements			Organization Context and Readiness				Solution Impact Assessment
	Time	Financial	Information	Structural	Political	Human Resource	Symbolic	
1	gray	white	white	black	black	gray	black	gray
2	gray	white	gray	black	black	gray	gray	black
3	black	black	black	white	white	white	black	black
4	black	white	white	white	white	gray	white	white

KEY				
Resource Requirements	High	black	Low	gray
Organization Context and Readiness	Primed	black	Resistant	gray
Solution Impact Assessment	Robust	black	Minimal	gray

Note. The solution assessment framework modeled on Boomhower (2020) solution assessment.

Furthermore, drawing on Langley et al.'s (2009) change improvement model, the adaptive leader could establish plan-do-study-act cycles early and assess often if the change is making the intended quality improvement in a collaborative manner (Heifetz, 1994). Through the VPPE's coordination, the task force, SLF policy subcommittee, and PPO would develop participatory monitoring and evaluation approaches, to be described in Chapter 3, that guide the future work to assess the hybrid three-phase solution enabling MooreU to live its values and assess solution impact on processes and outcomes improvement (Braithwaite et al., 2013). Specifically, the task force, SLF policy subcommittee, and the PPO may work to bolster the third phase of the solution by centering inquiry into guiding question two from Chapter 1 during a pan-institutional review to determine the budget requirements, operational needs, and feasibility for the university to establish the Office for Sustainability, Inclusive Excellence, and Well-Being. At that time, pilot metrics and reflection data would inform the decision to implement an office that coordinates the activities to evolve MooreU's 2030 priorities into action (Kadlec, 2006; Langley et al., 2009). It will take time to affect decision-making, as the power relations shift with this approach because of "the social, cultural, economic, and political backgrounds of the individual participants; the values of the decision-making bodies and its members; internal and external pressures brought to bear on the decision-makers" (Bótas & Huisman, 2012, p. 382). These individual considerations are important as well as the further workings in the Senate and BoG subcommittees, faculties subcommittees, health and well-being working group, and EDI action group.

Leadership Ethics and Organization Change

The aim of this OIP is to propose a solution that improves the holistic sustainability processes and outcomes through governance at MooreU. Kezar (2018) reminded change leaders that every change is "fraught with ethical choices and dilemmas" (p. 23) and encouraged all actors in the change process to question "whose ethics" are considered in the change process (p. 25). In addition, Burnes and By (2012) noted that stakeholders involved with change management need an approach to measure leadership

ethics. With change, challenges and opportunities arise for individuals and organizations to learn; therefore, this section examines leadership ethics and change ethics emerging in adaptive spaces and stakeholder networks of solution-finding processes.

Leadership Ethics in the Adaptive Space

Rottmann (2007) detailed the intersectional ethical assessment between leadership and change by encouraging localization of the democratized decision-making process. The proposed three-phase hybrid solution in this OIP is planned using Cawsey et al.'s (2016) change path model, and stakeholder participation is an ethical consideration at all stages of the path. Since governance is a contested terrain at universities, leaders may not assume neutrality in a change process that aims to generate emergence of holistic sustainability governance (Austin & Jones, 2016). Leaders' actions in the adaptive space must account for the values and actions of those participating in the dialogic process. In addition, conscientious care must be considered because "new forms of governance produce and reproduce old and new modes of exclusion and inclusion" (Blackmore, 2011, p. 444). Thus, as noted in Chapter 1 from the third guiding question, the change leader, VPPE, and stakeholders are compelled to examine that the solution does not perpetuate *an unjust status quo for already marginalized groups.*

The challenge for MooreU and its current leadership is that it is predominately White presenting, and according to Liu (2017), this fact must be acknowledged because "leadership and whiteness are inextricably entwined" (p. 350). Therefore, it is paramount for the SLF policy subcommittee and larger SLF to lead the emergence of holistic sustainability governance in ways that ensure diverse perspectives are included in consultation without requiring emotionally burdensome asks from marginalized groups. At each process of the change approach and change implementation, revisiting the guiding question about status quo needs to be examined as well as challenging individuals, committees, and organizational planning assumptions in a direct and compassionate way, which is essential (Liu, 2017).

Throughout this change process, there must be regular reflections to check the assumptions and approaches as part of the implementation process. Specifically, leaders must gather input after deliberation sessions to assess the change process because as Liu (2017) noted, "Leadership is not seen as solely located within individuals in the form of traits and styles, but also in the myriad ways people interact, engage, and negotiate with each other" (p. 345). This approach to process assessment urges the change leader to assess their behaviour, the stakeholder networks' work, and determine how the participative approaches are working, as intended, for those individuals involved. In addition, leaders introduce this reflection work to the SLF policy subcommittee and PPO during their dialogic processes to determine if their debates are as democratic as they intended, especially if the change leader shares the change vision and future state with the stakeholders. What the change leader and VPPE, as executive sponsor of the proposed solution, want to assess is if there is promotion of "values such as inclusion, collaboration, and social justice when working with staff and students alike" as a means of reflecting on approaches with an ethical lens (Ehrich et al., 2015, p. 199). This combination of actions in the change management process promotes ethical leadership throughout a change process. Given there is a three-phase solution, Liu (2017) confirmed that the leaders are not only accountable to the stakeholders, but they must commit to examining multiple truths and perspectives of stakeholders within the MooreU context as they co-create the change together. Beyond competence and values, the leaders' actions consider context and, with humility, seek improvement while respecting the needs of others by consistently and conscientiously re-examining assumptions throughout all steps of the change and governance emergence decision-making (Black, 2015).

Organization Change in the Adapted Space

While the ethical leadership considerations are essential, so are the organization's values and related ethical impacts. Schein's (2016) work on organizational learning culture is a vital starting point for understanding organizational change. Specifically, with university-wide change, consider Schein's

assertion that "what must be avoided in the learning culture is the automatic assumption that wisdom and truth reside in any one source or method" (p. 345). With multiple internal employee groups and students as well as the external constituents, the organization's learning advances by gathering collective intelligences during the co-creation for the change (Perry-Smith & Mannucci, 2017). This approach will be critical for governance change with the internal committees and with the Senate for academic matters. Also, it is important to recognize that BoG governance evolution related to financial and operational impact may unfold differently than academic governance. As a change leader, I begin much of my change management at MooreU with the assumption that "human nature is basically good" (Schein, 2016, p. 347), and I afford individuals much benefit of the doubt that their actions are intended to improve their work and ensure that process is strongly learner-centred at MooreU. Leaders must endeavour to build the social capital and trust in their relationships with peers and subordinates alike in the stakeholder networks so that the conflict and linking up may occur in a space of focussed attention as part of the solution-finding process (Arena & Uhl-Bien, 2017; Heifetz, 1994; Schein, 2016).

With MooreU on a 10-year trajectory of the 2030 plan, the various stakeholder network values and ethics need to nest within the university's values. Randall and Coakley (2007) noted that each stakeholder group has various needs for consideration while MooreU acts collectively to achieve its 10-year plan's goals. Therefore, the change leader applies the change path model with a foundation on democratic values that involve individual stakeholder values as a shared vision with those of MooreU (Burnes, 2009; Cawsey et al., 2016). Fortunately, the 2030 plan, academic plan, and add branch plans development approaches have seeded the values of collaboration, transparency, and imagination.

As the SLF policy subcommittee commences governance emergence work, they may use a shared value horizon and rely on guiding question one to ensure inclusive practices. Cludts (1999) noted that this shared value horizon provides members "with useful guidelines, while allowing them the necessary freedom to pursue their own individual and autonomous goals" (p. 168). Moreover, this

approach allows the SLF policy subcommittee to have a leverage point in their work with the task force; and how SLF engages stakeholders on governance approaches into the various university domains. Further, Cludts (1999) conveyed that the shared value around a framework such as holistic sustainability much be co-constructed through a dialogic process and a nurturing of interpersonal relationships. Therefore, the sustainability task force and SLF policy subcommittee and all layers of its consultative work must consider the intersectional lens of how to conceive and generate the emergence of holistic sustainability governance.

