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Educational Leadership Supporting Faculty-Motivated Professional Development in Teaching and Experiential Learning

S. Richelle Mader Monaghan
University of Western Ontario, smadermo@uwo.ca

Abstract

Teaching is one of the primary responsibilities of most university faculty members. Yet, pedagogical training and professional development in teaching and experiential learning are not employment requirements for most Ontario university faculty. This incongruence impacts faculty's sense of self-efficacy, ability to protect their academic freedom, and their ability to design pedagogically informed curriculum. Additionally, it can negatively impact student outcomes while influencing institutional reputations and funding. In response, recommendations to address this problem of practice (PoP) must acknowledge the faculty prerogatives of autonomy, self-governance, and academic freedom. For that reason, this Organizational Improvement Plan (OIP) evaluates and proposes educational leadership approaches to promote faculty-motivated professional development at an anonymized institution designated as The Ontario University (OntU). What strategies might further promote the uptake of faculty-driven pedagogical training? With an emphasis on a collaborative, constructivist approach, this OIP recommends distributed and transformational leadership strategies to accommodate the autonomous prerogatives of faculty members and which align with both administrative and collegial governance structures. In addition to using a constructivist framework, the conceptual frameworks of self-determination and learning culture theories are used to evaluate ethical approaches to the PoP and develop recommendations. Ultimately, the goal of this OIP is to inspire and enact meaningful, transformational change at OntU that increases the number of faculty who choose to engage in pedagogical professional development and the realization of its far-reaching benefits to a variety of stakeholders.

Keywords: experiential learning, educational leadership, academic freedom, learning culture, self-determination theory

Executive Summary

This Organizational Improvement Plan (OIP) considers the current environmental contexts and describes a constructivist plan to increase the number of faculty who choose to engage in pedagogical professional development in teaching and experiential learning. Although this work is broadly relevant for the Ontario university sector, its targeted discussion and recommendations are specific to an anonymized institution designated with the pseudonym, The Ontario University (OntU).

A problem exists at OntU where most faculty have little or minimal pedagogical training when hired for a role that typically comprises 40–100% teaching as outlined in their formal workload responsibilities. This problem reduces faculty's ability to protect their academic freedom and their ability to offer pedagogically informed course design, delivery, and assessment (Bilal et al., 2017; Britnell et al., 2010; Gibbs & Coffey, 2004; Kaynardag, 2017). As a result, this problem of practice (PoP) inspires inquiry about what strategies might further promote the uptake of faculty-motivated professional development in teaching and experiential learning. While this OIP's focus may appear faculty-facing with the envisioned state connecting the advantages of improved teaching competencies with beneficial faculty outcomes, benefits for students are also expected (Baik et al., 2019; Crosling et al., 2009; Maringe & Sing, 2014; Ortega-Dela Cruz, 2015) as well as enhanced alignment of OntU with its values, mission, and strategic plans (OntU, 2008, 2019). This document unfolds in three chapters.

In Chapter 1, the PoP is described and situated within its organizational context and highlights the gap between the current and envisioned states. To fully grasp the problem and its multi-faceted influences, the problem is framed using ethical, political, structural, and behavioural lenses (Bolman & Deal, 2017). Themes and questions then emerged from framing the problem through these lenses, which further guided inquiry and directed this work. A description of OntU's change drivers and change resistors set the stage to examine the organization's readiness for change. Specifically, Armenakis and Harris (2002) described five

key change beliefs to determine organizational readiness, and Judge and Douglas (2009) used a model of change readiness with eight dimensions. The current state of OntU is described using these two organizational change readiness models.

In Chapter 2, promising leadership approaches are explored for their alignment with the problem and the governance structures in which the problem is situated. In doing so, distributed and transformational leadership strategies are presented for their strong alignment and their ability to accommodate the autonomous prerogatives of faculty members. While reactionary, anticipatory, and incremental change types are briefly described in relation to the types of change to address in this OIP, this chapter focuses on change management frameworks. Schein and Schein's (2016) model of change management explores the *motivating*, *learning,* and *internalizing* stages of change management. Complementary to Schein and Schein's approach is Cawsey et al.'s (2016) change path model, which depicts change through *awakening*, *mobilization*, *acceleration,* and *institutionalization* stages. Overlapping these change management models creates a robust approach and provides a strong framework from which to base recommendations for change at OntU.

Then, an environmental analysis of the problem is described. Specifically, a PESTE analysis explores the political, economic, social, technological, and environmental circumstances in which the PoP at OntU exists. Some of these conditions encourage and inspire change, while others restrain and inhibit change. Awareness of the environmental conditions and their roles in the change management process are relevant in order to leverage or mitigate their influences as the plan unfolds. With environmental contexts in mind, four possible solutions to the PoP are presented. One solution, the solution recommending a combined organizational and collegial leadership approach, is proposed as possessing the latitude to best meet requirements to address the problem. To conclude Chapter 2, a discussion on the ethics of the proposed organizational change is explored.

In Chapter 3, the focus of this OIP shifts to the implementation, evaluation, and communication of the plan. Phases of implementation are delineated, and potential implementation issues are anticipated. A communications strategy focuses on *motivating*, *awakening,* and *mobilization* phases of the change management frameworks to initiate the plan (Cawsey et al., 2016; Schein & Schein, 2016). Communications describe the timing, audience, method, purpose, and content of information in the initial OIP stages. While Rucchin (2021) suggested that strategic communications are about "providing the right information to the right audience, in the right way at the right time" (p. 12), it is crucial to recognize that communications are not unilateral. Using a constructivist theoretical framework, listening and obtaining feedback are expected throughout: from the implementation to institutionalization stages of change. The purpose of the described communications strategy is to provide a framework to minimize misunderstandings and ultimately inform, inspire, and recruit faculty members and administrators into action.

In closing, this OIP supports the success of faculty, students, and OntU through a constructivist theoretical approach. Throughout this OIP, the accompanying conceptual frameworks to the constructivist approach include Ryan and Deci's (2017) self-determination theory and Schein's (2010) learning culture theory. Both conceptual frameworks complement transformational and distributed leadership and influence the approach to change. The learning culture theory is particularly valuable, for there cannot be transformational change in an organization if the individuals within the organization do not change (Schein, 2010; Whelan-Berry & Somerville, 2010). Ultimately, the overarching goal of this OIP has been to provide perspectives that persuade its reader to embrace the theory, ethics, and far-reaching stakeholder value when informal and formal structures promote faculty-motivated professional development in teaching and experiential learning.

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I want to acknowledge my current and former students. They have modelled the courage and vulnerability to engage in transformational learning, which at times during the completion of this work, I have needed to draw upon. They have inspired me to find ways to better serve them as an educator and champion change through educational leadership.

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Acronyms

CATS (Changing as Three Steps)

COVID-19 (Coronavirus Disease of 2019)

EDI (Equity, Diversity and Inclusion)

ELT (Experiential Learning Theory)

GVV (Giving Voice to Values)

HQCs (High Quality Connections)

IPRM (Integrated Planning and Resource Management)

OIP (Organizational Improvement Plan)

OntU (The Ontario University): a pseudonym for anonymization purposes

PDCA (Plan-Do-Check-Act)

PGC (Post-graduate Certificate)

PESTE (Political, Economic, Social, Technical, Environmental)

PhD (Doctor of Philosophy)

PoP (Problem of Practice)

SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2)

SMA (Strategic Mandate Agreement)

UK (United Kingdom)

Chapter 1: Introduction and Problem of Practice

Over recent decades, universities' transitioning scope, roles, and responsibilities have elicited debate among various stakeholders (Busch, 2017; Dewsbury, 2015; MacKinnon, 2014; Manning, 2018; Roth, 2014). Despite these changes, education remains one of a university's primary roles. This apparent stability, however, is only superficial since the meaning and purpose of education has in itself evolved from the creation and dissemination of knowledge among a relatively elite few to a mass-marketed product. University education is considered a means to obtain employment, pursue higher career satisfaction, and prepare for a specific career, as indicated by the top three motivators for attending university in Canada (Canadian University Survey Consortium, 2019). Further, the methods in which academics teach and the ways in which students learn have drastically changed. Long gone are the days of the chalkboard lectures or the stacks of transparencies used with overhead projectors and their notoriously finicky lamps. Now used in their places are presentation software, animations, podcasts, and pre-recorded lectures with coursework posted on sophisticated learning platforms. Additionally, students may never need to step foot in a library during their entire university career or even physically attend class on campus. The university's education component has most definitely changed, despite its centuries-old steadfast position as one of its primary roles.

An argument can be made that regarding education, the university's role extends beyond merely providing one, but includes a responsibility to offer quality education. Quality education, however, can be defined and perceived differently by different stakeholders (Dicker et al., 2019). Students might define quality education as something that promotes a return on investment with better access to high-earning career prospects, while educators, institutional leadership, potential employers, taxpayers, and government leaders might have different expectations of what constitutes quality education (Ontario Ministry of Colleges and Universities, 2019; Crosling et al., 2009; Dicker et al., 2019; Kaynardag, 2017; Maringe & Sing, 2014). Consequently, a single definition or consensus about what establishes quality education remains

unattainable (Stehle et al., 2012). Fortunately, universities do not need to align with one stakeholder perspective exclusively and can strategically and simultaneously leverage and pursue several different definitions of quality, providing they are not contradictory.

Regarding quality education, the Ontario provincial government interjects economic priorities through policymaking, and these policies also provide the government's implied criteria of what quality education entails. One of the ways this interjection of priorities is accomplished is through the Strategic Mandate Agreements (SMA) held with each institution. The first and second SMAs (SMA1 and SMA2) were initiated by a Liberal government in 2014 and 2017, respectively. The third SMA (SMA3) in 2020 was negotiated by a Conservative government and is the first of these SMA documents to incorporate performance-based funding to "enhance quality and outcomes" (Ministry of Advanced Education and Skills Development, 2018, p. 3). Out of the 10 performance indicators tied to funding in the SMA3, two are directly related to experiential learning: both the number of graduates and the proportion of graduates who partook in experiential learning in their undergraduate programming (Usher, 2019). As initially envisioned, individual universities were to lose up to 25% of provincial funding in 2021 and up to 60% by the 2023-2024 academic year if they failed to meet the performance indicators outlined in their SMA3 (Greenfield, 2019). However, due to the SARS-CoV-2 virus and the resulting COVID-19 pandemic, the implementation of the SMA3's performance-based funding component has been postponed for two years (Anonymized, personal communication, September 25, 2020).

Despite the postponement of some of the SMA3 components, universities are working to ensure they are well-positioned to deliver and measure the SMA3 performance indicators, including the performance indicators related to experiential learning. However, there are several challenges in doing this because it is the faculty, not the institutions nor the provincial government, who have the authority and discretion to decide when, how, and if experiential learning or any other teaching strategy is used in university programming. This prerogative is likely best controlled, understood, and implemented (when faculty deem appropriate) when

faculty are pedagogically knowledgeable about best practices in teaching and pedagogically designed experiential learning. This point brings to the forefront two additional challenges.

The first additional challenge recognizes a gap in the definition of experiential learning between the pedagogical literature and the SMA3. Essentially, this is a difference of opinion of what constitutes "quality education." The province's view is that experiential learning results in better employment outcomes, while knowledgeable educators focus on student learning outcomes from the strategic use of teaching best practices, including experiential learning theory (Kolb, 2015; Ministry of Higher Education and Skills Development, 2018;). The next additional challenge is that faculty are not required to have educational training on how to teach or how people learn in order to gain employment as a professor at a university. Hence, if pedagogically designed experiential learning is to be part of university programming, faculty must know what it is and appreciate the opportunities where experiential learning can be a valuable teaching strategy. While prominent stakeholders may differ in their opinions on what constitutes experiential learning and quality education, it is the faculty's academic freedom to decide the content, delivery, and assessment of university programming. The issue is not just about a gap in how prominent stakeholders perceive and define experiential learning; this issue is also about the responsible protection of academic freedom, autonomy, and self-governance through the knowledgeable use of teaching strategies. In this first chapter, a specific organizational context is provided for an anonymized institution: my place of employment. The problem and rational for change are then described.

Organizational Context

The focus of this OIP is on my institutional workplace, a publicly funded, multi-campus, comprehensive university in the Province of Ontario. For the purposes of anonymity, the institution will be referred to by the pseudonym of The Ontario University (OntU). This pseudonym is applicable because while this PoP will focus on one Ontario university, provincial

jurisdictional contexts will highlight some similar challenges and opportunities for universities throughout the province.

Institutional Governance

Like most Ontario universities, with rare exception, OntU operates through a bicameral governance structure (Austin & Jones, 2016; MacKinnon, 2014). In this prevailing structure, OntU's bicameral arms are the Senate and the Board of Governors. Generally, the Senate is comprised of faculty and the administration and is concerned with academic matters of the institution, such as strategic academic plans, educational policy, and programming. On the other hand, the Board of Governors is concerned with OntU's financial matters, including revenues, resources, real estate, and operational decisions. It is a diverse group of the community-at-large, provincially and municipally appointed members, as well as some students, faculty, staff, and alumni (OntU, 2016).

Similarly like most Ontario universities, OntU faculty and administration have their own governance structures. Generally, the administration operates through vertical hierarchical authority with bureaucracy, while faculty operate in a horizontal or flat structure with decentralized democratic power. The difference in governance approaches is of relevance to this OIP, as there are occasions for operational and cultural tensions at the intersection of administration and faculty. This tension often arises from their different approaches to autonomy, self-governance, accountability, and goals, which contribute to what Manning (2018) described as their "uneasy coexistence" (p. 37). This uneasiness is not unique within OntU since the intersection of similar governance structures is common throughout Ontario universities.

Institutional Qualities, Values, Vision and Mission

OntU is a growing multi-community, multi-campus institution with a focus on the student experience and a student-centred approach to education (OntU, 2019). The institutional values, vision, and mission as approved by the Board of Governors in 2008 remain today and include "learning through experience" as one of the eight values, "excellence in teaching" as a

key to the vision of OntU, and "supporting and enhancing high-quality undergraduate, graduate and professional education" as part of its mission (OntU, 2008). Additionally, the institution has 11 guiding principles. Through these guiding principles, OntU states its openness to the change process and acknowledges the interconnection of research and teaching (OntU, 2008). An interesting intersection of this OIP's organizational context and some challenges in experiential learning is the wording in the institution's strategy (OntU, 2019), in which the university states it will uphold the foundations of a university education, which includes participatory and rigorous learning, for students to develop skills that will allow them to problem solve and participate as innovative members of society. This aspect of the institution's strategy can be viewed as a starting point in how to approach experiential learning because it is ambiguous enough to be used as support for various perspectives and approaches. It is a goal to provide more meaningful depth and specifics to this strategy statement through the exploration of this OIP. In summary, OntU's institutional values, vision, and mission are robustly aligned with promoting pedagogically supported teaching and experiential learning and provide stronger guidance and direction than OntU's current institutional strategy.