Chapter 2: Conclusion

This chapter has provided a deeper analysis into the adaptive and complexity leadership approaches and conceptual framing that includes an organizational analysis for MooreU to improve holistic sustainability governance. The analysis includes Cawsey et al.'s (2016) change path model to plan change through the creation of several possible solutions. The recommended solution is a hybrid three-phase solution that begins with a sustainability task force. Phase two includes PPO aligning with the SLF policy subcommittee, to convene in adaptive spaces with various stakeholder networks, to bring about five changes to improve holistic sustainability. Using the monitoring and evaluation outcomes from the first and second stage in the IPP, a longer-term third phase of the solution is the establishment of an Office of Sustainability, Inclusive Excellence, and Well-Being in the VPPE portfolio. The next chapter provides an implementation plan for this staged solution and specifies an approach for monitoring and evaluation of the implementation. In addition, Chapter 3 outlines the key aspects of a communication plan throughout the change implementation transition.

Chapter 3: Implementation, Evaluation, and Communication

Chapter 3 outlines the interrelated plans proposed to generate holistic sustainability governance at MooreU: the implementation compass, the monitoring and evaluation approach, and the communication plan (Markiewicz & Patrick, 2016). Considering the outcomes of the critical organizational analysis using Bolman and Deal's (2013) four frames and the three-phase hybrid solution from Chapter 2, this chapter details how the stakeholder networks are convened to center the university's sustainable action value to improve holistic sustainability processes and outcomes at MooreU. McGrath et al. (2016) noted that there is no consensus about how change is best implemented, but there is the consistent notion that organizations must build capacity across stakeholders to lift organizational learning as an antecedent to change. Throughout the three sections of Chapter 3, the tenets of critical pragmatism, adaptability, adaptive and complexity leadership weave through the proposed plans to shape how MooreU will transition to a future state of improved holistic sustainability. Chapter 3 concludes with several thoughts about future directions and considerations that are essential to contemplate but not fully explored in this OIP.

Change Implementation Compass

The implementation approach of improving holistic sustainability through governance emergence is a road map for coordinated action. Mento et al. (2002) set a notion that "implementation is a blend of art and science" (p. 46), which holds true for the recent co-creation of MooreU's multiple plans. The next several sections detail high-level priorities and goals of the planned change through the three-phase solution and shifts to describing *how* coordinated actions of convening stakeholders will afford additional *what* and *why* details for the stakeholders to co-create in the change transition. The approach is intentionally named implementation compass, derived from Buller's (2015) work, because this proposal points MooreU in a general direction that is nested in a highly dynamic PSI and regional landscape. In addition, leaders enabling the adaptive space are necessary because the movement to the

desired state "is not a smooth, cumulative, or linear process" noted by Miller et al. (2011) who support a

compass approach to bridge the knowledge of various organizational and disciplinary cultures (p. 181).

This implementation compass includes the four processes of Cawsey et al.'s (2016) change path model

and highlights the complexity of this change. In addition, Markiewicz and Patrick (2016) suggested the

"scope, priorities, and parameters" affecting stakeholder facilitation throughout the plans and processes

be included to raise awareness of issues and elevate the political interests of various stakeholder groups

(p. 45). This consideration promotes stakeholders engaging in the complexity and systems thinking of

this implementation compass (Stroh, 2015)

Priorities and Goals of Improved Holistic Sustainability

Chapter 1 detailed that MooreU's current guiding beacon is the 2030 plan. The MooreU faculties

and service areas are aligning their emerging projects and initiatives at the university with this 2030

plan, which has three pillars situated around a health and well-being cornerstone (MooreU, 2020b).

Several sets of goals nest within the three pillars, and those goals build upon previous initiatives and will

evolve every three years (MooreU, 2020b). Mento et al. (2002) noted that identifying clear priorities and

goals for the university enables groups to coalesce around the 2030 plan and bolster individual

commitment within their specific university roles. As noted in Chapter 1, this OIP is prioritizing the

university goal of employing a lens of holistic sustainability in all spaces and practices of governance at

the university to achieve developing sustainable university actions (MooreU, 2020b). Since this is a goal

in the four-to-six-year range of the 2030 plan, the proposed three-phase solution for the next two years

is to build university capacity among its members for that change through focussed learning and

sensemaking efforts to endorse the five changes outlined in Chapter 2.

A change leader engaging stakeholder networks to enact this change heightens awareness and

literacy for holistic sustainability throughout MooreU. Disterheft et al. (2015) asserted that the

participatory approaches to enacting sustainability work is essential to generating paradigm and culture

shifts at the university. Through deep reflection about how an individual's role aligns with the 2030 plan,

participants and groups can build connections to holistic sustainability into their work (Kadlec, 2006).

Schein (2016) indicated that time is a key resource needed for these stakeholders "to reflect, analyze,

and assimilate implications" of their alignment and the feedback they receive on that alignment (p. 345).

If people want to learn and they have time and reflection resources available to them, then these

stakeholders increase the likelihood of being adaptable in their learning and subsequent approaches

related to holistic sustainability (Schein, 2016). These assumptions hold for the task force members,

PPO, SLF policy subcommittee members, and executive, specifically the VPPE, within the

implementation compass. Within the first and second phases of the solution, there is no change to the

organizational structure, but participants must possess cognitive flexibility to embrace new ideas for

governance (Perry-Smith & Mannucci, 2017). In the third phase of the implemented solution, to

establish the Office of Sustainability, Inclusive Excellence, and Well-Being, there would be an added

senior leader and office in the VPPE portfolio (refer to Figure 1 in Chapter 1).

Other key priorities of this change for meeting the 2030 goal are informing the MooreU

executive and SLF of the implementation compass (Figure 5), identifying the major university members

for the task force, and building the holistic sustainability capacity of the SLF policy subcommittee. The

various stakeholder networks include BoG, Senate, Faculties, Faculty Union, Staff Union, and MooreU's

Students' Union. In addition, many of these networks have subcommittees that provide potential for

cross-network interactions and communications throughout the transition process to improve holistic

sustainability processes and outcomes. Initially, the VPPE involvement in the stakeholder network

relationships is essential to coordinate with senior leaders and senior academic leaders inviting

emergent leaders from the various networks to participate in the change transition and growth

(Schneider & Somers, 2006).

Figure 5

*Change Path of Implementation Compass to Improve Holistic Sustainability*

Awakening	Mobilization			Acceleration	Institutionalization
Fall 2021	**Spring 2022**	**Summer 2022**	**Fall 2022**	**Spring 2023**	**Summer 2023**
Actions • Establish MooreU Executive support • Introduce draft change vision to stakeholder networks • Establish Sustainability Task Force and develop terms of reference • Build Change Team includes VPPE, one senior academic leader, and senior leader of Institutional Research • Solidify and initiate university-wide communication	**Actions** • Establish final change vision • Co-create university definition of holistic sustainability • Introduce and initiate participatory evaluation approach • Establish benchmark performance indicators • Craft evaluation questions • Continue university-wide communication	**Actions** • Co-create framework for holistic sustainability lens to include all university domains (Figure 3). • Refine participatory evaluation approach based on stakeholder network inputs • Produce version one of the monitoring framework for the evaluation questions • Continue university-wide communication and enhance it through consultation • Introduce Sustainability Task Force with EDI Action Group and Health and Well-being Working group		**Actions** • Run through plan-do-study-act cycles to collect data using town halls, surveys, and thought exchanges	**Actions** • Establish budgetary and operational requirements for Office of Sustainability, Inclusive Excellence, and Well-Being • Plan for fall 2023 IPP budgetary and operation plans
Stakeholder Networks Executive; SLF; University Faculty, Staff and Student Unions; PPO	**Stakeholders Networks** Sustainability Task Force; SLF policy subcommittee; PPO; University Faculty, Staff and Student Unions; Board; Senate; VPPE				**Stakeholders** VPPE, SLF, Sustainability Task Force

Note. Critical path of actions over a 24-month period (Cawsey et al., 2016).

Figure 6 pictures these stakeholder networks for the awakening and mobilization processes of the change. Engaging these stakeholder networks for participatory change implementation assumes the notion that those participating share ideas for the common university goals (McGrath et al., 2016). Strengthening stakeholder engagement during the implementation compass supports the subsequent monitoring, evaluation, and communication developments because there are opportunities to increase the engagement of marginalized groups from across MooreU (Markiewicz & Patrick, 2016).

Figure 6

Stakeholder Network Integration at MooreU
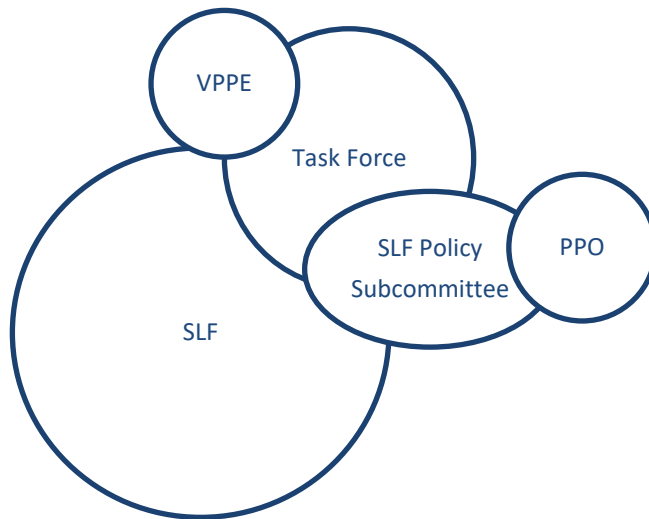
Three Phases of Proposed Solution

Recall from Chapter 2 that a three-phase hybrid solution is proposed. The first phase is establishing the sustainability task force because they act in an advisory capacity to the PPO office and SLF policy subcommittee. As part of phase two, this task force provides advice, enables capacity building, and bridges silos for policy development and revisions as part of this this transitional change, as there are several sustainability disciplinary subject matter experts in this task force (Arena et al., 2017). These first two phases support the adaptive space and can shape outcomes that enhance the university's adaptability to this change (Björk et al., 2010). Phase three, considered within budgetary and IPP timelines, is forming the Office of Sustainability, Inclusive Excellence, and Well-Being as the centralized university space to lead the intersectional and emerging work across various domains (Vaughter et al., 2015; Vaughter et al., 2016). The focussed objectives to reach the holistic sustainability governance processes and outcomes goal are: (a) create a change team, (b) establish the sustainability task force, (c) launch an advisory pathway between the task force and both the SLF policy subcommittee

and PPO, and (d) co-create the evaluation framework that substantiates the need for a newly established office. To initiate the large amount of work, the change team formed would include the VPPE, a senior academic leader, and a senior leader from institutional research to balance internal and external university perspectives (Cawsey et al., 2016). This team's adaptive, enabling, and operational leadership approaches would initiate the implementation compass and enable change using the adaptive space by taking on broker, central connector, and energizer roles for the implementation compass (Arena et al., 2017; Heifetz et al., 2004; Uhl-Bien & Arena, 2017).

Specific outcomes of this implementation plan can highlight the interdependencies among the university's operating plans and budget development. For example, senior academic leaders steward academic programming (revision and development) and research as core responsibilities of their role. These leaders may use the holistic sustainability definition for establishing program and course learning outcomes, curriculum, and applied research directions with a particular focus on the interdisciplinary emphasis of holistic sustainability (Blackburn, 2016). As a senior academic leader, I may work with the registrar's office to inventory the university's class listings for the key terms "sustainability," "holistic," "environmental," "social," and "equity" to determine curricular content gaps at MooreU (Blackburn, 2016). In addition, if these course or programs are developing work-integrated learning opportunities, then senior academic leaders and faculty may engage with community partners who adhere to sustainability values that align with MooreU to promote the university's community outreach. Further, an interdependence occurs for these academic programs that require capital asset investment. MooreU employees would coordinate with the financial services unit on equipment procurement or green purchasing program, specifically regarding any policies that guide selection of vendors that have sustainable actions as their organizational values and act on them through their organization's practices (Blackburn, 2016).

Stakeholder Engagement and Reactions

More change participants and stakeholders may engage in the change process by sharing the

change vision outlined in Chapter 1 and with drafting subsequent plans and refinement (Cawsey et al.,

2016). Given that any current holistic sustainability work has been primarily grass roots at MooreU, it is

essential during the first implementation phase to include small groups that start at the top of the

hierarchy, with executive, to gauge the organization's benefit from the change (Cawsey et al., 2016). In

addition, these smaller groups draw on their individual informal networks to make suggestions about

how to engage others, while anticipating their emotional reactions to the proposed change. The next

level of stakeholder engagement is with SLF and the MooreU Students' Union. These engagements

would be virtual or in-person and include summary documents about the change project, timelines,

objectives, and stakeholder networks. Markiewicz and Patrick (2016) noted that this level of

engagement will "introduce stakeholders to the purpose and constructs of the program theory and logic

and draw on their prior knowledge and understandings" to increase likelihood of buy-in (p. 81). Perry-

Smith and Mannucci (2017) and Stroh (2015) supported this stakeholder engagement for participants to

observe various system components, to grasp the scope, and to imagine tangible university outcomes.

There are benefits to convening the stakeholder networks early. The change team may gather

feedback at the introductory gatherings and post-hoc through electronic survey and verbal input, with

the understanding that input from these first layer of stakeholder engagements will refine the

implementation compass and critical path noted in Figure 5. For the dialogue, the change leader creates

the adaptive space in which emergence through direct linkage may occur in the implementation

compass; as well, the leader will function with an eye to developing the monitoring and evaluation

framework as a parallel process (Markiewicz & Patrick, 2016; Uhl-Bien & Arena, 2017, 2018). Gauging

the reactions and responses from stakeholders is the first indication of their perspectives to the three-

phase solution and implementation, while the process will demonstrate to stakeholders the change

leader's commitment to relationship development and learning with stakeholders (Uhl-Bien & Arena, 2018). Further, the change leader maintains attention to check for signs of poor communication delivery or other deeper root causes of resistance such as maligned values, which are valuable to consider throughout transition management (Cawsey et al., 2016; Heifetz, 1994). Analyzing this input throughout implementation may reduce resistance and enhance the compass approach. In addition to these deliberate approaches to gathering input, Armenakis and Harris (2002) encouraged leaders be attuned to rumour and shifts in employee behaviour because these may also be signs of resistance.

Key Personnel Enacting Implementation Compass

The sustainability literature summarized in the previous two chapters provides a guide for determining the key personnel to invite into the sustainability task force, specifically noting the intersection of curriculum, operations, research, and community outreach connects to a central bicameral governance hub (Austin & Jones, 2016; Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016). As a senior academic leader, I have capacity, knowledge, and social capital to serve on the change team and as the change leader to drive social innovation (Arena & Uhl-Bien, 2016). With the support of the VPPE (executive sponsor), the change leader invites three additional administrators (a) Institutional Research, (b) Research Office, and (c) Facilities Operations from various university portfolios (refer to Figure 1) and two staff to participate in the sustainability task force. The staff selection entails consultation with their union and must be individuals who possess intentional focus on their ability to participate in university matters with keen, open-minded views. Each of the five faculties at MooreU has expertise in sustainability from various disciplinary perspectives; therefore, those five senior academic leaders may select one faculty change participant per faculty (Blackburn, 2016; Uhl-Bien & Marion, 2009). All those invited must be strategically selected because they are willing to cross lines of their discipline and faculty areas to work collaboratively in the tension and messiness of change implementation (McGrath et al., 2016). The change leader will invite two students from MooreU

Students' Union to participate, with preference for the Vice-President Equity and Sustainability and the

regional campus undergraduate representative to include multiple student perspectives. One

underpinning portion of consultation and selection for participation is that those on the sustainability

task force exhibit "deep interest in some public concern and thus are willing to invest substantial time

and energy to represent and serve those who have similar interests or perspectives but choose not to

participate" (Fung, 2006, p. 68). Once the task force is formed, McGrath et al. (2016) suggested that

"program and stakeholder perspectives are critical to ensure that a range of views are incorporated and

that maximum levels of support" (p. 45) for the change management that will unfold at MooreU. Given

the diverse thoughts contributed into the adaptive space of this task force, the change leader must be

adept at protecting all leadership voices and applying reflective practice to navigate university systems

and spaces through the change transition and future developments (Heifetz, 1994; Kadlec, 2006; Stroh,

2015; Uhl-Bien & Arena, 2017).