Leadership Position and Agency

My current leadership approach initially developed through my methodology as an educator and, for that reason, broadly includes promoting the success of those around me through motivating others, relationship building, making meaningful connections, having flexibility to use different strategies depending on situation, and supporting others' goals. Specifically, I focus on creating high-quality connections (HQCs) (Dutton & Heaphy, 2003) and transformational leadership (Bass, 1985; Burns, 1978, 2003; Northouse, 2019; Shamir et al., 1993), through the path-goal approach (Evans, 1970; House, 1971), servant leadership, which I call "service" leadership (Greenleaf, 1970, 1972, 1977), and situational leadership (Hersey & Blanchard, 1993). While these approaches are effective in the classroom, my leadership style is

generally flexible enough and appropriate for other contexts within OntU and for my other professional leadership roles.

Formally, within the institution, I have held diverse leadership roles, and my leadership approaches have evolved over the years from a reliance on formal leadership to a recognition of my influence in these positions is through connecting to people and their goals. I work directly with students, staff, faculty, administration, and operations management. This includes the roles of Department Chair, professor, administrator of a laboratory facility, supervisor of laboratory staff, and Chair representing all Department Chairs in direct communication and collaboration with senior administration above the Decanal level. I am also regarded as an educational leader at OntU, with both institutional and international teaching awards and formal certifications in teaching related to higher education. In these areas of academic, administrative, and educational leadership, I have formal bureaucratic authority as well as expert and relational power. However, with all the leadership roles I have at OntU, the most significant role in the context of this OIP is simply my membership in the collegium as a tenured faculty member. While being a tenured faculty is the position from which I have the most influence in this OIP, my departmental role as Chair also positions me at the intersection of the administration and collegium, or the faculty and the Deans, and offers me a strong understanding of the tensions that can develop at this junction. I now provide a brief description of the theories behind my leadership approach and methods I will use as a "change facilitator" (Cawsey et al., 2016, p. 5) from within the collegium.

High-Quality Connections

Dutton and Heaphy (2003) from the University of Michigan's Ross School of Business described HQCs as shared experiences between two people or among larger groups that are "felt and sensed, with lasting implications for the individual, and often for the organization" (p. 265). HQCs promote a sense of positivity, but do not imply closeness or familiarity. A key feature of HQCs is what Dutton and Heaphy called relational micro-contexts or moments that can take

only seconds in the acknowledgement or the seeing of another person. The role of HQCs in leadership is to promote "perceptions of psychological safety and ultimately learning behaviours in organizations" (Carmeli et al., 2008, p. 81). Psychological safety is an important part of faculty development because learning anxiety or the fear of various consequences through learning and its associated vulnerability are likely to occur if faculty do not feel secure (Dutton & Heaphy, 2003; Schein, 2010; Schein & Schein, 2016). There can be perceived or potentially real professional risks (such as not receiving tenure) if recognized as lacking pedagogical knowledge when it is expected that faculty be proficient in teaching and despite the fact that few Ontario faculty ever receive formal pedagogical training (Evers & Hall, 2009).

Transformational Leadership

Transformational leadership (Bass, 1985; Burns, 1978, 2003; Northouse, 2019; Shamir et al., 1993), as its name implies, refers to the change or shift in followers. In a classroom, this translates into fostering an environment that connects the curriculum learning goals with complementary goals of individual students, resulting in increased student motivation (Northouse, 2019). I often provide students the quotation attributed to Oliver Wendell Holmes that "[a] mind once stretched by a new idea never regains its original dimensions" (Moncur, 2018, para. 1) to convey the concept of how learning is transformational. The quotation implies a "before" and "after." My goal as an educator is to inspire the development of "the after" through metacognition and students' reflection and conscious recognition of change. Outside of the classroom, this leadership approach does much the same, but in an organizational context. Therefore, transformational leadership at OntU aligns complementary goals of the institution, the collegium, and individual faculty members to promote motivation in individual learning and change. This strategy promotes a learning culture (Schein, 2010) and community for faculty professional development, which then has the potential to influence organizational change (Whelan-Berry & Somerville, 2010). My leadership approach has evolved to incorporate and

integrate strategies from a range of theories. However, transformational leadership tends to be most prominent in my educational leadership approaches.

Path-Goal Theory

The path-goal theory (Evans, 1970; House, 1971) seems more appropriate in a classroom since it is acceptable for an educator and expert in a discipline to outline discipline-specific learning goals for their students to achieve—preferably with consultation, but not always. There is an implied hierarchical structure in the path-goal theory that does not fit as well in higher education and among faculty members. However, there is some value in its potential use with a plan related to faculty pedagogical professional development at OntU, in that the path-goal approach can assist faculty in finding benefit, or motivation, in allocating their finite time, effort, and energy resources to professional development in teaching and learning when that same effort might have greater professional value if allocated elsewhere (Britnell et al., 2010). Learning about pedagogical strategies such as experiential learning is not only for improved student experience or securing the institution's provincial funding, but must also have a direct link and value to the experience of faculty in their teaching roles (Biku et al. 2018; Postareff et al., 2007). Articulating those benefits or incentives as meeting faculty needs aligns with both transformational leadership and parts of the path-goal theory.

Servant or "Service" Leadership

Through experience in diverse leadership roles, I have learned that "service" leadership (Greenleaf, 1970, 1972, 1977) is a cornerstone of my people-centred leadership approach. There has been extensive subsequent research expanding on Greenleaf's work (Chiniara & Bentein, 2016; Sousa & van Dierendonck, 2017; van Dierendonck, 2011) that described how expressing the qualities of humility, ethics, authenticity, empathy, and accountability are supportive of others' "self-actualization, positive job attitudes, [and] performance" (van Dierendonck, 2011, p. 1228). In the context of this OIP, this approach to leadership is particularly valuable if faculty are interested in learning more about teaching and learning.

Situational Leadership with Modification

The last aspect of my leadership approach that I initially learned to use as an educator is situational leadership (Hersey & Blanchard, 1993). This style allows for some flexibility and agility to switch to the needs of the "follower," which is often important in education. As its name suggests, the situational approach depends on the circumstances where a spectrum of low- to high-supportive behaviour, which is similar to "service" leadership described above, is incorporated with an intersecting spectrum of low- to high-directive behaviour. Ultimately, situational leadership suggests styles of leadership through quadrants that flow from directing, to coaching, to supporting, and to delegating (Blanchard et al., 2013). However, with the nature of self-governance in academia and the constructivist approach of this plan, to lead using the directing or delegating quadrants would be an error and an approach that would not be appropriate with fellow faculty. Accordingly, if incorporating situational leadership approaches for this plan, the most applicable aspects of this leadership style are the coaching and supporting quadrants with situationally relevant delegation only when delegation is explicitly and mutually agreed upon as appropriate. That being said, the sustainability of any leadership approach requires mutual agreement in any follower, co-facilitator, or leader role.

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Leadership Problem of Practice

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Autonomy, self-governance, and academic freedom are the cornerstones and prerogatives of the collegium at most Canadian universities, as is the case at OntU. With these prerogatives in mind, any faculty professional development must be a faculty-driven endeavour and cannot be mandated by the institution's administration. Faculty members' responsibilities are divided into the three areas of research, teaching, and service. At OntU and culturally supported in academia, research training and professional development are extensive and predominantly ongoing for faculty in their areas of expertise. As a requirement of employment, faculty members must have a terminal degree in their respective fields, normally a Doctor of Philosophy (PhD). To put this into context, in 2003, it took an average 6.8 years in mathematics

and up to 8.1 years in psychology, and 8.2 years in sociology and political science to attain a PhD in Canada after the completion of an undergraduate degree (Elgar, 2003). The most up-to-date data from eight of the U15 universities, which have not been publicly shared, indicate that these timelines to completion are lengthening (Charbonneau, 2013).

In contrast, formal pedagogical training and professional development are not requirements of employment and are relatively rare for Ontario faculty (Evers & Hall, 2009). This is an interesting contrast to research requirements since 40-60% of OntU tenured or tenure-stream faculty workloads are dedicated to teaching. For contract faculty, 100% of their workloads are devoted to teaching since rarely do these positions have any formalized research or service responsibilities. Additionally, research has demonstrated that pedagogical training of university instructors has desirable effects on students and faculty (Biku et al., 2018; Kaynardag, 2017; Postareff et al., 2007), and with this stakeholder benefit, it can be argued that this type of intervention has potential desirable effects for the institution as a whole. While there are institutional structures in place to provide faculty with high-quality educational development and pedagogical training, including in experiential learning, there are several constraining forces for faculty to fully consider the pedagogical professional development resources available to them. Therefore, for this PoP, what strategies might further promote the uptake of faculty-driven learning behaviours and processes for faculty professional development in teaching experiential learning?

The primary theoretical framework that envelops this PoP is constructivism. Constructivism learning theory is a key approach for educators and like Kolb's (2015) experiential learning theory also has foundational attributions to the work of Dewey (1938) and Piaget (1978). Like the name suggests, constructivist perspective focuses on the active, collaborative building or construction of knowledge by participants or learners (Fuller, 2019). With the goal of promoting faculty-motivated pedagogical professional development, this collaboration and construction must be created from within the faculty community. That being

said, there are limitations to the purest form of this constructivism since a learning community can be insular and perpetuate their own biases without an occasional external lens or introduction of information. The external introduction of knowledge is not pure constructivism, but can provide the foundational research from which the faculty can reflect, build knowledge, and challenge internal biases. Hence, a constructivist approach focuses on collaborative faculty learning and growth, but can also be facilitated to introduce new concepts for consideration.

There are two other secondary conceptual frameworks that complement constructivist approach that I suggest in this OIP: self-determination theory (Ryan & Deci, 2017) and learning culture theory (Schein, 2010). Both of these theories work well in the context of higher education and faculty development. Self-determination theory states that when the basic needs of autonomy, competency, and relatedness are met, intrinsic motivation is heightened (Ryan & Deci, 2017). This theory incorporates the autonomy of the collegium as a requirement for the motivation for faculty to choose to engage in pedagogical professional development. Relatedness specifically refers to the connection with a community and, therefore, ties into the constructivist approach. Learning culture theory, previously mentioned when envisioning the future state of the organization, highlights and recognizes that for change to occur at the institutional or collegial levels, change must occur at the individual level (Schein, 2010; Whelan-Berry & Somerville, 2010). This change is through learning and the organizational culture that supports engagement with learning. Learning culture theory also blends well with the primary constructivist approach of this plan, as both learning culture theory and constructivism promote transformational growth through learning. With the conceptual lenses of constructivism, self-determination theory and learning culture theory, the distributed and transformational leadership approaches are appropriate to propose for this PoP.

Framing the Problem of Practice

To examine an organizational problem, Bolman and Deal (2017) suggested using a multi-frame or multi-perspective analysis. In this section, the PoP is examined from moral and ethical

perspectives, as well as political, structural, and behavioural frames, to provide greater context and insight into forces that shape the problem.

Moral and Ethical Lens

The ethics of promoting faculty-driven pedagogical training has implications for a range of stakeholders, including students and faculty, the institution and university-sector, and the provincial and federal governments. The terms "morals" and "ethics" can encompass a variety of concepts and, as a result, require evaluation and definition for the purposes of this discussion. Ethical standards and practice refer to adopted policy and best practices within a community and generally require the majority, or at least those in power within that community, to espouse those beliefs (Granna, n.d.; Strike & Soltis, 2009). In the context of this PoP, the ethical lens refers to the informal norms and professional code around teaching competency at OntU. Since the collegium has a democratic structure, theses norms and codes are generally developed from the morality of the majority (Manning, 2018). Morality, then, refers to individuals' beliefs or sense of responsibility to do what is "right or wrong" or "good or bad" and is closely related to the laws, norms, and frameworks in a community (Granna, n.d.; Strike & Soltis, 2009). Hence, ethics shape morality, and morality shapes ethics.

Without intending to shift too far from the point, but to ensure there is enough clarity for further discussion, there are generally two approaches to defining the ethical "good." The first is the "principle of benefit maximization," which has utilitarian goals for decisions to result in the best outcomes for the most people (Strike & Soltis, 2009, p. 25). In the context of higher education, this can translate into education being a mechanism focused on consequences such as success, employability, or happiness. The second approach is central to Immanuel Kant's ethical theory outlining good decisions as those that equally respect all people or acknowledge "in attitude and conduct . . . the dignity of persons as ends in themselves" (Dillon, 2018, p. 21). Other ways of understanding Kant's approach are espoused in the various Eastern and Western traditions related to the ethics of reciprocity, which promote the idea that we respect and not

harm others (our equals) in the same way we want ourselves to be respected and not harmed. This perspective can also be applied to non-persons such as the values highlighted by Chief Dan George who said, "We are as much alive as we keep the earth alive" (Teasdale & Howard, 2004, p. xviii). For this approach, decisions in higher education are made with the goal of promoting the development of "competent and morally responsible persons" (Strike & Soltis, 2009, p. 59).

In the context of this PoP, the adopted norms and policies around the ethics of teaching practices at OntU can, accordingly, shape the morality and sense of responsibility for teaching excellence of individual faculty members, and these morals circle back to influence institutional ethics. The good ethical decisions can have consequential or nonconsequential goals and promote the principle of benefit maximization and/or the respect of all persons. Importantly, and for the purposes of this work, morals and ethics do not mean to imply or place judgement on the content of what faculty deem as relevant to their programming. With academic freedom in mind and recognizing that faculty have the privilege to design, deliver, and assess their courses as they see fit, is it also possible to recognize that there can be a moral obligation embedded in this privilege to teach using best practices and policies?

Kitchener (1984) outlined principles guiding the development of professional ethical best practices to be (a) autonomy, (b) nonmaleficence, (c) beneficence, (d) justice, and (e) fidelity. For example, autonomy in the context of this PoP ensures that the recommendations in the OIP respect the decisions of faculty members to engage in, or not engage in, pedagogical training. However, are there structures, processes, or practices at OntU that make the decision to engage in this professional development a choice that faculty want to make? With the principle of nonmaleficence, which refers to the obligation of not to harm, can students be able to expect that their tuition fees, and often resulting debt, include instruction by informed educators in their respective fields of expertise *and* in their teaching practice? Recognizing that students must actively participate as motivated and engaged learners in their own education, how far does the

moral responsibility extend to individual educators to be informed in pedagogy? Is there maleficence in not trying to improve one's teaching practice or being a competent educator?

Following then the principle of beneficence, do faculty members have a moral responsibility to provide benefit to their students by choosing to be informed educators? Beneficence, however, can also refer to the balancing of benefits and harms. For example, if faculty are exhausted from their workload and lose sight of their own self-care, do they have a moral responsibility to choose to incorporate teaching best practices in their course designs if that work would add to their exhaustion?

The principle of justice can take a different slant altogether. Presuming faculty have endured and enjoyed a myriad of uninformed and informed educators in their own academic development, is there a moral obligation to provide more than that to current students? For example, if a faculty member survives a hazing or the "sink-or-swim" approach to teaching when in a student role, is it just that they provide students with "better than that" to earn the same credential? There are also issues of justice or inequity with how faculty work is institutionally valued at OntU and sector wide. Why focus on teaching and learning when there is unequally distributed merit attributed to research work over teaching work?