Resource Requirements

The necessary resources to act on university values that improve holistic sustainability processes

and outcomes must initiate with institutional endorsement from the MooreU executive, university

unions (faculty, staff, and student), and SLF. Through carefully planned communication approaches

(discussed later in this chapter), leadership supporting the change team helps stakeholder participation

efforts to examine root causes of any resistance as MooreU transitions through the processes of

implementation. Further, to discuss resourcing needs, this section uses guiding question two from

Chapter 1 and the qualitative solutions assessment from Chapter 2, specifically examining the time,

financial, and information requirements to enact transformational change.

The first two phases of the hybrid solution require primarily time and information resources,

specifically for the task force, PPO, and SLF policy subcommittee to gather and have a knowledge

foundation basis to bring about the emergence of holistic sustainability governance. Considering the

participatory culture of MooreU, Birnbaum (1991) noted that these clusters may contingently respond

to the objectives of this change as MooreU works to achieve its 2030 plan goals and align with climate

risk mitigation, improvement to equity in policies, and partake in developing a strong economy, which

has become a provincial government mandate (MooreU, 2020a). Affording time for sensemaking and

training to these clusters is a benefit that provides these stakeholders with information capital about

process and outcomes (Kezar, 2018; Morgan, 1980; Putnam, 1983). Through the longer-term collective

work, the sustainability task force and change team can build the case for MooreU to invest finances

and time in developing an Office of Sustainability, Inclusive Excellence, and Well-Being. Fung (2006)

noted that this collaborative work does "allow participants to explore, develop, and perhaps transform

their preferences and perspectives" (p. 68), as they can determine benefits and drawbacks of alternative

approaches throughout the implementation compass (p. 68). Later in this chapter, the Change Process

Monitoring and Evaluation section includes details about how key performance metrics can make the

case for the newly established office. These indicators are the loosely coupled and varied layers of

governance within MooreU to understand the different decision-making functions, with particular

attention paid to exclusion or inclusion (Bótas & Huisman, 2012; Sultana, 2012). In addition, the dialogic

process takes time for constituents to address differences in internal and external governance on this

change as the university continues to work with partners in the region (e.g., Indigenous Nations,

industry, and various communities) (Sultana, 2012).

Building Momentum for Transition

The initial objectives of the implementation compass are sharing the change vision with MooreU

executive, SLF, and the MooreU Students' Union. The stakeholders informed about the change will want

to see themselves in the plan, how the change impacts their work, and what is in it for them (Armenakis

& Harris, 2002; Morgan, 1980). MooreU is embracing a reflective practice value with the 2030 plan;

therefore, encouraging stakeholder input and integration to refine the change vision, to set the task

force participation, and to connect the stakeholder networks would enhance transparency and build

trust across MooreU (MooreU, 2020b). Beyond initial stakeholder input integration, the mid-term

objectives are to establish the university's definition for holistic sustainability and decide if the current

sustainability policy is adequate to guide the university community to embrace a future state (MooreU,

2009). These two decisions are intended to maintain stakeholder's involvement in making decisions, to

keep the university informed about this change process, and to reduce or address resistance actions

(Cawsey et al., 2016; Stroh, 2015). The longer-term change is the development of a holistic sustainability

framework to guide further governance discussions in both arms of the university's bicameral

governance: Senate and BoG (Austin & Jones, 2016). Further, at each process in the change path, there

will be two-way communication with the stakeholder networks to build their awareness of change

progress, to share emergent revisions, and to celebrate the successes achieved to date (Cawsey et al.,

2016).

Potential Limitations and Challenges

Implementation timing may be a challenge because of the strong reliance on stakeholder

network consultation. Community members at MooreU engage in university planning with heart and

vested interest. Over the last two years, many individuals have been involved in developing both

MooreU's 2030 strategic and academic plans as well as the emerging branch plans noted in Chapter 1. In

spring 2021, the initial feedback at Senate about the 2030 academic plan indicated the plan was

developed during the 2020-2021 global pandemic and noted as an additional ask of the university

community. Several Senators stated the planning work enhanced pressures and expectation for their

work because of extra time needed to prepare, participate, and gather feedback during town halls. It is

prudent for the change team to assess the amount of consultation fatigue participants may have prior to

launching the critical path of the implementation compass.

The initial implementation connections among the subject matter expert task force, SLF policy committee, and PPO may require additional stakeholder network conversations about roles and responsibilities. The change leader, with adaptive and CLT praxis experience, may facilitate these dialogues to ensure inclusive leadership practices, which Temple and Ylitalo (2009) noted are necessary to ensure all groups have dialogic contributions. Complications among stakeholder networks' roles and responsibilities may arise between the existing PPO and SLF policy subcommittee with the proposed subject matter expert task force. Stroh (2015) encouraged change leaders to "enable stakeholders to experience their responsibility for the whole system instead of just their role" (p. 74). Therefore, the program logic model and monitoring and evaluation framework described in the next section clearly establish the importance of each stakeholder network and their respective roles, responsibilities, and accountabilities in reference to the whole systemic change.

Change Process Monitoring and Evaluation

The emergence of holistic sustainability processes and outcomes at MooreU is a new endeavour, and therefore, implementation actions require frequent feedback from and updates to the university community. Kotter and Schlesinger (2008) informed change leaders to expect the unexpected during implementation; therefore, there are advantages to gathering input that works toward continuous improvement and organizational learning. Note that the solution for implementation in this OIP is a three-phase proposal that begins by organizing a task force of sustainability subject matter experts to advise both the SLF policy subcommittee and PPO and to initiate the improvements. With the generated momentum and necessary indicators, the university may then transition the coordinated holistic sustainability work to the Office of Sustainability, Inclusive Excellence, and Well-Being at MooreU, to be established for institutionalization. The solution is not a specific plan, framework, or program for the change team to enact with stakeholders, as Markiewicz and Patrick (2016) noted, but a stepwise process approach of convening and leveraging collective intelligence of the university's

stakeholders and their networks. The intention is to cultivate the interactions and exchanges in which

participants can construct the details of solution phases that support organizational adaptive practices

for improved sustainability (Arena & Uhl-Bien, 2016; Heifetz, 1994).

In the previous sections and chapters, I discussed the necessary resources, identified key

individuals, and drafted an initial critical path timeline for implementation compass actions. In this

section, the assumption is that "monitoring and evaluation are functionally integrated not only within a

broader program or organizational setting but also within a shared commitment to achieving results"

(Markiewicz & Patrick, 2016, p. 95), while functionally integrated *what* (i.e., monitoring tracks progress

of is done) and *how* it is done. The evaluation is a judgement about the progress of change transition

assessed at the various development stages (Mento et al., 2002). Stroh (2015) noted the importance of

including diverse thought about this system change in the adaptive space; therefore, the change team

will track how implementation progresses using various stakeholder's perspectives to develop the

monitoring framework.

Developmental Evaluation Approach

Improving holistic sustainability through the governance hub with the sustainability task force is

itself a solution-finding space for those influential and interested university community members to join

the innovation ownership at MooreU (Arena et al., 2017). The initial changes noted in Chapter 2 are

creating a university definition for holistic sustainability and, from that definition, co-creating a holistic

sustainability lens to be used for policy and procedure development. To craft the monitoring and

evaluation approach for these changes, leaders may employ developmental evaluation, in which the

goal is to "provide an on-going feedback loop for decision making by uncovering newly changing

relationships and conditions that affect potential solutions and resources" (Kania & Kramer, 2013, p. 4).

The developmental evaluation approach relies on strong partnerships, data-informed strategies,

stakeholder commitment, and changing policy and practice (Kania & Kramer, 2013). The starting point of

the approach is establishing a flexible model through participatory evaluation. Adopting suggestions

from Disterheft et al. (2015), MooreU would focus on "capacity-building, empowerment, allowing

raising champions, stimulating positive feelings and giv[ing] a voice to relevant stakeholders" (p. 17).

These participatory approaches enable the necessary competencies for the change team and the

intentional membership recruitment to the sustainability task force to establish an integrated

monitoring and evaluation approach, which Blackburn (2016) fully endorsed.

Participatory Evaluation

Participatory evaluation is relevant in this OIP and has been used in the health care sector and

higher education related to sustainability. This approach is worth investigating since the final stage of

the solution is an office with connections to health and well-being that intends to promote organization

adaptability for holistic sustainability processes and outcomes (Uhl-Bien & Arena, 2018). Braithwaite et

al. (2013) defined participatory evaluation as a process in which all stakeholders and decision makers

"perform an integral function in the design, coordination, and execution of the evaluation

implementation activities" (p. 215). Braithwaite et al. recommend data and methodological

triangulation among input from stakeholders, archival research, and reflections because this blend of

intelligences throughout the evaluation process can reduce bias. Moreover, Braithwaite et al. detailed a

nine-step process flow, and a customized pathway for MooreU to co-create the evaluation framework is

visualized in Figure 7. This evaluation process creation is essential to stakeholder commitment and buy-

in to maintain momentum through the change transition. McGrath et al. (2016) endorsed the

participatory evaluation approach as "the quest for democratic representation and social justice, the

involvement of stakeholders is also undertaken with the aim of increasing the utilization of evaluation

findings and placing value on participation as part of an empowerment approach to evaluation" (p. 40).

This approach to evaluation centers guiding question one, Chapter 1 and the ethical considerations of

change and adaptive leadership discussed in Chapter 2 to ensure inclusive practice of voices from

marginalized groups (Heifetz, 1994; Heifetz et al., 2004).

Figure 7

Participatory Evaluation Process for the Holistic Sustainability Emergence

```
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ 1. Change Team      │     │ 2. Change Team      │     │ 3. Change Team      │
│ recruits            │ ──> │ orients             │ ──> │ encourages          │
│ Sustainability Task │     │ Sustainability Task │     │ open-minded         │
│ Force members       │     │ Force to the        │     │ dialogue among      │
│                     │     │ evaluation process  │     │ stakeholders        │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ 4. Articulate       │     │ 5. Generate logic   │     │ 6. Pilot            │
│ priorities, goals,  │ ──> │ models and          │ ──> │ assessements tools  │
│ objectives, and     │     │ evaluation          │     │ and evaluation      │
│ actions             │     │ questions for       │     │ questions           │
│                     │     │ various university  │     │                     │
│                     │     │ domains             │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ 7. Use community    │     │ 8. Regular          │     │ 9. Use feedback to  │
│ input to refine     │ ──> │ stakeholder         │ ──> │ make decisions      │
│ assessment tool     │     │ networks to monitor │     │ about holistic      │
│                     │     │ inputs and provide  │     │ sustainability      │
│                     │     │ evaluation          │     │ improvements        │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
```

Note: This process flow diagram has the nine steps of participatory evaluation at MooreU for improving holistic sustainability. Adapted from Braithwaite et al. (2013) and Markiewicz and Patrick (2016).

The adaptive change leader facilitates the task force and subsequent stakeholder networks through a process, with "the final purpose to develop assessment criteria and a tool for a better integration of the dimensions of participation into sustainability assessment related practices" (Disterheft et al., 2015, p. 12). This specific participatory approach and input support the sustainability task force identifying their critical success factors, leveraging participation among community members, and promoting contextualized findings to MooreU (Braithwaite et al., 2013). Disterheft et al. (2015) demonstrated that the participatory approach throughout the institution is a pathway to fostering the

culture that supports the transition to sustainability assessment. Capitalizing on the individual

leadership strengths, sustainability knowledge competence, and disciplinary perspective from the task

force's participants, this work becomes the model for the community participation as the university

moves through this transition. In addition, this approach to evaluation encourages participants to relate

their learning back to the knowledge and behaviors of their individual working roles (Butler et al., 2003).

Step One

Braithwaite et al.'s (2013) schematic is a nine-step approach to generate inclusive participatory

evaluation. For step one, the monitoring and evaluation approach details the recruitment of members

early in the evaluation process. The implementation compass of this chapter discussed the recruitment

of members to the change team and the task force. From these two groups, the change leader identifies

those participants with a keen sense to develop evaluation that focuses on the development work of the

remaining eight steps of this schematic evaluation effort.

Step Two

Orienting the sustainability task force to the participatory approach is an essential step two

since some participants are appointed and others are selected. Fung (2006) suggested that in an

orientation stage, all members "learn about issues and, if appropriate, transform their views and

opinions by providing them with educational materials or briefings" (p. 68), and this provisioning is well

suited for the adaptive space. As change leader, I would provide resources relevant to higher education

sustainability and systems thinking that may be useful for the task force's training and draw on the

sustainability disciplinary subject matter experts of the faculty, staff, and student participants.

Step Three

The third step is having open-minded dialogue for task force members to practice organizational

sensemaking, specifically when co-creating the university's definition of holistic sustainability (Kezar,

2018; Morgan, 1980). Members engaging in this dialogue or workshop venue deliberate what improved

holistic sustainability processes and outcomes through governance means and the possibilities of impact

to other domains of the university. In concert with this sensemaking are role identification of the

stakeholders using Markiewicz and Patrick's (2016) schema for identifying stakeholder roles,

responsibilities, and accountabilities. Stroh (2015) endorsed the importance of stakeholder mapping to

ensure they understand the system consequences and how those are communicated. Further, this

stakeholder analysis aligns with the actions identified in the Chapter 2 section about leading change.

Step Four

A leading outcome from step four will be identifying evaluation priorities for step five. Drawing

on Uhl-Bien and Arena's (2017, 2018) complexity leadership approach in adaptive space is essential at

this stage to convene participants for further dialogue. As Markiewicz and Patrick (2016) noted, in

clarifying the decision-making in that stage, the change leader must organize stakeholder workshops

with "a level of skill and confidence in managing disparate views and moving participants toward

constructive agreement" (p. 68). Once the task force and change team identify these priorities, then

they craft and revise the definition and the framework that can then be tested with the PPO and the SLF

policy subcommittee for initial input.

Step Five

After the objectives and actions are prioritized, at step five, the change team and task force

build the logic model and evaluation questions for the university-level definition and framework.

Collectively constructing these evaluation pieces promotes ownership and usability of the evaluation

processes (Markiewicz & Patrick, 2016). This step is essential to test the planning assumptions about

how to monitor and evaluate this transition and how the task force may begin with several of the

analyses developed in this OIP. Developing the program logic model through interactive workshops with

various stakeholder networks noted in the implementation compass section builds transparency and

enhances credibility of the change team's work (Disterheft et al., 2015). In addition, this step builds

capacity with participants and stakeholder networks about the Sustainable Education Policy Network

model with governance as the hub connecting research, curriculum, operations, and community

outreach (Bieler & McKenzie, 2017; Vaughter et al., 2015; Vaughter et al., 2016). While this consultation

step will require additional time, this step's action aligns with MooreU's values of reflection,

transparency, and community experiences and is part of the necessary critical pragmatism philosophical

framing (Kadlec, 2006; Forester, 2013; MooreU, 2020b;).