Examining fidelity as the last ethical principle, fidelity refers to the obligation between people in a voluntary relationship and is fundamental to helping professions (Brown & Krager, 1985; Kitchener, 1984). In the context of this PoP, do faculty identify as being part of a helping profession? When evaluating the standard OntU tenure stream workload of 40% research, 40% teaching, and 20% service, do faculty identify as being dual-disciplined (i.e., equally both researcher and teacher) as their formal workload suggests? These are only some of the questions that emerge from the moral and ethical lens of my leadership in this PoP. However, these questions demonstrate that the problem has a complexity related to a range of stakeholders.

Political Lens

      The political lens was introduced at the beginning of this chapter because of its integral part of highlighting a perspective of quality education through performance-based funding that includes experiential learning. While it was briefly introduced, the political lens requires further explanation to frame its role in the PoP. As previously mentioned, for the first time in Ontario, the provincial government is linking several performance indicators to the provincial operating grants that universities rely on. The initial intention was that universities would individually stand to lose up to 25% of provincial funding in 2021, and up to 60% by the 2023-2024 academic year if they failed to meet performance indicators outlined in the documents (Greenfield, 2019).

      However, due to the SARS-CoV-2 virus and resulting global pandemic, their release is delayed, and aspects of implementation are postponed for two-years. Nonetheless, the provincial government justifies the shift to performance-based funding as a tool for greater accountability in higher education, while concurrently exerting fiscal power to enforce the implementation of their definition of quality education (Ministry of Advanced Education and Skills Development, 2018). From the provincial government's viewpoint, university graduates receive a quality education if they are deemed desirable by industry and employers. As part of this definition, the province's version of experiential learning is prioritized, and the corporatization of higher education is promoted (Brownlee, 2015a).

      The fiscal power exerted through policy includes legislated tuition fee caps (Friesen, 2019) and is amplified with the potential punitive outcomes of performance-based funding. As a result, Ontario universities are increasingly prioritizing experiential learning as a teaching strategy to maximize provincial funding. Using the number of mentions of "experiential learning" in the SMAs as an indicator of emphasis, there is an almost 500% increase in the number of mentions of experiential learning in the SMA3 documents compared with the number of mentions six years earlier in the SMA1 documents (see Appendix A). Specifically, for

all Ontario universities, this amounts to an average of 4.14 mentions (+/- 2.63) of experiential

learning in the 2014 SMA1 documents (Ministry of Colleges and Universities, 2019) and an

average of 17.57 mentions (+/- 4.16) in the 2020 SMA3 documents (Ministry of Colleges and

Universities, 2020b). Additionally, experiential learning is not just mentioned, it is specifically

tied to performance-based funding and money required by universities to operate.

In the context of experiential learning and the SMA3, these measurements include the

counting of activities as experiential learning (Ontario Ministry of Colleges and Universities,

2019). The challenge with this approach is that these indicators do not actually measure

pedagogically defined experiential learning or experiential learning theory (Kolb, 2015). To be

clear, this prioritization of counting activities is an important institutional exercise to

demonstrate compliance with the SMA3 and ensure that provincial operating grants are

maximized. It must be prioritized. However, faculty must realize that the institution will need to

collect these data with or without their decision to incorporate "outside of lecture" activities in

their design or, more importantly from a teaching and learning perspective, pedagogically

designed experiential learning.

The province's act of defining activities as experiential learning (Ontario Ministry of

Colleges and Universities, 2019) might seem insignificant, especially when operationally

defined, for as long as any term is operationally defined, we can follow through any context with

the defined assumptions. However, this renaming and reframing of experiential learning, even

with its operational definition, is representative of the stealthy infringement on academic

freedom. Not only do the SMA3 documents dictate how some programming should be delivered,

the use of the term experiential learning for activities outside of the lecture hall reduces actual

educational theories and foundations to nothing more than a simple checklist. Additionally, a

major part of the problem is that most faculty do not have enough pedagogical theoretical

background to recognize that the list of activities outlined as experiential learning by the

province is not academically informed experiential learning. As a consequence, the province is

essentially redefining what this term means to many faculty. How can faculty use educational foundations and theories in their course design if they don't know what they are? How can faculty protect academic freedom when they cannot recognize its infringement? Would communicating this infringement promote survivor anxiety (Schein & Schein, 2016) and motivate faculty to engage in a change process?

Additionally, in the context of the COVID-19 pandemic, the provincial definition of experiential learning has caused further challenges, as lockdowns have limited the number of activities students can engage in. However, pedagogically informed experiential learning can be accomplished at a computer and sitting at a desk, as well as in a lecture hall, and is not limited to requiring activities off site or at least outside of a lecture structure. Experiential learning theory (Kolb, 2015) is more accommodating than the provincial definition of experiential learning (Ontario Universities' Info, 2021) in the context of COVID-19, but is also better at creating learning opportunities that are equitable and accessible for different students and abilities. Using the provincial government's definition of experiential learning, students are more likely to experience accessibility issues, including socioeconomic or physical barriers, that the counting of activities can promote. For example, a common inequity is the cost of field work or international travel that is counted as experiential learning. While these types of experiences tend to increase employment rates (Di Pietro, 2015; Potts, 2015) by promoting "personal capital" (Trower & Lehmann, 2017, p. 275), they are not accessible to everyone.

Structural Lens

There are several ways to examine the PoP through a structural lens. One way to is to reveal the types of power and process through the structural lens of bureaucracy and the collegium. For example, despite financial pressures enforced through policies and political power on the administration and OntU's Board of Governors, it is the faculty that control whether a pedagogical practice will be used in a course or programming. This structure becomes more challenging when most faculty do not have the pedagogical background for them to

determine what is an effective and appropriate use of experiential learning in their course designs. Current change drivers from the structural perspective have inspired OntU's institutional approach to focus on counting activities outside of the lecture hall to meet the SMA3 key performance indicators. However, using the structural frame, it stands to reason that change facilitators must come from within the collegium since faculty have the academic freedom to determine teaching approaches and the autonomy to choose to engage in professional development. Fortunately, whatever strategies are considered, OntU is a complex and adept organization, capable of simultaneously supporting both endeavours: the counting of activities and a faculty-motivated initiative to promote the use of pedagogically informed teaching strategies, including experiential learning theory. These initiatives do not need to conflict with each other, as active learning and experiential learning theory are often complementary and can be incorporated in the same educational design.

Faculty structure is another aspect of OntU that is relevant to highlight in the context of this PoP. Less than 50% of faculty are tenured or tenure-streamed (Basen, 2014; Brownlee, 2015b). This means that the majority of faculty at OntU are lesser paid employees lacking job security and benefits. For contracted faculty, the pay per hour might appear to be significant when calculated based on contact time per course, such as lecture time, office hours, and final exam proctoring. However, when factoring in the design and development of high-quality lessons and marking, the pay per hour is significantly lower than it initially appears. These lower-paid faculty not only teach the majority of classes, but also teach the vast majority of students since these faculty are often contracted to teach the large survey courses.

The relationship between contracted faculty and OntU is complex and exploitative. While there is never any promise of landing a coveted tenure-stream position, contracted teachers, often with only short notice that they need to prepare a course, will do what they can to excel and differentiate themselves in case a tenure-stream position is posted. Is the ratio of contract teaching faculty to full-time teaching faculty a structure OntU is willing to change?

Without recommending any approaches just yet, it is apparent that the structural lens highlights inequities that will need to be addressed in order to for the majority of OntU faculty to invest in pedagogical professional development.

Behavioural Lens

Lastly, assessing the PoP through a behavioural lens includes what Bolman and Deal (2017) attributed to their human resource frame. It can include communication, leadership, and the aspects of an organization that motivate group and individual performance. In many ways, this lens can be viewed as the observable actions or processes in how organizational ethics and morals are acted out. This can include behavioural norms within institutional, departmental, and collegial contexts or differences in research, teaching, and learning cultures. In the context of teaching, many faculty members have beliefs around effective teaching and consider replicating what they experienced as students as the standard (Oleson & Hora, 2013; Potter et al. 2015). Additionally, previously the attitudinal norms and merit given to research excellence over teaching excellence has played out in several ways in the university sector. For example, this attitude is prevalent in professors' sentiments such as: "A postdoc is just like a faculty position minus all the hassles of teaching" (Gagliano Taliun, 2019, p. 285).

Other behaviours also prioritize research over teaching and learning. For example, faculty can refer to a colleague who is "only contract" or for full-time faculty "only teaching tenure-stream," rather than traditional tenure-stream. This type of micro-aggression and marginalization of faculty members who are significant contributors to delivering programming or have the same roles of teaching, research, and service, but in slightly different proportions, is highly cultural and embedded in the institution. With full-time tenured faculty, regardless of the type of position they have, teaching responsibilities range from 40-60% of faculty workload, but within that 20% differential is a relatively significant amount of organizational privilege or marginalization. With contract faculty, the entirety of their employment responsibilities is teaching and does not formally include service to the university or research. However, contract faculty consistently

conduct research and provide service to the university in hopes of promoting their visibility for future positions. Consideration of what types of communication and behaviours promote the valuing and appreciation of all faculty types (i.e., full-time and contracted) will assist in finding organizational behaviours that contribute to the current state at OntU.

In summary, the behavioural, structural, political, and ethical lenses provide contextual insight into the complexities and forces that maintain the current state at OntU. Explicitly identifying these frames also provides awareness of potential change devices where change can either be encouraged or resisted. These layers or frames are integrated and do not stand alone, but are used to examine the organization from different viewpoints and illuminate potential challenges or solutions invisible or obscured from only one perspective. By examining OntU through various frames, questions emerge that can guide inquiry for the PoP.

Guiding Questions Emerging from the Problem of Practice

Throughout the framing of the PoP, questions surfaced that address components of the current state of OntU. These questions then formed themes and directions to guide the exploration of this OIP and highlighted the complexities that contribute to the current state. Here I highlight what I believe to be the most valuable guiding questions that emerged from framing the PoP:

- What consequential and non-consequential ethics highlight the importance of faculty-motivated pedagogical professional development? Along this line, is there a moral obligation embedded in the privilege to teach that necessitates that faculty engage in best teaching practices and policymaking? Extending from these questions, a discussion follows to explore how the beliefs of a minority at OntU might grow to become adopted institutional ethics. Specifically, connecting a core group of OntU educators who believe there is a moral obligation to expand one's teaching competencies over a career could promote a grassroots initiative, allowing the

morality of the minority to expand to become the faculty's ethics or expectations over time.

- How do faculty protect academic freedom regarding the design, delivery, and assessment of their content when they are unaware of best practices or the potential infringement on their academic freedom, specifically in the context of the design, delivery, and assessment of experiential learning? Concerns regarding non-faculty stakeholders defining what constitutes pedagogical best practices can be minimized when faculty members' knowledge of teaching and learning assists them in critically assessing and identifying the validity or inaccuracies of other stakeholder positions or demands on their teaching practices.

- What equity issues at OntU can be addressed or improved to promote the ability of faculty to pursue pedagogical development without real or perceived professional or reputational consequences. What ethical, structural, and behavioural aspects of OntU can improve equity among contract faculty and compensate them for professional development that benefits faculty, but also students and the institution? Recognizing the role of learning anxiety (Schein & Schein, 2010) in the resistance to change is essential. Additionally, improving equity among faculty can reduce the professional or reputational risks associated with engaging with learning that has the potential to highlight incompetencies during the learning process. Addressing these issues together can minimize learning anxiety and the deterrents of engaging in pedagogical professional development.

- In what ways can faculty realize their benefits to engaging in professional development in teaching and experiential learning? How will senior leadership recognize that investment in pedagogical professional development is a key priority to realizing OntU's values, vision, and mission? This includes the ethics of defining

teaching excellence as being primarily informed by the scholarship of teaching and

learning, but recognizes that many definitions of "quality" can be pursued

concurrently as long as they do not lack congruity. Communicating to faculty how

their efforts to engage in pedagogical professional development benefit faculty is

essential. While there are valid justifications related to student success and

institutional reputation for faculty to be engaged and knowledgeable educators,

faculty must see how their input of time and energy to learning and modifying their

teaching and experiential learning practices will assist them with their demanding

and expanding roles. Faculty engagement must include faculty benefit, which then

results in additional and concurrent beneficial effects for students and the

institution.

The themes within these questions guided an approach to this PoP as well as revealed areas

where strategic communications could be focused in the implementation of this OIP.

Leadership-Focused Vision for Change

In this section, the gap between the current context in which the PoP is positioned is

contrasted with the proposed state and its potential various stages. A key component of this

description is to elucidate the difference between what the province defines as "experiential

learning" (Ontario Ministry of Colleges and Universities, 2019, About the program section, para.

2) and what pedagogically experiential learning would entail (Kolb, 2015). This difference is

important to recognize in order to consider various leadership approaches for the PoP.

Envisioned Goals Contrasted with Current State

The current and desired states of faculty-motivated professional development and

experiential leaning at OntU are complex. To begin, the ultimate idealized goal of this plan

would be to initiate a trend and culture where one of the future outcomes envisioned is that the

majority of faculty at OntU choose to be dual-disciplined to suit their dual roles as both

researchers and educators. This would require faculty to want to engage in pedagogical

professional development in addition to their research professional development. Ultimately, the goal of a dual-disciplined collegium would be that the quality of education would organically increase with informed educators. The intention is not to imply that faulty without pedagogical training are incapable of being excellent educators. Ironically, the broad spectrum of teaching aptitudes and knowledge about education among faculty have primarily been acquired through the non-pedagogically designed active learning method known as "sink-or-swim." The idealized point is that a university where the majority of faculty prioritize their teaching practice as a discipline to communicate their expertise is presumably a university where the level of education will be elevated compared to a university without this level of emphasis on teaching and learning (Britnell et al., 2010; Oleson & Hora, 2013; Potter et al., 2015).

From the student perspective, pedagogically designed teaching and learning can have wider-reaching results than improved student learning, such as promoting equity (Maringe & Sing, 2014), student retention and the likelihood of degree completion (Crosling et al., 2009; Ortega-Dela Cruz, 2015), and wellness regarding mental health (Baik et al., 2019). Institutionally, there could be reputational improvements, or if adopted sector-wide, potentially this shift could improve perceptions of the value of a university education. At the very least, there could be credible accounts of scholarly teaching practices, such as those used for experiential learning, to legitimately claim the delivery of course content using best pedagogical practices. From an educator perspective, research has suggested that knowledgeable teaching practices increase confidence, relieve stress, and improve their change agency within the classroom (Kaynardag, 2017; Potter et al., 2015).

Stepping back from the idealized goal, the more tangible goal within this plan is to promote, through leadership approaches, an environment at OntU where faculty are more aware of the teaching resources available to them and feel inspired to engage with those resources, specifically resources that cover a range of teaching practices, including the use of experiential learning theory. A part of this includes faculty recognizing that in addition to benefitting

students and the institution, becoming better educators can logically translate into other benefits, such as better classroom management, which result in savings in time and increases a sense of self-efficacy (Çam & Koç, 2021; Kaynardag, 2017; Potter et al., 2015). These types of benefits are often incentives in and of themselves. In order to accomplish this, the work environment through a shift in culture must welcome a growth mindset (Dweck, 2016), and be a safe place for faculty to recognize their teaching weaknesses in order to improve (Dutton & Heaphy, 2003; Schein & Schein, 2016).