        After the change team leads creating a revised logic model, the next step is to develop

evaluation questions. Markiewicz and Patrick (2016) provided pragmatic suggestions for developing the

questions using the "Organization of Economic Co-Operation and Development criteria of relevance,

effectiveness, efficiency, impact, and sustainability" (p. 98). In addition, these authors encouraged

leaders in their work with stakeholders to ensure that the questions are agreed upon among

stakeholders and are practical, useful, and within scope of MooreU resources. Markiewicz and Patrick

prefaced the question formation stage to ensure leaders assess the change process (i.e., monitoring)

and the change development (i.e., evaluation). In this section, neither the program logic nor specific

evaluation questions are detailed, however, the participatory evaluation approach affords this collective

of participants the agency to refine those details before tracking through the next four more steps of

that development process.

Step Six

        Once the questions are developed, then the change team coordinates a pilot for the evaluation

questions through surveys and thought exchanges with pilot participants. The task force, SLF policy-

subcommittee, and PPO would assess the process and survey data collected. In addition, the change

team would use those three stakeholder networks to identify willing participants in faculties or other

university service units to test and gather input on the evaluation questions. Cludts (1999) asserted that

MooreU may assess university change "by its capacity to adapt, maintain itself and grow, regardless of

the particular functions it fulfils, and particularly by the development of the capabilities of its parts" (p. 164). Therefore, the change team and sustainability task force can rely on the quantitative and qualitative input from the survey and thought exchanges as an initial step to monitoring if change is happening and identify the stakeholder and community member perspectives of the change transition.

Step Seven

Based on the input gathered from the evaluation questions during step six, the change team and task force will consider how to incorporate input on the assessment. Belle (2016) encouraged the leaders to ask, "Does our organization's learning lead to change? In other words, are our governance processes and systems for organizational reflection and renewal explicitly linked?" (p. 339). These questions guide a determinant connection between governance and learning that is necessary, as the change team's charge in this proposed three-phase solution is to initiate improved holistic sustainability for a governance hub. As part of the pilot, MooreU must determine if data are indicating organizational learning and is that learning connected to the evolving participatory and governance practices emerging from the task force and SLF policy subcommittee? In addition, MooreU needs to assess the evaluation questions at this point with Vaughter et al.'s (2015) questions: Does policy drive practice or does practice drive policy?

Step Eight

Step eight notes the importance of regular meetings with those involved in participatory evaluation. Currently, the SLF policy subcommittee meets every other week, and on alternative weeks, the full SLF meets. There are regular opportunities for the change team to communicate status updates with those two networks. In addition, the change team in consultation with the sustainability task force may consider meeting once or twice per month for the 2021-2023 academic years as noted by the timelines presented earlier in the implementation compass (Figure 5).

Step Nine

The last step of this participatory evaluation approach is the creation of a final assessment or monitoring document. It is important at this stage to have full stakeholder confidence for the monitoring and evaluation approach. As Yukl and Mahsud (2010) noted, "Adaptation to changing conditions is unlikely to be effective unless leaders are able to obtain accurate, timely information and correctly interpret the implications for their team or organization" (p. 86). If the monitoring and evaluation approach is not measuring what it purports to measure throughout this development process, then there is little value and meaning for the MooreU community. While step nine is the last step of the participatory evaluation process, there are numerous opportunities throughout these nine steps to seek continuous quality improvement.

Embedding Iterative Improvement Cycles

The participatory evaluation approach creates multiple opportunities for gathering community input to determine and assess degree of quality improvement. Recall from Chapter 2: The conceptual model for improving holistic sustainability at MooreU uses the adaptive space for bottom-up and top-down information and input flow for emergence to occur. Consider that the various steps of the participatory evaluation approach are nodes for that adaptive space in which stakeholder networks convene to dialogue, sensemake, and co-create. The changes proposed in Chapter 2 are generated on the assumption that this change results in improved holistic sustainability values, processes, and outcomes at MooreU (Langley et al., 2009). After a university definition is established and work on the holistic sustainability framework begins, the next phase explores the need for policy revisions and development of a tactical plan to apply a decision-making framework to various university domains.

Specifically, the plan-do-study-act cycle Langley et al. (2009) proposed may be employed at Steps 3 and 7 (refer to Figure 7) as specifically determined points in time to assess the pilot and allow for stakeholder input. The PoP from Chapter 1 questions how to improve holistic sustainability, while

Disterheft et al. (2015), as participatory evaluation proponents, indicated the importance of gathering input on the structure and process employed in the monitoring and evaluation approach for this improvement. With a mixed-methods approach to input gathering and application of the critical pragmatism worldview, the university draws on its 2030 plan values to employ deep reflection to generate exceptional experiences for all learning community members (Forester, 2013). Mento et al. (2002) favoured the individual and organizational reflection aspect in the plan-do-study-act cycle because it guides strategists and implementers to consider what learning is happening because of the change process. Coordinated analyses of these reflections informs the change team about the key evaluation questions emerging from the implementation compass and participatory evaluation outcomes. The generation of additional questions for the stakeholder networks serve as the sparks to further refine implementation and eventually the mandate of the Office of Sustainability, Inclusive Excellence, and Well-Being, which is the final phase of the solution proposed in Chapter 2. For example, the potential political tensions about which VP portfolio houses the office, mentioned in Chapter 2, may or may not surface in the iterative improvement cycles. In addition, questions about accountability may be addressed to explore how social, economic, and environmental considerations become part of decision-making spaces, structures, and practices and how they may be monitoring and evaluated at MooreU. The monitoring and evaluation approach described is a high-level participatory process that once enacted affords participants the chance to learn and collectively bring about detailed change to MooreU. It is important to communicate with the university community throughout the change process and that plan is detailed in the next section.

Plan to Communicate the Need for Change and the Change Process

Communicating change is critical to enhance the likelihood of institutionalizing the change at MooreU and to determine if the change is a success. Kotter and Schlesinger (2008) reminded change leaders that to enhance their logical rationale, "one of the most common ways to overcome resistance

to change is to educate people about it beforehand" (p. 5). The four processes of the change path model involve multiple stakeholders in developing both strategic and tactical communications and are necessary for the university community (Cawsey et al., 2016). Specifically related to improving holistic sustainability, Mento et al. (2002) noted the importance of "increase[ing] the organization's understanding and commitment to change to the fullest extent possible; to reduce confusion and resistance, and to prepare employees for both the positive and negative effects of the change" (p. 55). This adaptive change is occurring within a hierarchical organization that has connections to various internal and external stakeholder groups, and the change leader intends to achieve the holistic sustainability lens on governance goal of MooreU's 2030 plan. The president is deliberate with SLF members that these robust pan-institutional initiatives are communicated formulaically and strategically with stakeholder networks and the wider community. This organizational structure is an integral piece and a starting point of the communication plan.

Awakening Communication

There is precedent about how pan-institutional communication is to progress through the processes outlined in the change path model (Cawsey et al., 2016). Figure 8 shows the communication pathways, with the suggested timing to release information ordered from left to right. In the awakening phase of the implementation compass, the stakeholder networks receive the introductory information about *why* this change is important, *what* the change entails for the university community, and *how* the change process is participatory (Beatty, 2015). As noted by Armenakis and Harris (2002), the objective of these initial communications is "to convey that the leaders of the organization are committed to investing the time, energy, and resources necessary to push the change through the process to institutionalization" (p. 178). The introductory meetings with these stakeholder networks will be face-to-face, including virtual options, with the change team, and the intention is for the stakeholder networks to comprehend that MooreU executive endorse this university change.