Ultimately, I see this OIP as shifting the working environment at OntU closer to Schein's (2010) learning culture theory in the context of pedagogical development, where OntU faculty are committed to learning about teaching, are proactive and confident that change is possible, recognize that methods of learning change over time, and assume Theory Y (McGregor, 1960) that faculty are motivated to learn about experiential learning and other teaching strategies when the environment is safe to do so (Buller, 2015; Dutton & Heaphy, 2003; Schein & Schein, 2016). Corresponding with this vision of a growing number of dual-disciplined expert faculty self-motivated by the OntU culture is a goal of the professorate engaged and proficient in teaching and experiential learning theory (Kolb, 2015).

The current situation and culture at OntU are different than the idealized and envisioned scenarios in several ways. There are a handful of educational champions and teaching fellows at OntU who regularly provide organized pedagogical workshops or talks which are generally attended by the same handful of dedicated educators. There was a recent uptick in participation in workshops related to online teaching due to the necessity to teach remotely during the COVID-19 pandemic, but this was a pleasant anomaly under challenging circumstances. The administrative department with pedagogical programming for faculty is staffed by knowledgeable educational developers who are widely available to provide resources to faculty.

Additionally, due to the COVID-19 pandemic, extra educational developers were hired to assist faculty with converting to the remote delivery of their courses. Concerning resources, and

from my perspective, the institution has invested in the framework for educational development, particularly considering the participation of faculty as a whole. That being said, I believe that there might be more appealing resources available that allow for credentialing and be of professional value for tenure-stream, tenured and contract faculty alike. Reimaging some of these institutional resources might assist in promoting a culture where faculty choose to engage in pedagogical professional development, and the chosen approach of institutional leaders directly affects the outcomes of initiatives to promote teaching excellence (Hénard & Roseveare, 2010).

Another aspect of the current situation is that the administration has created a strategy to count experiential learning for the SMA3 that circumvents the faculty. This circumvention does not require that faculty know about experiential learning theory, and few faculty are even aware of how the university uses their course content to demonstrate that experiential learning has occurred. Course syllabi were combed for keywords related to the province's definition of what constitutes experiential learning. These words included "practicums," "job shadowing," "field placements," and "work-study programs" (Ontario Ministry of Colleges and Universities, 2019, Examples of experiential learning section), or any term that implies a place other than the traditional lecture hall or student desk. These data are what are used to provide the province with the statistics for the SMA3 key performance indicators. This approach is financially motivated by the SMA3 key performance indicators and recognition of the lack of power administration has to mandate how faculty design, deliver, and assess their courses material.

To be clear, the counting of activities mentioned in syllabi to meet the province's operational definition of experiential learning as "any education that occurs outside of the classroom in a practicum, internship or co-op setting" (Ontario Universities' Info, 2021, para. 1) is not pedagogically designed experiential learning. Therefore, this performance indicator has little to do with accountability or the quality of education and is more about the corporatization of higher education, political soundbites, and the reduction of academic freedom (Brownlee, 2015a). Faculty awareness of OntU's administrative strategy concerning experiential learning

and how it can reduce academic freedom over time, regardless if that is or is not the intention, is important for faculty to recognize their role in maintaining academic freedom.

It is relevant to briefly discuss experiential learning theory and its current misrepresentation by OntU and the province so as to fully clarify the PoP. Kolb's (2015) experiential learning theory is far more than activities outside of the lecture hall and is founded on the scholarly works of Dewey (1938), Lewin (1951), and Piaget (1978). Kolb (2015) explained that:

> [Experiential learning theory] helps explain how experience is transformed into reliable knowledge. Truth is not manifest in experience; it must be inferred by a process of learning that questions preconceptions of direct experience, tempers the vividness and emotion of experience with critical reflection, and extracts the correct lessons from the consequences of action. (p. xxi)

To reiterate and simplify what Kolb stated about experiential learning, or more precisely what it is not, experiential learning is not the act of doing activities. There is far more depth and complexity to pedagogically designed experiential learning than counting anything that occurs outside a lecture hall. Granted, the experiential learning cycle is sometimes easier to design when one of the activities the province considers experiential learning is included, but when based in pedagogy, experiential learning can occur anywhere, including with a learner sitting solitarily at a desk. By using theoretical knowledge of the experiential learning theory, instructors can design, deliver, and assess courses using experiential learning when appropriate. Additionally, pedagogically designed experiential learning can then be legitimately tallied as being offered by OntU in all of its degree programming. Unfortunately, using the provincial government's political talking point version of experiential learning allows for OntU's optimization of the metric without actually requiring evidence that experiential learning is occurring.

Change Drivers

After framing the PoP and articulating the difference between the current and idealized states, it is valuable to explicitly identify and assess the possible change drivers for faculty-driven pedagogical professional development in the organizational change process. Whelan-Berry and Somerville (2010) defined change drivers as the factors or stakeholders that can facilitate the motivation for change and/or the implementation of change. There are several change drivers to consider in this OIP, and in the context of proposed change, these change drivers are targeted at the micro and meso levels (with the institution), where my agency has most influence. These are:

1. Full-time faculty and champions of teaching excellence who value aligning their course designs with best teaching practices and, when appropriate, incorporate experiential learning into their designs. These faculty members are motivators for change, but also key in the implementation of change.

2. Full-time faculty and the faculty association (i.e., union) who want to protect academic freedom, autonomy, and self-governance though knowledge of best teaching practices and knowledge of when these privileges are infringed upon.

3. Contract faculty and champions of teaching excellence who also value aligning their course designs with best teaching practices and, when appropriate, incorporate experiential learning. These faculty can fully participate as change drivers when they are treated fairly and equitably, both in policy and practice.

4. Students who expect that their tuition and, in some cases, accrued debt includes an education delivered by knowledgeable educators who can communicate their expertise through best teaching practices.

5. Institutional motivation to declare that teaching practices and excellence, including the appropriate incorporation of experiential learning, align with OntU's values, vision, and mission.

6. Institutional motivation to meet SMA3 key performance indicators to obtain full provincial funding. This can be accomplished without organizational change, but can be accomplished more legitimately if faculty participate in the process and can, then, be considered a change driver.

7. Institutional equitable practices and policy to ensure the accessibility of programing is available to all, which includes the prioritization of pedagogically designed experiential learning over the provincially defined activities outside of the lecture hall. This includes the teaching practices and preparedness for remote and online learning in the context of the COVID-19 pandemic and flexibility in design to promote maximum equity for students, staff, and faculty alike.

This list is not exhaustive, as there are other change drivers such as taxpayers in a publicly funded sector that might act as change drivers to define quality education through their lens and their votes. Additionally, the provincial government is a change driver through the implementation of the SMA3 as well as employers or industry and what skills they hope to see from graduates. While these change drivers are important to recognize, in the context of this OIP, they are considered more as stakeholders than change drivers, as they are less likely to be leveraged to motivate or implement the proposed change at OntU. Consequently, the seven change drivers highlighted are ones in which my agency has influence.

Change Resistors

While it is valuable to recognize the factors or stakeholders that will motivate or implement change as change drivers, acknowledgement of change resistors is also important. Change resistors work against the change process, and considering that the vast majority of planned organizational change processes fail, these change resistors must be taken seriously in any planned organizational change process (Canning & Found, 2015; Decker et al., 2012; Jørgensen et al., 2009). After framing the PoP and the gap between the desired and current

states, it can be valuable to explicitly outline possible change resistors in the change progress.

Some possibly impactful change resistors for this OIP are:

1. Faculty, either full-time or contract, who either believe their current teaching competencies are adequate, that improving teaching competency is not important, or that teaching is not a specific skill that requires training (Kaynardag, 2017; Oleson & Hora, 2013; Trowler & Bamber, 2005).

2. Full-time faculty consider that pedagogical professional development is prohibited by the workload required to be successful in more valued/recognized areas of the institution, specifically in the area of research (Evers & Hall, 2009; Gill, 2017; Grove, 2016).

3. Tenure-stream or tenured full-time faculty risk professional or reputational consequences for acknowledging areas where improvement can occur. This can be either the fear or reality of not attaining tenure or reputational consequences for tenured professors who have been teaching for years, but are hesitant to be perceived as unaware of educational theories (Schein & Schein, 2016).

4. Institutional resources, processes, and policies to equally recognize the importance of teaching and learning to that of other priorities of the university.

5. OntU is capable of meeting SMA3 requirements without investing in the potentially challenging support of faculty-motivated pedagogical professional development.

Likewise, with change drivers, change resistors are broader than this list. However, additional stakeholders that might resist organizational change are more likely to be at the macro level and outside of the majority of influence of my agency and that of the engaged faculty members at OntU. If the change process is successful at OntU and there is a movement for greater adoption across the sector, then macro factors and stakeholders can be addressed with the greater agency of various change drivers.

Organizational Change Readiness

By presenting the PoP through various frames and acknowledging the change drivers and resistors, the next question becomes: "Is OntU ready for change?" Logically, if an organization is not ready for change, is there much purpose in going through the change process? Additionally, is there an ability for some change drivers to promote the readiness of an organization to change? In the foundational development of this OIP, there were several times in which I considered a different topic because I felt the reception to its premise would be rejected without further exploration from senior administration and faculty alike. However, recently at OntU, there has been significant rejuvenation of the senior leadership, and even in the context of the challenges presented by COVID-19, these leaders have demonstrated a willingness to rebuild and establish trust with the collegium while acknowledging the importance of academic freedom. Recently, in personal discussion with new senior leadership and when asked what this OIP was about, there was instantaneous recognition of this OIP's goal as being valuable to the organization, and I was requested to work closely with leadership as this OIP developed (personal communication, October 6, 2020).

Regarding ways in which to assess readiness, Judge and Douglas. (2009) outlined "eight distinct but inter-related dimensions of [an organization's change capacity]" (p. 638). These dimensions are outlined in this section, with comment about these dimensions in the context of OntU (pp. 107–108):

1. Trustworthy leadership: Over the past several years, administrative decisions have eroded the faculty's level of trust in them at OntU. An example of one of these decisions is the implementation of a top-down initiative called Integrated Planning and Resource Management (IPRM), which included an undemocratic selection process for members on various IPRM committees and promoted conflict and competition among faculty and academic units (OntU Faculty Union, 2012). Despite significant feedback opposing the premise of IPRM, the administration pushed

forward with this destructive exercise. However, since the IPRM initiative, there have been changes at OntU in a number of senior administrator positions and, through recent decisions, a slow rejuvenation of some lost trust. Most recently, a leader at OntU announced a new and important exercise for faculty to participate in. When Chairs provided unfiltered feedback on the readiness for the exercise, the decision was reversed and postponed until workloads improved in response to the COVID-19 pandemic. This change of plans based on listening to faculty felt novel and respectful and built a significant amount of trust in a short period of time. This point is also relevant, because in the context of this OIP and COVID-19, any change process would need to wait until the majority of the pandemic response is over in order to begin.

2. Trusting followers: As mentioned in the previous point, some trust is rebuilding with respectful decision making based on faculty feedback and clear communication from senior administrators. Likewise, in domains where faculty are to lead through Senate approval, senior administrators need to recognize their supportive and follower role (OntU, 2016).

3. Capable champions: We have internationally and nationally recognized scholars in teaching and learning as part of our faculty, and OntU has ceremoniously recognized champions at OntU who provide pedagogically designed content, delivery, and assessment. Additionally, there are teaching and learning staff who create resources and supportive content for faculty professional development in teaching and learning. These members have a relatively small grass-roots community of teaching and learning scholars.

4. Involved middle management: In conjunction with new senior administrators was the implementation of a committee that promotes communication between the executive leadership team and departmental chair. This committee is not to replace any formal reporting structures, but provides Chairs (i.e., middle management) a

direct link to high-level strategies and plans at OntU, including input. Part of my agency includes being the Chair of this committee of institutional leaders.

5. Innovative culture: At OntU, there are various opportunities to have hands-on internships connected to the various communities in which OntU resides (OntU, 2020b). These types of initiatives clearly align with the SMA3 and provincial perspective of experiential learning. That being said, these activities are incredible opportunities from which pedagogically designed experiential learning can develop from in order to create deeper learning experiences (Kolb, 2015). In discussions with faculty and senior leaders, there is a recognition of the importance in supporting both definitions, which indicates a readiness for change.

6. Accountable culture: In the current COVID-19 environment, there has been a dedicated focus on accountability and the allocation of resources to meet urgent and immediate needs. This decision is one way for OntU to be accountable, despite the deficit it is incurring for doing so. Likewise, there is greater emphasis on accountability and ethics, with deliberate efforts by faculty and the institution to promote an inclusive, accountable culture on campus.

7. Effective communications: This is an area where there has been considerable resources and effort, but the strong consensus among faculty, staff, and students in institutional narratives is that OntU falls short despite considerable effort to improve. For example, there is a Sharepoint intranet for faculty that is not search engine searchable, and content is strangely siloed so that it often seems impossible to find content that is there. Until recently, there was not even a forward-facing link from OntU's website that allows students or visitors to connect with departments directly related to the administration of teaching and learning. During the development of this OIP, I had the opportunity to communicate my thoughts about this failing, as did several faculty and staff. As a result, resourcing and development

were prioritized to this shortcoming, and teaching and learning now have a more

prominent profile with a forward-facing presence to students, staff, faculty, and the

public.

8. Systems thinking: There are many individuals at OntU (i.e., faculty, staff, and

   administration) who are capable of systemic thinking and about the required

   interconnectedness of a complex organization to both internal and external factors

   and stakeholders. For example, in the current environment of COVID-19 where so

   many international students are denied student visas, universities are redirecting

   their recruitment efforts to domestic students—at least for the short term. How does

   a university's teaching reputation influence domestic enrollments in a time of

   increased competition? How can pedagogically designed experiential learning

   opportunities play a role in OntU's competitiveness?

Surveying OntU using Judge and Douglas's (2009) eight dimensions to assess organizational

readiness for change highlights that some organizational aspects are more prepared for change

than others. Communication and relationship building to create trusted leaders and trusted

followers are areas most in need of continued improvement. To be clear, in the context of this

OIP, trusted leaders are not necessarily senior administration, and trusting followers are not

necessarily faculty, as the governance structure of OntU has created different domains of

leadership for these two groups.

There are additional methods to assessing change readiness other than Judge and

Douglas's (2009) eight dimensions. For example, Armenakis and Harris (2009) referred to five

key change beliefs in assessing change readiness. These beliefs are discrepancy, appropriateness,

efficacy, principle support, and valence. Discrepancy refers to the gap between the current and

envisioned states that have been described and the belief that the envisioned state is of value to

the organization. Appropriateness in relation to this OIP refers to if the shift towards a dual-

disciplined faculty will address or correct the PoP. Efficacy is a concept referring to the belief

that faculty can effectively implement the change in the proposed bottom-up approach. Principle support looks to see if there is commitment from senior administration and formal leadership for the long-term solution to be supported. Lastly, valence refers to the belief that there is benefit for the change recipient. In this case, there can be several change recipients. For example, students become change recipients when their increased access to informed teaching practices promote a learner-centred approach to teaching and learning.