Figure 8

Order of Communication with MooreU Stakeholder Networks

* Face to Face
~ Town Hall or Road Show
^ Workshop
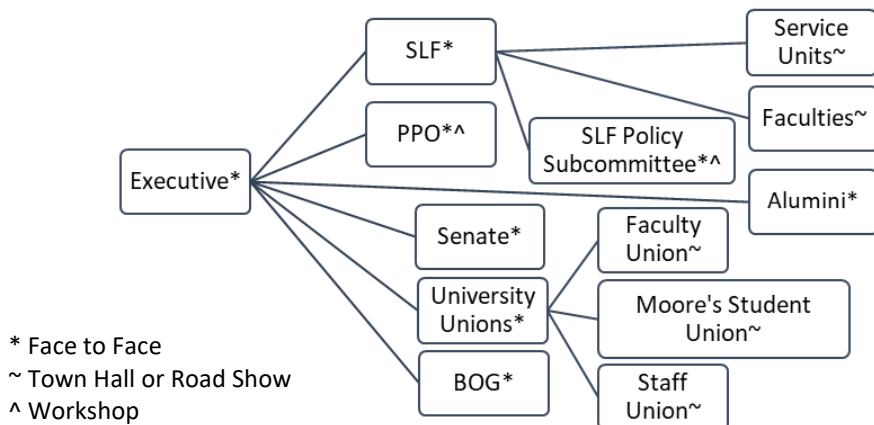
The PPO and the SLF policy subcommittee, two currently established networks proposed in phase two of the hybrid solution, have additional time to workshop through progressing elements of the change implementation compass. The aims of this workshop are to gather initial input and concerns from two groups who may have strong opinions about the change, specifically the strategic direction of the change. Concurrent to these two groups in workshop, the staff and student unions and senior academic leaders of faculties select the task force participants who are to partake in the face-to-face road show or town halls. Through the selection process of these faculty, staff, and students, the change team gathers statements of interest and questions arising form those individuals participating. Beatty (2015) suggested these declarative inputs surface information not previously considered by the change team, which will help to understand both enthusiasm and resistance.

Mobilization Communication

In the mobilization process, the initial task for the change team and task force is to finalize the change vision to co-create a holistic sustainability intersectionality lens for decision-making spaces in the university. In this vision refinement work, the change team relies on the organization readiness assessment noted in Chapter 1 and ensures to "solicit their input regarding suggestions for

improvement in the process or direction" (Armenakis & Harris, 2002, p. 174). It is essential that the

change team consistently message this refined vision to enhance trust throughout the implementation

compass; with each iteration of information sharing in the hierarchy, one imparts their lens and message

interpretation, which then has impact on the message received (Bótas & Huisman, 2012; Koenig, 2018).

The consistency and constancy of a solidified change vision is essential as a beacon for remaining actions

to realize the change. Once the university establishes this vision, the change team proceeds to

confirming a university definition for holistic sustainability and stakeholder mapping.

Stakeholder analysis is an essential participatory activity, as noted in Chapter 2. Beatty (2015)

and Stroh (2015) suggested mapping stakeholder networks into the degree of impact and degree of

influence as an important part of creating the communication plan. The change team would host a joint

PPO, SLF policy subcommittee, and sustainability task force workshop to analyze the stakeholder

networks. The individuals at the workshop would determine each network to be *collaborators* (i.e., high

impact and influence), *instructors* (i.e., high impact and low influence), *consultants* (i.e., low impact and

high influence), or *informers* (i.e., low impact and low influence) based on Beatty's analysis process.

Given the influence of and impact on various stakeholder networks, hosting a combined workshop to

map network placement collectively for the remaining communication elements as they align with the

implementation compass is an important activity. Noted in this OIP is one person's perspective of the

current MooreU stakeholder analysis and tenets of adaptive leadership endorse collective solution-

finding (Heifetz, 1994). *Collaborators* (i.e., SLF members, MooreU Students' Union) require a high level

of communication, and the *instructors* (i.e., faculty and staff) respond well, generally, to high-level

information and opportunity to provide feedback (Beatty, 2015). The *consultants* (i.e., executive, Senate,

Board) are provided high-level information at essential times, while the *informers* (i.e., externals,

alumni) are those who experience limited daily impact (Beatty, 2015). Further, based on the bicameral

governance, the subsequent communications and relevant details on university financial and operation

implications for the BoG and its subcommittees vary slightly from those communiques on academic curricular and programming aspects that track through the faculties, Senate, and relevant subcommittees. For example, the facilities operations area is interested in how this change impacts their daily maintenance operations, while faculty instructors are concerned with how this change influences their classroom learning experiences and research aspirations.

After the change vision refinement and stakeholder analysis, the change team and task force co-create the draft university definition of holistic sustainability to build tangible outcomes (Perry-Smith & Mannucci, 2017). While they may draw on Hooey et al.'s (2017) definition and its alignment with the 2030 plan, it is essential for the disciplinary experts of the task force to have contribution space and time. Sabir (2018) supported this generative space, noting the work culture fostered is relational, coordinated, and "creates a collaborative environment, reduces uncertainty and increases exposure through training" (p. 36). This process follows a precedent of the participatory approach employed through the previous collaborations of university planning and can continue to build change champions through that adaptive change transition (Uhl-Bien & Arena, 2018). In addition, use of thought exchanges, mentioned several times throughout this OIP, serve a dual communicative purpose by allowing employees to share their ideas while simultaneously being exposed to thoughts from others (Beatty, 2015). The thought exchange affords the community a view of the change vision and university-wide definition, while also being asked to consider these in relation to pan-institutional decision-making processes. Further to providing input through the thought exchanges, other community members may review and rank all comments through facilitated workshops and on one's own time given the information gathering tool is web-based. This qualitative input is useful for the change team, sustainability task force, SLF policy subcommittee, and PPO to monitor university sentiment about the change direction and the data can be used to further refine steps four through six of the participatory evaluation schematic discussed in the previous monitoring and evaluation section.

Acceleration Communication

In the acceleration phase of the change path, which lasts between two and three semesters, providing regular communications with the university through stakeholder networks will enhance transparency. During this phase of the implementation compass, the change team is leading the refinement of the holistic sustainability framework, the logic model creation to evaluate the framework, and the use of data to build the mandate, human resource requirements, and operating budget for the Office of Sustainability, Inclusive Excellence, and Well-Being. These data are important for the IPP operational and resourcing considerations because they substantiate the need for this office and for decisions from executive, Senate, and BoG in relation to the high-level goals of the 2030 plan.

Further, the communicative purpose during this phase is intended to maintain momentum started during the mobilization phase. Sharing the definition as a unifying holistic sustainability approach builds the community direction. It is essential that MooreU celebrate their wins through monthly newsletters, the student newspaper, and social media channels. The use of social media is immediate for the university, and those participating stakeholders may quickly reshare information through their faculty, department, service units, or personal channels to elevate the human voice of this holistic sustainability improvement (Beatty, 2015). Particularly at MooreU, creating brief story-telling media to convey concise information is common practice to produce easily shareable and understandable stories. The change leader would work closely with the marketing department to coordinate various members of the task force, as disciplinary experts, to share their stories of impact that result from improved holistic sustainability. Moreover, SLF members may share stories about how a holistic sustainability lens influences their decision-making accountabilities and responsibilities in their specific areas, which may be curriculum, research, procurement, or government communications, depending on the senior leader.

At this stage of change, the PPO and SLF policy subcommittee begin living the framework as part of the governance hub. Therefore, regular internal face-to-face communication with these two groups

and the change team about the framework operationalization is important. Using the plan-do-study-act improvement model to assess these conversations informs the change team about additional or unforeseen resources and resistance that emerge as the change transition is lived (Langley et al., 2009).

Institutionalization Communication

Cawsey et al. (2016) noted that during the institutionalization stage of change, the new structures and processes are part of what enhances the staying power of the change. MooreU can achieve this throughout the stakeholder networks by considering the advice of Blackmore (2011), who purported, "Network sustainability relies on the recognition of different forms of expertise and not institutional power, as well as inclusive communicative practices" (p. 459). Throughout this chapter, there are various collaborative processes described in detail to ensure ethical organizational change through inclusive stakeholder participation as a vital part of the university approach to improve holistic sustainability processes and outcomes. The key communication outcome at this stage is to persuade the university community that the establishment of the new office is a necessary outcome for the university's future directions relating to governance, curriculum, operations, research, and community outreach. The change team would begin to shift the messaging toward this office's development as a hub to generate distinct inclusive experiences, to promote health and well-being, and to view university decision-making with systematic intersectional approaches. While the office is conceptualized initially, the change team would follow direction from Disterheft et al. (2015) to continue with participants co-creating "to find out what people are caring about and be based on listening, giving feedback and a non-judging attitude" (p. 17). This stage is about the university enthusiastically supporting the next phase of co-creating the strategy, goals, and objectives for the new office.