The institution may also be a change recipient, where they are able to align teaching practices with their vision, mission, and values, which could allow for both the counting of activities as experiential learning as well as the opportunity to highlight their qualified educators designing experiential learning opportunities. Additionally, while faculty, in a faculty-motivated initiative are the change facilitators, they are also the change recipients. Evidence has suggested that when educators are knowledgeable about teaching, they personally benefit in their sense of efficacy, confidence, and leadership ability (Kaynardag, 2017; Oleson & Hora, 2013; Potter et al., 2015). Collectively, the institution and faculty are primed for change, with change drivers enhancing the current investment in innovative and accountable cultures by both the faculty and OntU.

Chapter 1 Conclusion

In this introductory chapter, the question posed was about what can be done from a leadership perspective to promote a bottom-up, faculty-driven engagement in pedagogical professional development, particularly in the context of when, how, and if experiential learning should be used. Ideally, this approach leads to faculty identifying as dual-disciplined and developing an expert level of competency to teach the content of their other area of expertise. This includes acquiring a level of teaching competency to responsibly engage in academic freedom, including in recognizing its infringement in the area of experiential learning. By framing this PoP through moral and ethical, political, structural, and behavioural lenses, questions emerged that informed the further exploration of this OIP. The next chapter will propose leadership approaches for the change process and possible solutions to the problem.

Chapter 2: Planning and Development

What is quality education? As described in the previous chapter, definitions of quality education depend on which stakeholder group is examined. Priorities within each stakeholder group inform their perceptions of quality, and for that reason, different priorities result in different expectations and definitions (Dicker et al., 2019; Stehle et al., 2012). In the previous chapter, a problem of practice (PoP) was outlined, describing how most faculty in Ontario universities are not required to have pedagogical training for their employment, even though teaching is usually a significant part of faculty workload. This scenario is the case at the anonymized Ontario University (OntU), where typical teaching responsibilities can range from 40–100% of faculty members' employment responsibilities.

Faculty also have the privilege of academic freedom, self-governance, and autonomy. While academic freedom pertains to both research and teaching, as it relates to teaching, it is the protection of instructors' rights to teach as they see fit for the purposes of student learning (Universities Canada, 2011). This prerogative in teaching is essential to protect, particularly from a scholarly perspective of quality education. Still, for faculty to do so, they must be knowledgeable of pedagogical best practices and be able to recognize possible infringements of academic freedom in teaching. In Ontario, encroachment on academic freedom occurs through the province's perspective of quality education, which includes anticipated implementation of performance-based funding related to experiential learning.

This chapter then moves from describing the current and envisioned states of a PoP to exploring how to implement change and what strategies might be used to increase faculty-motivated engagement with pedagogical professional development, particularly in the context of experiential learning. Specifically, this chapter explores the planning and development of the change process. It considers distributed and transformational leadership approaches and how they relate to the envisioned change and my personal leadership approach. Then, possible

theoretical frameworks for leading change are proposed with a focus on needed changes and potential solutions to the PoP and the ethics embedded in addressing the problem.

Leadership Approaches to Envisioned Change

When considering the leadership approaches for this OIP, an interesting tension emerges from the concept of articulating organizational leadership strategies for change while recognizing that pedagogical development at OntU must be faculty motivated. What could organizational leadership approaches have to do with the goal of a constructivist, "bottom-up" initiative? Can it be a faculty-driven development if organizational senior leadership has planned for and promoted this change? The intersectional tension of organizational leadership with faculty self-governance and autonomy seems antithetical in a constructivist initiative. While faculty do have autonomy and self-governance, this OIP presents the perspective that organizational leadership must provide resources and support to promote the success of faculty initiatives. Leadership strategies can further encourage these initiatives by implementing processes and policies endorsing the faculty's effort and will. Additionally, leadership and followership change depending on administrative and collegial-specific contexts. In this section, distributed and transformational leadership approaches will be discussed for their applicability to the PoP in the context of their alignment with my personal leadership philosophy and relevance to OntU.

Distributed Leadership

Over the past 20 years, distributed leadership has found favour in higher education as an approach to promote teaching and learning as well as to build collaboration across governance structures (Bolden et al., 2009; Gronn, 2000; Jones et al., 2012; Jones & Harvey, 2017; Spillane et al., 2001). Additionally, it is a leadership approach compatible with the flat structure and democratic function of the collegium. In a collegium, a "leader is less to command than to listen, less to lead than to gather expert judgements, less to manage than to facilitate, less to order than to persuade and negotiate" (Baldridge et al., 1978, p. 45). Considering that faculty-initiated

professional development in teaching and learning is the envisioned goal of this OIP, it is vital to plan a consistent leadership approach that aligns with collegial governance: Distributed leadership is such an approach.

Distributed leadership is criticized for several reasons. It is suggested that it originated from the overflowing administrative workloads and is nothing more than a guise to download this work in a more palatable manner (Bolden et al., 2009; Tian et al., 2016). Additionally, some suggest distributed leadership is lacking conceptual clarity and evidence-based application (Bolden et al., 2009; Tian et al., 2016). To counter these criticisms and minimize ambiguity for this OIP, distributed leadership is operationally defined as a framework to mobilize the strengths and abilities of OntU faculty to enact leadership and change, which may or may not leverage formal leadership roles depending on the task at hand and the individuals involved. For example, if a non-tenured or contract faculty member has engaged in significant pedagogical development, their less-formal power is insignificant, and it can be an opportunity to expand their educational leadership (providing they are supported and protected for stepping forward). Calling upon and accepting the expertise of members in a group to lead with their strengths, regardless of their formal authority, is part of distributed leadership.

Further, this operational definition adopts the three premises of distributed leadership described by Bennett et al. (2003) as emergent, open, and recognizing expertise among the group. Specifically, these premises and the operational definition consider leadership as a collective action, flexible to evolve since it is decentralized, and that collective leadership cannot always be strategic or anticipated. Through this definition, there is a recognition of faculty's prerogatives, including self-governance and autonomy, and acknowledgment of the consensus-based requirement of collegial decisions. Lastly, this operational definition of distributed leadership aligns with constructivism and the overarching framework of this OIP. Constructivist "building" or development of initiatives are by definition distributed with decentralized, emergent, and collective leadership (Fuller, 2019; Wheatley & Frieze, 2006).

Relevance of Distributed Leadership for the Problem of Practice

The use of distributed leadership, specifically in this PoP at OntU, relates to decentralized leadership as part of the collegial governance structure. Through a constructivist lens, a distributed leadership approach promotes a collaborative faculty-motivated initiative that clarifies the benefits of becoming dual-disciplined faculty. While most faculty are hired without pedagogical expertise, there are a few championed dual-disciplined faculty members originating from a range of disciplines. Generally, there are universal teaching and experiential learning "best practices." Still, some discipline-specific practices and norms require experts in those disciplines to communicate best practices for greater acceptance from their respective groups. Ideally, faculty members' identities can eventually be broader than a department or discipline when disciplinary communities converge with the commonality of being educators. Distributed leadership within the collegium leverages the decentralized approach of faculty governance and is a relevant approach for a change initiative in higher education (Jones et al., 2012; Jones & Harvey, 2017).

Relevance of Distributed Leadership for my Leadership Philosophy

My personal leadership approaches complement distributed leadership and can be employed to support it and its relevance for this PoP. The strategies that I purposefully develop, but initially stem from an intuitive alignment with my worldview, broadly promote meaningful connections, the support and promotion of motivation and success of those around me, and have the flexibility to modify and adopt different approaches depending on the situation. These strategies include the use of HQCs (Dutton & Heaphy, 2003), transformational leadership (Bass, 1985; Burns, 1978), path-goal theory (Evans, 1970; House, 1971), servant or "service" leadership (Greenleaf, 1970, 1972, 1977), and modified situational leadership (Hersey & Blanchard, 1993) as described in Chapter 1. Accordingly, using my personal leadership philosophy, supports distributed leadership in the context of this PoP through the support of faculty expertise to engage in the collaborative development and acceptance of this PoP's premise. This approach

can include identifying a core group of dual-disciplined faculty from various disciplines who consent to champion and develop the initial acceptance of recommendations outlined in this OIP. With distributed leadership and acceptance of the initiatives outlined in this OIP, the pool of individuals and expertise expands, which adds power and leverage to the OIP within the collegium.

Transformational Leadership

Like distributed leadership, transformational leadership (Bass, 1985; Burns 1978; Shamir et al., 1993) aligns with the situational context at OntU and the goal of this OIP to promote faculty-motivated pedagogical development. The change or shift in "followers" is where the name of transformational leadership is derived (Burns, 1978; Northouse, 2019). Historically, Burns's (1978) envisioning of transformational leadership is about connecting with followers' motivations to achieve outcomes that complement the goals of both leaders and followers. The key attributes to this approach include focusing on morals, ethics, emotions, and long-term goals and often employ charismatic leadership (Northouse 2019; Shamir et al., 1993). Also, like distributed leadership, there is a collective methodology to transformational leadership. While change still requires leaders to mobilize a community to encourage the change process, the emphasis in transformational leadership is on the people transforming themselves through learning and a positive motivational and effective community (Burns, 2003). For example, if change and transformation is to occur, faculty must be motivated to engage in the learning that creates the change. Transformational leadership connects and frames the goal and the steps to meet the goal of increased faculty pedagogical development with what is meaningful to individual faculty members. While there was more consensus in the literature about transformational leadership as compared to distributed leadership, for this OIP, transformational leadership will be operationally defined by the key points described here. Specifically, transformational leadership refers to the shift or change that arises from OntU

faculty participating in pedagogical development and further promoting a community of practice dedicated to teaching and experiential learning.

Relevance of Transformational Leadership for the Problem of Practice

In contrast to distributed leadership, transformational leadership is more challenging to the collegial structure. In the context of the collegium at OntU, the terms "leaders" and "followers" are less palatable or relevant, despite colleagues recognizing peers who champion initiatives. The semantics are important to acknowledge to allow for transformational leadership initiatives to gain greater acceptance, even though the concepts are the same. Additionally, transformational leadership can be applied to the executive leadership team of OntU as well as the faculty within the collegium. Again, in the context of university governance structures, the term "followers" is not embraced, but regarding administration, "leadership" is considered to be an acceptable term.

A key component of this OIP and the PoP is faculty members' individual decisions to embrace educational development in teaching and experiential learning. Therefore, transformational leadership is a relevant approach because there will need to be individual interest and motivation for learning. This strategy will need to justify why individual faculty members might consider knowledgeable teaching practice as a moral obligation, encourage uptake of this perspective, and consider if, as a collective, we can adopt this identity as our ethical standard. Additionally, transformational leadership will need to appeal to educator motives outside of a student-centred approach from which the moral argument primarily stems and highlight known and presumed benefits to faculty, such as greater confidence and sense of self-efficacy and time and energy savings (Britnell et al., 2010; Çam & Koç, 2021; Kaynardag, 2017; Potter et al., 2015).

One last point on the relevance of transformational leadership as an approach for this PoP is that charismatic leaders are often associated with this strategy (Northouse, 2019; Shamir et al., 1993). Interestingly, among the dual-disciplined faculty who I hope will champion this

OIP with me is a consistent thread of various charismatic abilities that are leveraged in their outstanding teaching and ability to inspire students. These transferable skills are connected to transformational leadership and will be of value in the implementation of this OIP.

Relevance of Transformational Leadership for my Leadership Philosophy

Transformational leadership related to my personal leadership philosophy is seamless in that I regularly employ this technique. As previously mentioned in Chapter 1, my current leadership approach has been primarily developed through my methodology as an educator. This strategy regularly includes promoting motivation and inspiring a sense of personal relevance for others to accomplish a task at hand. To do this, one must recognize individuals' priorities within a group and explicitly highlight the alignment of completing a task with their priorities. I am accustomed to this approach, and while I integrate components of the various leadership approaches discussed, my transformational approach is most prominent.

In summary, distributed and transformational leadership are individually appropriate leadership methods for this PoP. Distributed leadership anchors a strategy in the realities of the collegial governance structure and a constructivist approach. Among faculty, there will be individuals' strengths that will assist with meeting the desired goal. Transformational leadership is also appropriate because there is an emphasis on intrinsic motivation, learning, and growth demonstrated in the change of perceptions, abilities, and knowledge of individuals in the desired state compared to the current state. Together, these leadership approaches complement each other and provide a breadth of framework to create change that is more robust than using a single method.

Types of Change and Frameworks for Leading the Change Process

Identifying that distributed and transformational leadership strategies are appropriate for the context of this PoP, OntU, and my personal leadership philosophy comprise the initial steps of planning the change process. This section takes the next step by determining the

appropriate framework(s) to enact this OIP's envisioned change. Specifically, types of change are described and considered.

Types of Change

The ways in which to categorize types of organizational change are extensive. Buller (2015) outlined change as reactive, proactive, and interactive. Kezar (2018) took a different approach from Buller and discussed change theories in various contexts and how best to evaluate and respond to change. Kezar's process outlines types of change theories, including evolutionary, institutional, scientific management, cultural, and political theories. A combination of both Buller's and Kezar's approaches provides the most flexible but comprehensive categorizations for this PoP. In this way, types of change can be categorized as reactionary, anticipatory, and incremental and are described in this section.

Reactionary Change

Reactionary change responds to external change agents beyond the control of OntU or the collegium (Buller, 2015). The envisioned goal of increased engagement with professional development in teaching and experiential learning by faculty can be a reactionary response to policies and processes that undermine academic freedom in teaching and learning. Specifically, this OIP, in part, suggests a reactionary change to the province's implementation of the SMA3 and anticipated performance-based funding. This change is also a response to OntU's institutional approach to ensuring experiential learning is counted even if faculty have not incorporated pedagogically defined experiential learning theory (Kolb, 2015) in their courses. In the context of this PoP, reactionary change can be an essential initiator or motivator for the implementation of this OIP's recommendations.

Anticipatory, Strategic, or Proactive Change

Anticipatory change is a preplanned response to expected external change agents to minimize negative consequences from rapid change in environmental pressures (Buller, 2015; Kezar, 2018). In the context of anticipatory change, regardless of whether liberal or conservative

provincial governments are in power, higher education has been on a trajectory of corporatization and neoliberalism (Brownlee, 2015a; Busch, 2017). This shift responds to how the province defines quality education through its purpose to the economy, industry, and employment, and has public support (Canadian University Survey Consortium, 2019). While I believe it is important to engage in policies and processes to slow this trajectory and communicate the importance of higher education as a "greater good," this OIP also addresses the reality of the neoliberal trend. In doing so, there is a recognition that as higher education becomes more corporatized, the risk of losing academic freedom in teaching and learning becomes greater if faculty lack the pedagogical expertise to justify and defend it. Consequently, this OIP is also proactive to protect the future of academic freedom in teaching and learning at OntU. Suppose in the future, the trend towards greater neoliberalism slows or reverses. In that case, the outcome of having a collegium with superior competencies in the design, delivery, and assessment of curriculum content is unlikely to have downsides for students, faculty, or the institution.

Incremental Change

Incremental change is an ongoing, longer-term change with cumulative, transformative effects (Kezar, 2018). Like the growth of a living organism, if the long-term envisioned change of this OIP is realized, the organizational transformation will have occurred in possibly imperceptible increments over several short terms. A powerful and simplistic description of the incremental organizational change is described by Kezar (2018) as an "organizational becoming" (p. ix). This OIP envisions OntU becoming an institution with expert faculty educators who are motivated by improved personal outcomes for their teaching practice (Potter et al., 2015; Ryan & Deci, 2017; Schein & Schein, 2016) as well as motivated by the moral and ethical responsibility embedded in faculty privilege to teach using best practices and policy for optimal student outcomes. Recognizing the contribution of this OIP in the reactionary, anticipatory, and

incremental change processes will assist in delineating the appropriate frameworks for change and what type of change each recommendation is focused on.

Frameworks for Leading the Change Process

Taking proactive, reactive, and incremental change types into consideration, various leadership frameworks are evaluated for their suitability with this OIP. Some frameworks considered, but not selected, include Gentile's (2010) giving voice to values (GVV) model, Kotter's (2012) eight-stage process of change management, and Lewin's (1947) changing as three steps or CATS model. Supportive arguments can be made that any of these three approaches might be successfully used. For example, Gentile's GVV model highlights ways to promote ethical awareness of PoPs by voicing perspectives contrary to status quo systems. Hence, this approach has a strong alignment with aspects of what will be required to implement this PoP. Kotter's model of change or the eight-stage process of change management personally resonates with me, but uses language that has better alignment with corporate or hierarchical governance structures. As a result, it does not have the same strength embedded in the model or has as much relevance to this PoP and the collegium.

The two selected frameworks, Schein and Schein's (2016) model of change management and Cawsey et al.'s (2016) change path model, are chosen for their suitability in supporting and facilitating bottom-up change approaches within the collegial governance structure among faculty at OntU. These approaches, a description of their merits, and a justification for their relevance in the context of this PoP are described in the subsections presented next.

Model of Change Management

Schein and Schein's (2016) model of change management is proposed because of the strong alignment of this framework within the context at OntU, my personal leadership philosophy, and the types of change required. For example, similar to my transformational leadership approach, Schein and Schein's model includes an expectation of transformational learning to facilitate change. Like Lewin's (1947) CATS model with an initial "unfreezing" step,

followed by "moving and freezing of group standards" (p. 34), Schein and Schein's model is also divided into three stages that equates to but then expands on the respective three steps of CATS. These stages are descriptively labelled as motivating, learning, and internalizing.

Stage One: Motivating. In Schein and Schein's (2016) motivating stage, the primary motivators or demotivators are disconfirmation, survival guilt, learning anxiety, and fear. Disconfirmation is evidence to the contrary that a goal is being met or that some processes are not working as they are supposed to (Schein & Schein, 2016). In this PoP, the counting of activities by combing course syllabi for keywords such as "lab, practicum, hands-on, etc." can be part of the disconfirmation communication. This communication needs to outline what pedagogically defined experiential learning theory (Kolb, 2015) looks like and how the current administrative solution, which does not require faculty to participate in the design, delivery, or assessment of experiential learning, undermines academic freedom and sets the precedent of legitimizing the province's definition of experiential learning rather than the scholarly literature.

An aspect of the motivating stage that can promote resistance to change is learning anxiety and fear. This aspect of Schein and Schein's (2016) model is critical to address in this OIP, as learning anxiety ironically can be problematic for faculty in higher education. Learning anxiety is promoted by fears associated with "loss of position or power . . . temporary incompetence . . . punishment for incompetence . . . loss of personal identity, . . . [and] loss of group membership" (p. 326). Schein and Schein described fears associated with learning anxiety and how fears play important roles in learning behaviours. Some might consider that contract faculty and pre-tenure faculty are most susceptible to learning anxiety because of precarious or undetermined employment security. However, senior tenured faculty also feel significant reputational risks to publicly recognized temporary incompetence (Anonymized, personal communication, July 19, 2017).

Adherence to disciplinary teaching traditions provides safety within historical precedent. These disciplinary traditions reduce the risk-taking associated with new pedagogical approaches

and the learning anxiety that these novel approaches can promote. Survey and ethnographic research have suggested possible reasons professors are hesitant to engage in pedagogical professional development, with results indicating that failing or being perceived as temporarily incompetent would be too much of a challenge to their identity as a professor (Herckis, 2018). Dweck (2016) outlined this as a fixed mindset, where there is an aversion to behaviours that might provide evidence contrary to one's identity. The issue becomes amplified when it is not only one's identity, but a collective identity of the collegium or the expected identity of those outside the collegium, such as students.

To overcome the resistance of learning anxiety, Schein and Schein (2016) suggested eight actions to provide and create psychological safety, which also aligns with the leadership position and approach that I use in creating HQCs (Dutton & Heaphy, 2003). The eight actions Schein and Schein suggest are to

> provide a compelling positive vision . . . provide formal training . . . involve the learner . . . train relevant groups and teams . . . provide resources . . . provide positive role models . . . provide support groups in which learning problems can be aired and discussed, . . . [and] remove barriers and build new supporting systems and structure. (pp. 328-329)

These eight activities are evaluated against possible solutions in an upcoming section.

Stage Two: Learning. In stage two of this model, there is what Schein and Schein (2016) called a "cognitive redefinition" (p. 334), which results in a change of beliefs. This stage requires both learning and unlearning and a shift in the identity of the group. They suggested that creating this shift is the most effective way to identify and imitate the desired cultural behaviours. In the context of this OIP, it is important that collegial initiators of this plan can model the envisioned state of engaging in pedagogical development and continued learning. Related to my agency in this OIP and the PoP, I can demonstrate my dual-disciplinary status with the completions of a two-year certificate program in university teaching concurrent with my first doctoral degree program and a one-year certification in the role of positive psychology

in teaching and learning. Additionally, my pedagogical professional development is continuous with workshops, invited speaking engagements, and international recognition in my teaching field. My modelling of an individual's role within the desired state is how I build trust as an authentic leader and educator capable of participating in the plan's implementation.

Stage Three: Internalizing. In this stage, the learning benefits need to be highlighted and reinforced so that the change becomes incorporated. Data demonstrating the value of change are also essential to share among the organization so that individuals see the value of the change process experienced and assist in maintaining the change. To be clear, change in complex organizations, such as OntU, might never feel complete (Schein & Schein, 2016). Thus, having explicit targets and short-, medium-, and long-term goals through primarily anticipatory and incremental change will help recognize this stage and focus on internalization. The stages of this change management model (Schein & Schein, 2016) align with the purposes of this OIP and the change that is needed. However, incorporating Schein and Schein's (2016) model of change management combined with the change path model (Cawsey et al., 2016) provide an encompassing approach that offers greater breadth through alternate ways to understand similar phases of the change process. A description of the change path model will further expand on this benefit.

Change Path Model

Layering Cawsey et al.'s (2016) change path model with Schein and Schein's (2016) model of change management adds further details to the change management process than these complementary models possess individually. Cawsey et al.'s change path model includes awakening, mobilization, acceleration, and institutionalization steps, but this OIP combines the awakening and mobilization steps to align with Schein and Schein's motivating step. In this section, the features of the change path model are described in how they are relevant to the PoP and how they align to Schein and Schein's model.

Awakening and Mobilization. The first two stages of the change path model (Cawsey et al., 2016) are called awakening and mobilization. While these are considered two separate steps in the model, this OIP combines the stages to (mostly) align with, but expand on, Schein and Schein's (2016) motivating stage. Unlike Schein and Schein's model, awakening and mobilization include some of the benefits found in Kotter's (2012) eight-stage process for change management without the downsides of Kotter's model in the university sector as previously described. The goals of awakening and mobilization call for the recognition of a problem, articulation and communication of awareness of the value in the desired state compared to the current state, and the use of data to motivate and inspire the need for change (Cawsey et al., 2016). Then, by identifying bureaucratic and informal systems and recognizing individuals with the greatest influence or agency, create a vision to understand the most impactful approach to initiate change. In doing so, the path change model's goal is to spread a compelling vision and inspire a recognition for the need for change and the stakeholders and processes most valuable in the realization of the desired state.

Acceleration. The next stage of the change path model (Cawsey et al., 2016) aligns with Schein and Schein's (2016) learning stage. It represents the time to develop new perspectives, abilities, and knowledge to complement the organizational changes needed. It is a time in the change process to recognize the actions needed for change and to implement what needs to be done to accomplish the shift (Cawsey et al., 2016).

Institutionalization. The last stage of Cawsey et al.'s (2016) change path model is analogous to Schein and Schein's (2016) internalizing stage. It is the "measuring [of] progress along the way and using measures to help make the change stick" (Cawsey et al., 2016, p. 58). This stage works to translate the efforts of individuals within the organization to lasting change.

To summarize, layering Cawsey et al.'s (2016) change path model and Schein and Schein's (2016) model of change path management provides an aligned, but flexible, approach to managing change. Further, these change management models can support models of

institutional change readiness as described in Chapter 1. To further expand on how these change management and readiness models are integrated, Appendix B provides examples of the types of actions to be considered in developing a plan and possible solutions. While a solution to this PoP has yet to be proposed, Appendix B provides an example of how to holistically consider the models discussed. If necessary, modifications to Appendix B can be made once a solution has been determined.

Critical Organizational Analysis

In this section, the discussion moves from identifying an appropriate process for organizational change at OntU to precisely determining what needs to change. To do so, an effective gap analysis of the current and desired states can assist in identifying and prioritizing necessary actions to address this PoP. Several diagnostic tools can be used to facilitate this process. Nadler and Tushman's (1980) organizational congruence model is one framework for evaluating an organization in this manner. While this model does not provide solutions for incongruence or misalignment within an organization, it is a recognized tool to analyze organizational problems (Cawsey et al., 2016). Nadler and Tushman's model evaluates an organization's internal environment consisting of how the people, culture, work, and structure fit together in the context of inputs and the feedback from the organizational output (Cawsey et al., 2016; Nadler & Tushman, 1980). To begin, Nadler and Tushman suggested that there are four inputs to an organization: the environment, resources, history, and strategy. Nader and Tushman described organization as an "an open system . . . that interacts with its environment" (p. 37). This interactive relationship between an organization and its environment is dynamic. Therefore, a PESTE (political, economic, social, technological, and ecological) analysis is used to conduct an environmental scan of inputs to OntU's internal environment or open system.

PESTE Analysis

To analyze an organizational problem, it must be situated within its context to fully appreciate what change drivers and resistors are contributing to the problem and may be

leveraged for a solution. This type of examination can be accomplished with a PESTE analysis, which evaluates the political, economic, social, technological, and environmental contexts of a problem. Here, a PESTE analysis is conducted on this OIP's PoP and key change drivers and resistors are described.

Political

To begin a PESTE analysis, the political factors that influence OntU were extensively outlined in Chapter 1. In summary, universities have articulated SMAs with the provincial government. The most recent agreement, the 2020-2025 SMA3 (Ministry of Colleges and Universities, 2020b), incorporates a performance-based funding mechanism that includes experiential learning in its metrics. The challenge arises when the provincial government uses the term experiential learning and operationally defines it as activities outside of the lecture hall. This over-simplified definition not only diminishes the importance of pedagogically informed experiential learning theory (Kolb, 2015) since the experiential learning theory is not associated with performance-based metrics, but it reduces academic freedom by dictating how programming should be delivered. Furthermore, faculty who are not aware of educational theories are unlikely to recognize this infringement on academic freedom and accept the provincial government's operational definition of it. For that reason, the political environmental factors influencing OntU are intrinsically tied to this PoP. While these political factors can have fiscal consequences for the university, there are far greater economic issues for OntU and the entire post-secondary sector.

Economic

In January of 2019, the provincial government announced a province-wide reduction in tuition fees for the 2019-2020 school year, followed by a tuition freeze for 2020-2021 (OntU, 2020a). This policy announcement forecasted a significant reduction in revenue and a resulting deficit for OntU as well as other Ontario universities (Holland, 2020; OntU, 2020a). Consistent with this policy change, Usher (2019) suggested that Canada's once publicly funded post-

secondary education system can now be more accurately defined as "publicly-aided" (p. 9). To be clear, this distinction is not only a result of the 2019 policy change in tuition. It results from a relatively unremarkable year-over-year erosion of provincial funding for a decade (Usher, 2019) and waning domestic enrolments due to low population growth in Canada (Ansari, 2020). As a consequence, the tuition reduction and freeze only added additional economic pressure to the destabilizing financial sustainability of Ontario universities and OntU.

Then in 2020, Ontario universities and universities around the world pivoted to respond to the spread of a novel coronavirus pandemic, initiating unprecedented disruptions to the economy and redefined the ways in which people could safely engage with each other. Since we are in the midst of this crisis, it is hard to know the precise details of how the pandemic will affect OntU. However, there is no doubt that the loss of ancillary revenues from residences, food courts, parking services, bookstores, and other services will impact OntU and the higher education sector for years to come (Ansari, 2020; OntU, 2020a). Additionally, once we have a return to some semblance of societal "normalcy," will the provincial government, which is deep in a pandemic exacerbated deficit, restructure funding models and enact further destabilizing policies for higher education? Currently, the only predictable financial outcome from the dynamic nature of the necessary provincial and institutional public health responses is the increased sector-wide financial instability and worsening instability the longer a pandemic response is required. Hence, the pandemic's impact on OntU resources will increase institutional motivation to ensure that OntU obtains all provincial grant money, including SMA3 grants, to meet experiential learning performance metrics.

Social

Economic factors are also intimately connected with social environmental factors. As a response to COVID-19, the province, like many jurisdictions worldwide, has appealed to the population to practice "social distancing" to slow the spread of the disease. Social factors include the way in which people interact, which includes within the economy, in their workplaces, and

personal communication and relationships. Lockdowns and the practice of social distancing are altering society in an unprecedented manner. These actions promote increasing unemployment, job layoffs, and other social challenges such as non-COVID-19 health issues, poverty, and domestic violence (Peterman et al., 2020; Public Health Ontario, 2020; Statistics Canada, 2020). Historically, there is some evidence that recessions or economic downturns can increase university enrolments (The Canadian Press, 2009). However, this effect is inequitable, and prospective students and their families facing financial hardship from the pandemic are predicted to be at risk of deferring university enrolment or not attending all together (Higher Education Strategy Associates, 2020). Additionally, there are also provincial corridor funding policies in effect that penalize institutions if their enrolments increase or decrease by a margin of 3% (OntU, 2020a). From an environmental perspective, the economic and social shifts due to the pandemic and their impact on OntU and higher education are, at this point, immeasurable and dynamic.

Technological

The pandemic is also significantly affecting the technological environment for OntU and universities in general. Since March 2019, all courses, with few exceptions, are delivered remotely. This shift to remote course delivery created an overnight shift in course assessment, pedagogical strategies, and instructors' need to engage with technologies they may never have worked with based on their personal technological comfort levels or pedagogical strategies. Quite literally, change that would have been considered impossible became possible due to environmental factors. In many ways, this is inspiring and demonstrates that change can and will happen if necessary, despite the unfortunate situation in which this change was necessitated.