Chapter 3: Conclusion

This chapter detailed three key plans that are interconnected and essential for a successful proposed change transition. Though interconnected, each pillar preserves unique descriptive qualities,

priorities, and actions. The change implementation compass is the name intentionally chosen to provide

the community with tangible language about the nimbleness of this pan-institutional transformation of

value, minds, and behaviours (Beerkens, 2018). The implementation compass outlines the 24-month

critical path timeline, based on the semester system, and identifies the relevant actions and stakeholder

networks using the change path model (Cawsey et al., 2016). Identifying the individuals and stakeholder

networks are important components and milestones of the compass. Further actions include those of

the participatory evaluation described in the monitoring and evaluation section, which provides details

for a nine-step approach to create the change logic model, establish evaluation questions, and monitor

processes to track implementation success and stakeholder network input on the change transition. In

conclusion, the final section continues reliance on the systems and complexity leadership approaches of

convening in the adaptive space to create various communiques. Throughout the implementation

compass processes, leaders must celebrate successes, garner feedback, and compile the input to refine

the change transition. Ultimately, the data and responses contribute to an evidence-informed approach

for establishing the Office of Sustainability, Inclusive Excellence, and Well-Being (Beerkens, 2018).

Additional considerations are highlighted through the eyes and perspectives of participants or other

leaders responding to this change transition.

Next Steps and Future Considerations

This section details alternative scholarly considerations for framing concepts related to this OIP

and additional high-level organizational factors mentioned but not fully explored through the previous

sections of this OIP. It is necessary that, at a minimum, MooreU consider these two categories of

external and internal influencing factors as the university endeavours to improve holistic sustainability

and governance at an institutional level.

External Framing Consideration

The holistic sustainability definition used in this OIP, while relevant, will expand in the coming years. I have attended several sustainability conferences and roundtables (e.g., Association for the Advancement of Sustainability in Higher Education) over the last 18 months, and in these presentations, I have noticed there are clusters of scholars expanding the three pillars of social, economic, and environmental to include purpose as a fourth pillar. As MooreU actualizes phases of its 2030 plan, the leaders must maintain reflective approaches to consider its purpose as a teaching university in partnership with regional communities and Indigenous partners within those communities.

When proposing and discussing solutions in Chapter 2, I mentioned the establishment of the Indigenous Education and Affairs office at MooreU, which a director leads. In addition, Chapter 2 has one section dedicated to examining the ethical considerations of the change detailed in this OIP. MooreU's Indigenization plan is in development. I did not explore in this OIP the connection between the scholarship of holistic sustainability and Indigenous worldviews, though it is scantly described by Bieler and McKenzie (2017). To decolonize this change process, heartful intention to determine resonance or contravention with this change is essential. However, an essential next step is creating a new office with intersecting layers of sustainability, inclusive excellence, and well-being to explore deeply the opportune and requisite connections between a new office and Indigenous Education and Affairs. When contextualizing the layers from a national level to the organizational level, there is an intentional need to include the *Calls to Justice* (National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019) and *Calls to Action* (Truth and Reconciliation Commission of Canada, 2015), specifically for PSIs. A critical pragmatism theoretical worldview undergirds this OIP written by a White, cis-gendered, heterosexual female. Therefore, acknowledging alternative worldviews, such as Pidgeon's (2016) Indigenous Wholistic Framework, would examine differently the framing problems, generating solutions, and implementing change sections of this OIP. Inviting the Indigenous partners and

Indigenous Education and Affairs to view the planned change early for feedback must be considered to

build shared understanding of Indigenous perspectives on holistic sustainability emergence because of

the relationship between social justice and equity, environmental stewardship, and economic efficiency.

It is important MooreU heed Pidgeon's (2016) comments that the bicameral governance model stands in

contrast to Indigenous governance approaches when navigating this university-wide change initiative.

The Association for the Advancement of Sustainability in Higher Education (2017) has an

institutional self-reporting framework for universities to measure their sustainability performance called

STARS: The Sustainability Tracking, Assessment & Rating System. Over 1,000 institutions worldwide use

this self-reporting tool to note publicly their sustainability assessment. After the initial sensemaking

stages of the university, establishing agreed upon holistic sustainability definitions and frameworks

transitioning to the adoption of the publicly noted STARS monitoring system may be a preferred

approach. Enacting the STARS self-study generates individual and organizational reflection, publicizes

MooreU's score, and legitimizes the university's status to external stakeholders regarding its holistic

sustainability approach (Association for the Advancement of Sustainability in Higher Education, 2017).

Internal Framing Considerations

In addition to the external framing considerations, there are several internal framing

considerations for MooreU's pathway to the emergence of holistic sustainability governance. Since

February 2020, when the BoG approved the 2030 plan, new plans emerged that I have referred to as

branch plans, some of which are in consultative revision to align with the 2030 plan. As noted in Chapter

1, these plans include the academic plan, people plan, internationalization plan, Indigenization plan,

campus master plan, digital transformation plan, and health and well-being plan. They have

interconnected goals and activities, with leaders striving to work toward aligning the plans with the 2030

plan over the next 10 years. Leaders must recognize the potential for consultation burden and fatigue

on the university community given MooreU's student and employee numbers. MooreU SLF leadership is

well served to heed Stroh's (2015) advice regarding competition among multiple goals to ensure we

avoid being ineffective at achieving any of them from the 2030 plan. MooreU needs an organized,

systematic cross-university approach to goal coordination. It is imperative the executive have a

monitoring approach for all the plans to promote coordinated connections with planned initiatives that

work toward the common 2030 goals.

One approach to aligning these plans is to provide one additional assessment factor that was

not discussed in the solutions of Chapter 2: assessing the risk of the activities associated with this OIP

compared to the risk of doing or not doing activities of the other plans mentioned. While not explicitly

detailed in this OIP, examining the risk mitigation in relation to the multitude of planning activities

across all plans is essential to include in the monitoring approach and may be the opportune time to

determine interdependencies among the resources and time commitments required. Identifying

interdependent activities began in fall 2020, and MooreU is wise to continue with the SLF having

quarterly check-ins on the forward actions of the interdependent activities among their leaders. Ideally,

leaders align planning, mitigating risks, and keeping community health and well-being at the heart of

institutional culture, work, and new initiatives.

Conclusion

As I conclude writing this OIP, the most poignant reflection is that while there are several thorough analyses, conceptual models, and strategic processes outlined, it is a senior academic leader detailing them from one perspective. I employed adaptive and complexity leadership theories and proposed using the adaptive space, which I underpinned with a critical pragmatism worldview. While this OIP serves as a draft blueprint for change intended to be an improvement, the use of the stakeholder network engagement in the adaptive space could result quickly in adjusted analyses, models, and processes because diverse stakeholder perspectives inform the change process throughout. MooreU must continue embracing evolution as part of the democratic and participatory approach as it nudges from a functional paradigm toward an interpretive paradigm for ethical change, creativity, innovation, and emergence.

The learning journey of writing this OIP has been an incredible exploration of MooreU's organizational context, my philosophical worldview, and my preferred leadership praxis to propose an improvement project at the university. Exploring the sustainability literature as it spans various macro, meso, and micro levels within the organization is critical to implementing the three-phase hybrid solution detailed in Chapter 3. I believe the conceptual model detailed in Chapter 2 could be employed at other hierarchical organizations for improving holistic sustainability processes and outcomes. One consideration for other leaders and organizations using this conceptual model is the leader's worldview, which may be underpinned with notions of positivism, social learning theory, critical theory, or post-structuralism. This OIP contributes an initial conceptual model for other PSIs or hierarchical organizations to live their value of sustainability by improving their holistic sustainability processes and outcomes through collaborative participation.

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