The need for immediate shifts using technology also increased the pedagogical professional development content for faculty at OntU. Workshops and step-by-step processes with accompanying screenshots guide faculty toward the mastery of Zoom, Microsoft Teams,

and even the university's online D2L learning platform that many faculty had avoided. The shift also opens opportunities for faculty to disclose they require assistance, presumably because this was less challenging than the eminent catastrophic failure in not disclosing. Additionally, declaring discomfort or incompetence with remote instruction software methodologies is unlikely to jeopardize professional reputations since remote instruction forced a critical mass of disclosures normalizing "not knowing." While the change process regarding technology was uncomfortable and dramatic, the experience might improve the outcome of increased faculty engagement with future pedagogical professional development over the long term. Ultimately, faculty recognition of necessary professional development in technology might set the stage for recognizing the need for professional development in other pedagogical strategies, including experiential learning.

Environmental

Lastly, in a PESTE analysis, the ecological environmental factors that influence OntU are complex due to a multi-campus, multi-community model. The geographic locations of the campuses are on traditional Indigenous territory. This OIP has primarily focused on the pedagogical development in teaching and experiential learning theory (Kolb, 2015; Kolb & Fry, 1975). However, it is imperative to recognize that the experiential learning cycle (see Figure 1) is recognized as the general articulation of an approach "essential [to] First Nations traditional teaching and learning since this process entails the making of meaning from direct experiences—through reflection on doing or action" (First Nations Pedagogy Online, n.d., para. 1).

Additionally, Battiste (2002) suggested that the prevailing standard of Indigenous learning "is a preference for experiential knowledge" (p. 15). Smith and McGee (2005, as cited by First Nations Pedagogy Online, n.d.) modified Kolb and Fry's work to better reflect "language to the Aboriginal student experience" (Models section, para. 6), which is "reflected in the traditional knowledge and learning processes" (para. 7). These modifications align with Kolb

and Fry's (1975) model, but refer to the actions in the cycle as *experiencing*, *reflecting*, *making meaning,* and *acting* in place of concrete experience, reflective observation, abstract conceptualization, and active experimentation, respectively, which I have reflected in Figure 1. Considering that OntU's articulated strategy includes the integration of Indigenous initiatives in university policies and practices (OntU, 2019) as well as experiential learning, it must be recognized that there is or should be a compounded priority to integrate experiential learning as a preferential Indigenous learning strategy (Battiste, 2002). Using the PESTE analysis, there are significant environmental inputs to the system that will influence the overall performance of OntU.

Figure 1

The Experiential Learning Cycle
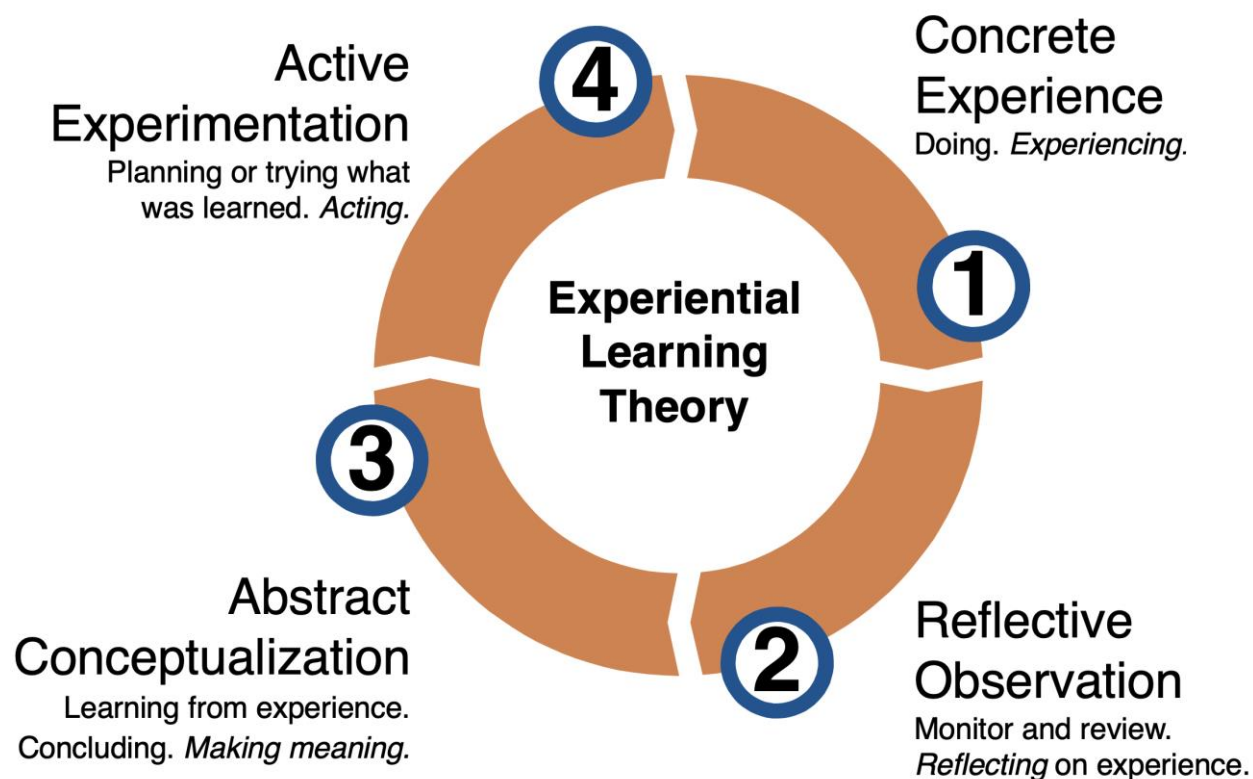
Organizational Performance

Evaluating OntU's performance through Nadler and Tushman's (1980) organizational congruence model, there are several considerations. Specifically, the work and formal structure of OntU require consideration as well as the people who work there and the informal behaviours and processes that can be considered culture. In the context of higher education, the work component at OntU is relatively fixed. The primary work at a university is teaching, research, service, and administration. However, there is incongruence in academic work, including experiential learning strategies that fall under teaching, and the separate administrative department at OntU that is responsible for experiential learning. The issue is that according to the OntU Act (2016), it is faculty who are to establish, maintain, modify or remove curricula of all courses of instruction at OntU.

To be clear, the administrative department that is counting activities listed in course syllabi is accomplishing an essential and valuable role to the institution by compiling data for the SMA3 performance metrics. This activity should be viewed as a stopgap measure until faculty pedagogically design experiential learning, which often, but not always, includes activities other than lecturing. In this way, experiential learning can be legitimately counted as pedagogically designed experiential learning while simultaneously meeting the province's operational definition to meet SMA3 performance metrics. The incongruence is that higher education institutions are not making the formal distinction between this data collection and pedagogically defined experiential learning.

Another incongruence in the transformational process is the reliance on contract teaching faculty who are paid per course and do not have the security nor any reciprocated sense of loyalty to use their spare, unpaid time on professional development. Additionally, this treatment of contract teaching faculty is a symptom of a more considerable cultural (i.e., informal) incongruence: the privileging of work related to research over teaching. Some approaches at OntU have tried to minimize this privileging of research. However, this is an area

that is important to address in formal and informal organizational processes and policies. Incongruence can be highlighted in Cawsey et al.'s (2016) awakening and mobilization stages and Schein and Schein's (2016) motivating stage of change management.

For example, incongruence is observed in the faculty's awareness and importance of protecting scholarly academic freedom. However, most faculty are unaware of the current infringement of their teaching academic freedom through the SMA3 and the administrative department counting the mentions of activities in their syllabi to meet performance metrics. As a result, a communication strategy that highlights this infringement will have an impact in the motivating, awakening, and mobilization stages of this OIP. These and other examples of incongruence are highlighted in Appendix B, where change management processes are integrated with the five key change beliefs of discrepancy, appropriateness, efficacy, principle support, and valence (Armenakis & Harris, 2002, 2009) as well as Cawsey et al.'s (2016) dimensions for change readiness.

In summary, there are significant environmental pressures that act both as change drivers and change resistors on the performance of OntU. Using Nadler and Tushman's (1980) congruence model to assess the gaps between the current and idealized states helps find different ways to articulate and approach the PoP. When considering these gaps in the context of change readiness and change management models, possible solutions begin to surface.

Possible Solutions to Address the Problem of Practice

In the previous section, an analysis of the current state of OntU identified what areas need change and outlined some actions required for change. In this section, four possible solutions are proposed to address the PoP and the necessary relative resourcing for each solution. The first possible approach is to maintain the status quo. The subsequent two approaches are an organizational leadership (only) approach and a collegial leadership (only) approach. The final solution combines both the organizational and collegial leadership approaches, which can broadly and simply be called the combined educational leadership

approach recognizing that leadership can originate from throughout OntU. Each solution has benefits and downsides. However, the umbrella approach that combines organizational and collegial leadership is highlighted to most likely to succeed in moving OntU to the desired state, or much closer to the desired state, by recognizing the powers and authority of different governance arms. This possible solution approaches the problem with a collaborative, holistic approach between the senior administration and collegium. Once the possible solutions are described, a Plan-Do-Check-Act (PDCA) approach is described for the recommended solution. The first possible solution discussed is the maintenance of the current state or the status quo.

Possible Solution 1: Maintaining Status Quo

Over the past year, higher education's status quo has radically shifted due to the global pandemic (Marinoni et al., 2020). While it is questionable that there will be a return to the state of things as we knew it before the pandemic, the possible solution of maintaining the status quo includes refraining from any additional efforts to increase the pedagogical development of faculty or the incorporation of pedagogically designed experiential learning in the curriculum. In this scenario, the administrative department responsible for experiential learning and counting activities listed in course syllabi would continue "as is" in order to collect data to meet the SMA3 performance-based metrics. Additionally, the excellent resources available for faculty professional development would be maintained and available for faculty to engage with when they had the time or when the content was contextually relevant. If the solution is to maintain the current state, one can acknowledge that there are certainly aspects of performance and resourcing at OntU that are quite effective.

However, regarding the uptake of faculty-motivated professional development and creating a culture supporting dual-disciplined faculty, it can be recognized that improvements can and, arguably, should be made. While maintaining the status quo also does not require any additional capital (see Table 1), it is important to note that most decisions have a cost, including the decision to continue as is.

Table 1

Comparative Resourcing Required for Possible Solutions

Possible Solutions	Resources Required				
	Time	Human	Fiscal	Information	Technology
1. Status Quo	Same as current resourcing				
2. Organizational Leadership Approach Only	Increased resourcing is required since decisions to resource the development and delivery of pedagogical content requires time, expertise of staff (human and information). Examples include: • Funding the "host" of this professional development (such as a possible "host" faculty or centre for teaching and learning) • Compensation for contract faculty to engage in professional development • Recognition of full-time faculty's commitment to pedagogical professional development as service to the university (creating better alignment with research since scholarly service is regularly considered part of a faculty's workload)				Same; OntU continuously invests in technology and this OIP isn't anticipated to require additional investment
3. Collegial (Faculty and Departmental) Leadership Approach Only	Increased human, information and time invested by faculty but without institutional financial investment. Any financial investments would be from within departmental budgets. This scenario would therefore maintain a status quo in formal workloads and any faculty willing to engage in professional development would choose to do so in addition to their current workloads.				Same; OntU continuously invests in technology and this OIP isn't anticipated to require additional investment
4. Umbrella Solution Combining Educational Leadership Approaches *Note: the successful implementation of this OIP has the potential (depending on its configuration) to be income generating. Therefore, a successful solution can mitigate costs and potentially generate revenue.	Combined resources of the organizational leadership and collegial leadership approaches provides the time, human, fiscal and information resources needed to successfully implement this OIP. Human, time and information commitments are necessary investments from faculty providing organizational leadership prioritizes this plan with supportive funding and staff administrative and expert involvement				Same; OntU continuously invests in technology and this OIP isn't anticipated to require additional investment.

Specifically, the cost of maintaining the status quo can be detrimental to institutional reputation and/or student satisfaction for organization stagnation without innovation and a goal for improving. Thus, while maintaining the status quo is a possible solution, it is not one that I recommend for this PoP. A possible approach that might assist in addressing this PoP, but will require some additional resourcing, is the organizational leadership approach.

Possible Solution 2: Organizational Leadership Approach

The organizational leadership-only approach to this PoP using Cawsey et al.'s (2016) change path and Schein and Schein's (2016) change management models tries to implement change without the input of faculty. In this scenario, senior administration increases resourcing and outlines the justification and importance of pedagogical professional development. A significant challenge for the organizational leadership only approach would be in approaching learning anxiety and the motivating stage of Schein and Schein's model of change management and an awakening and mobilization stages of the change path model (Cawsey et al., 2016). Senior leadership's justification would be viewed as a top-down approach and would be unlikely to accomplish the goal of promoting faculty recognition or the prioritization of improving teaching competencies. Although senior administration members have the power to make resourcing decisions that are valuable for the implementation of change and can change policies related to administrative staff, it is improbable that this scenario would ultimately lead to motivated faculty and pedagogical development because OntU's governance model and the faculty's autonomy do not support this approach.

As Department Chair and Chair of a council for all university chairs at OntU, I have regular conversations with departmental leaders and executive leadership team members. My agency is indeed limited by the lack of authority to make organizational leadership decisions. However, I am a respected contributor to the institution, recipient of international and organizational teaching awards, and my perspectives are often sought out, both individually and through my service on several committees, including in the Senate, and taken into consideration

in institutional decisions related to teaching and learning at OntU. Ultimately, the organizational leadership-only approach would focus on resourcing and communication, but little change is anticipated without faculty engagement.

Possible Solution 3: Collegial Leadership Approach

The collegial leadership-only solution relies on faculty engagement to drive the change and initiatives for this PoP. In many ways, this possible solution is similar to an organizational leadership approach, in that it also has valuable attributes that can contribute to moving OntU toward the desired state. The most significant point that supports this possible solution is the autonomy and self-governance of the collegium. These prerogatives of the collegium allow for faculty to choose to engage or not engage in pedagogical professional development.

If a greater number of faculty choose to increase their pedagogical knowledge and competencies, this outcome would be the desired state of this OIP. Collective faculty engagement can also promote a constructivist approach (Fuller, 2019; Wheatley & Frieze, 2006) as well as promote psychological safety (Dutton & Heaphy, 2003) and relatedness or a sense of community (Ryan & Deci, 2017).

In this solution, without the support of organizational leadership, the resourcing required to implement this OIP fully is limited. For example, without resourcing or an agreement to pursue informal and formal structural changes (Cawsey et al., 2016; Nadler & Tushman, 1980), full-time faculty will need to balance a more than full-time career with an emphasis on research with additional time spent on professional development for teaching. This approach is similar to the status quo and is unlikely to assist in furthering the goal of this OIP. For part-time faculty, their participation in professional development for the greater good of the institution is exploitative if organizational resources do not compensate them. Due to the level of competition, some contract faculty will subject themselves to this exploitation in hopes of greater access to future full-time employment. While this approach might be moderately effective, it is short sighted. The development of structures and policies that do not rely on

contract faculty's exploitation is ethically and logically preferable. The next possible solution combines the organizational and leadership approaches.

Possible Solution 4: Combining Educational Leadership Approaches

The final solution is an umbrella solution combining the organizational and collegial methods and incorporates the strengths of the governance structure, and the powers and authority of each approach described above. In doing so, the most complete implementation of this OIP is achieved as well as the greatest breadth of benefits including a reduction of learning anxiety (see Table 2 and Appendices C and D). This solution requires that senior administration commit resourcing, communicate their support of faculty and consider the culture and policies that can be changed or implemented to get closer to the desired state.

Concurrently, faculty can communicate and highlight the benefits of pedagogical professional development and their role in protecting academic freedom are featured in the solution. Engagement in the development of pedagogical content as well as of Communities of Practice (Fuller, 2019; Wheatley & Frieze, 2006) is a component of creating dual-disciplined identities among faculty and relatedness critical to motivation (Ryan & Deci, 2017). Ultimately, however, faculty must be able to exercise their autonomy and self-governance in the process. Additionally, depending on the configuration of the solution, a successful implementation of this plan has the potential to generate income and either mitigate the financial costs of resourcing the plan or be revenue generating. Therefore, successful implementation of this OIP with a consideration to possible income generation might assist in initial resourcing commitments.

Table 2

Benefits of Achieving the Desired State for Faculty, Students, and the Institution

	Benefits of Achieving Desired State
Faculty Members	Faculty personally benefit in confidence, time management, efficacy, and leadership abilities in the classroom (Bilal et al., 2017; Çam & Koç, 2021; Gibbs & Coffey, 2004; Kaynardag, 2017; Postareff et al., 2007; Potter et al. 2015). With increased competency, faculty motivation and greater competency is promoted. Success leads to further success and motivation to continue learning (Ryan & Deci, 2017). Greater ability of faculty to defend academic freedom and autonomy in teaching and learning and recognize processes and policies that infringe on this privilege. The promotion of community through Communities of Practice, improvement of informal (cultural) and formal structures at OntU, and a constructivist approach addresses relatedness in self-determination theory and motivation (Ryan & Deci, 2017). It can also presumably provide a sense of stewardship in teaching and learning and OntU with the identity of dual-disciplined experts in their field and in education. The reduction of learning anxiety (Schein & Schein, 2016) through greater competency.
Students	When faculty increase their teaching competency: 1. Student retention increases (Crosling et al., 2015; Ortega-Dela Cruz, 2015) 2. There are improved student outcomes when education is based on informed teaching practices (Maringe & Sing, 2014), and 3. There are improved mental health outcomes (Baik et al., 2019). Student and alumni pride in association with OntU. (See institutional benefits).
Institution	The institution can legitimately claim that students experience pedagogically informed experiential learning by certified or dual-disciplined faculty while simultaneously counting the content which includes activities to meet the performance-based metrics for the SMA3. Increased student retention and satisfaction due to educators using best practices. Institutional reputation and claim as a place where highly qualified educator-experts offer innovative and pedagogically supported content, delivery, and assessment. Leveraging of student pride, maintenance or growth of enrollments as well as benefitting from appreciative alumni's cash and in-kind donations to further the strategic goals of OntU.

Plan-Do-Check-Act Cycle in Organizational Learning

The use of a plan-do-check-act (PDCA) cycle in organizational change can be a valuable tool to implement, monitor and evaluate actions aimed at accomplishing the envisioned goal. The PDCA cycle is flexible to accommodate various theoretical frameworks. For this OIP, using the PDCA cycle allows for a constructivist learning culture theory (Schein, 2010) approach, which provides the conceptual framework for this OIP. Through distributed and transformational leadership, as well as Schein and Schein's (2016) model for change management and the change path model (Cawsey et al., 2016), the PDCA cycle creates an explicit framework for action, monitoring, and confirming or adjusting the plan enacted (Pietrzak & Paliszkiewicz, 2015; see Figure 2).

Figure 2

The PDCA Cycle
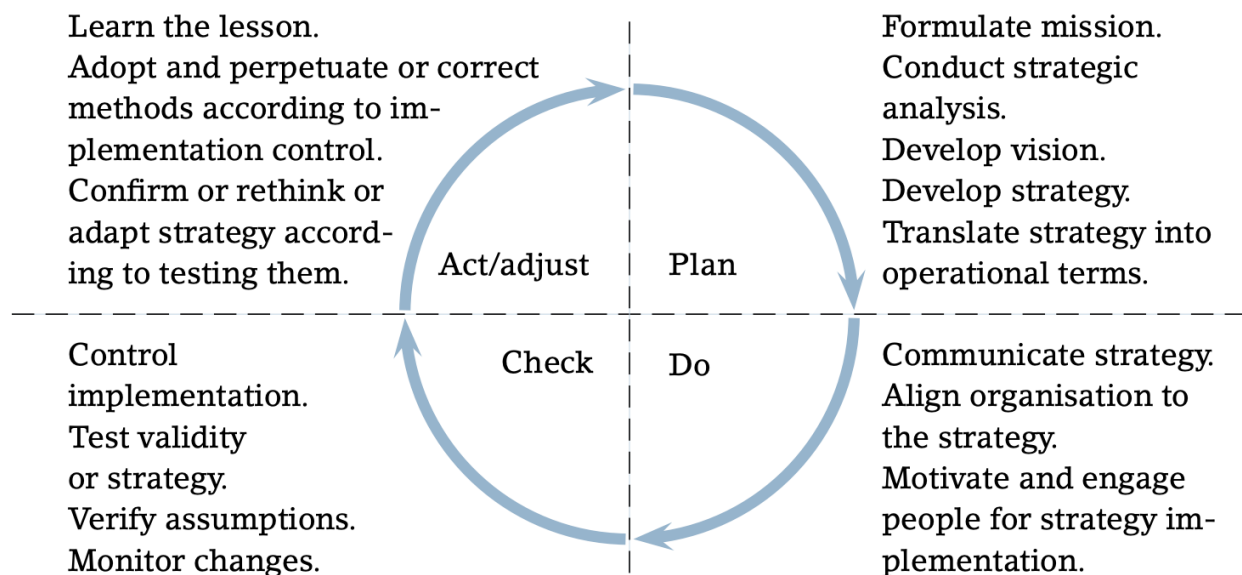
Note: From "Framework of Strategic Learning: The PDCA Cycle," M. Pietrzak & J. Paliszkiewicz, 2015. *Management, 10*(2), p. 153. Reprinted with permission.

There are several PDCA cycles in the proposed solution incorporating educational leadership through organizational and collegial change. The first cycle focuses on the organizational change required for the initial acceptance of the plan and recruitment of faculty collaborators. Subsequently, PDCA cycles include plans to develop potential strategy configurations. The developed strategy could be an inhouse credential developed as a stand-alone certificate, a credential embedded in curriculum through an OntU faculty, or an externally supported and endorsed credential, each with different approvals and actions to take in order to implement. This OIP primarily focuses on a post-graduate certificate-like solution in discussions. However, the constructivist approach requires collective envisioning to best determine the ultimate goal, which may produce alternative methods to achieve the desired state. The remaining PDCA cycles focus on securing resourcing for the plan, collaboratively building the agreed-upon solution, developing communications for launch and implementation of the professional development solution, and tracking over the long-term.

In summary, the recommended solution of combining organizational and collegial leaderships can be monitored using the PDCA cycles. It will be essential to delineate the plans, strategies, evaluations, and adjustments for both governance forms at OntU. Communicating the benefits to all stakeholders is a key component of the "doing" stage of the cycle. Lastly, in the upcoming section, the change process is evaluated through an ethical lens. It considers if the proposed change plan, implementation, monitoring, and action are ethical and what ethical considerations should be addressed.

Leadership Ethics and Organizational Change

In the previous chapter, the ethical justifications for promoting faculty-motivated pedagogical training were outlined. These justifications include the principles guiding the ethical best practices of autonomy, nonmaleficence, beneficence, justice, and fidelity in the context of the PoP (Kitchener, 1984). In this section, the questions are asked, "Is the proposed change ethical? Are the proposed leadership approaches, change management frameworks,

desired benefits to stakeholders and the PDCA cycles of change progress ethical and enriching

for "the good" (Granna, n.d.; Strike & Soltis, 2009)?

Regarding the distributed and transformational leadership approaches, there are several

ethical considerations. First, are these leadership approaches ethical? Can there be ethical

downsides to distributed and transformational leadership in the context of this PoP? Autonomy

is the first principle of ethical best practices to consider (Kitchener, 1984). At all times, faculty

must have the autonomy to choose to engage, or not engage, in professional development and

consent, or not consent, to participating in the change process. The hope and belief are that

many faculty are intrinsically motivated to participate in the process due to the principle of

beneficence through stakeholder benefits. Granted, hopes and beliefs may not translate into

reality, but plans that include promoting relatedness through communities of practice,

highlighting ethical considerations in the privilege to teach, and highlighting the benefits of

educational development for faculty can assist in the motivating, awakening, and mobilization

stages of change management (Cawsey et al., 2016; Schein & Schein, 2016). For reference, these

previously described benefits are summarized in Table 2, which was presented under Possible

Solution 4. However, it is important to recognize that there are several ethical reasons why

faculty would choose not to consent and participate, even when the change benefits are

desirable.

Ethical considerations for faculty who choose not to participate might include their

employment security. Almost half of the faculty on OntU are employed through temporary

contracts, generally by the academic term (Brownlee, 2015b). To ask them to participate in this

type of change without addressing compensation is unethical. Additionally, full-time faculty can

have unmanageable formal and informal workload expectations while concurrently handling a

spectrum of personal responsibilities. The good news, however, is that there can be

implemented solutions to these barriers as part of the change process. Examples include

professional development stipends for contract faculty, pedagogical development leaves for full-

time faculty, and a recognition that for full-time faculty to engage in efforts to improve their

teaching competencies is, in fact, service to the university and should be considered as such.

While this OIP positions the proposed changes as ethical, it is important to recognize that for

some, the participation in the ethical change can promote exploitation and harm in other ways

and are, thus, unethical to consent to. Fortunately, distributed and transformational leadership

approaches incorporate autonomy, which provides stakeholders with the freedom to decide.

When considering the ethical considerations for OntU's participation in the

recommended solution, the ethical principles of justice and fidelity are particularly relevant. The

institution is a multi-campus, multi-community university with campuses on traditional

Indigenous territory. The resourcing of pedagogical professional development not only

promotes faculty and student success (Baik et al., 2019; Bilal et al., 2017; Crosling et al., 2009;

Kaynardag, 2017; Maringe & Sing, 2014; Postareff et al., 2007; Potter et al., 2015), but can

ensure fidelity with institutional integrity and values (OntU, 2008). Institutional support can

promote pedagogical knowledge in experiential learning, but can also contribute to their stated

goal of Indigenization and the pursuits of promoting and integrating Indigenous initiatives in

university policies and practices (OntU, 2019).

Battiste (2002) noted "a preference for experiential knowledge" (p. 15) among

Indigenous peoples. The resourcing of professional development solutions that promote

pedagogical competencies, knowledge of experiential learning theory (Kolb, 2015), and the

acknowledgement that experiential learning theory parallels traditional Indigenous knowledges

about learning (First Nations Pedagogy Online, n.d.) is ethically supported through the

principles of justice and fidelity. Part of the solution requires consultation with, and verification

by, Indigenous Elders and faculty that this is an approach considered appropriate to define as a

contribution to Indigegogy with parallels between traditional knowledges and experiential

learning theory. If verified and considered appropriate, the communication about these parallels

in teaching and learning strategies throughout the organization can increase the motivation of

pedagogical professional development and participation in some realization of Indigenous initiatives at OntU.

Another alignment of Kitchener's (1984) ethical principles is in regards to OntU and faculty upholding of the standard of education offered to students. There is a responsibility that a quality education is provided to students who many times acquire debt to pay for university. Despite the fact that students may have various beliefs of what that quality entails, quality in this OIP is specifically referring to pedagogically defined best practices that promote learning, comprehension, and application and that inspire critical and innovative thinking. These skills do not train for a specific occupation as some students might hope for, but provide competencies relevant for success and application in a variety of fields. Suppose quality education, then, is not provided. In that case, both OntU and faculty are contributing to unethical maleficence or the harm due to debt or inadequate preparation for their future success. In some cases, education with more activities incorporated into programming might be a more ethical approach, even without integration of these activities with pedagogically designed experiential teaching. However, it seems there's an opportunity to knowledgeably design activities into pedagogical learning theories, thereby addressing several definitions of quality education at the same time while contributing to data supporting SMA3 performance-indicators (Dicker et al., 2019; Stehle et al., 2012).

There are two caveats to this embrace of using activities as part of pedagogically designed experiential learning: (a) accessibility and (b) knowledgeable academic freedom. First of all, the insistence by the province to define experiential learning as an activity has equity-related consequences. Some people are physically unable to engage in activities that can privilege the physically abled, nor afford opportunities that might provide the greatest gains in "personal capital" (Trower & Lehmann, 2017, p. 275). Also, particularly in the context of COVID-19 and remote learning, most students are not on campus in the vicinity of typical university town opportunities, and prospects to engage might not be feasible, safe, or equitable depending

on where they live. While it is not in my agency to change the province's operational definition of experiential learning, communication and awareness of its inequitable shortcomings can promote equity among pedagogically designed experiential learning at OntU.

Additionally, faculty must be trusted to choose not to design activities into their experiential learning when deemed inappropriate. There are differences among disciplines and differences in the relevance of activities to experiential learning strategies. While a chemistry student and their experimental process in the lab is relatively straightforward to design as both an activity and pedagogically designed experiential learning process, a philosophy student might require experiential learning with the internal "activity" of deep contemplation and consideration. The caveat, then, is to recognize that pedagogically designed experiential learning can have different appearances, particularly when knowledgably designed.

Lastly, it is an ethical approach to use the PDCA cycles in the implementation of this OIP because it allows for monitoring and redirection if the plan is not producing the desired outcomes. Engaged faculty invest their limited time and energy in pedagogical professional development. Students invest tuition and effort in their studies. The institution and the province are accountable to a variety of stakeholders. With the investment of all these resources, enacting a plan that does not incorporate feedback and the opportunity to adjust course does not honour the various investments made by all stakeholders, and if unsuccessful, contributes to loss of trust and decreased motivation for future innovations or initiatives (Thygesen, 2016). Ultimately, this PoP addresses an issue possessing various ethical considerations and recommended leadership and change management approaches, and possible solutions align with ethical principles and best practices (Kitchener, 1984; Strike & Soltis, 2009).

Chapter 2 Conclusion

The planning and development of this OIP's change process has several components to it. In this chapter, distributed and transformational leadership approaches are recommended and justified with the PoP and my leadership philosophy. Alignment is also made with the

readiness for change and change management models, discussed in Chapter 1, demonstrating the robustness and flexibility of using both to promote faculty-motivated professional development (Armenakis & Harris, 2002, 2009; Cawsey et al., 2016; Schein & Schein, 2016). Four possible solutions are suggested and evaluated against the PoP: (a) the status quo, (b) organizational leadership, (c) collegial leadership or a combined solution incorporating organizational, and (d) collegial leadership approaches. This umbrella approach acknowledges the structural and cultural differences in the respective governance structures and the ideal breadth of change required for the most impactful outcomes. In the end, the recommendations throughout the OIP are arguably ethical approaches for an ethical endeavour, but there are limitations to that argument. Most significantly, the acknowledgement that consent to participate in professional development can situationally be exploitative and cause harm. In the next chapter, the specifics for implementing, monitoring, and communicating the change process are discussed and aligned with the approaches and models described.

Chapter 3: Implementation, Evaluation and Communication

In the previous chapters, this Organizational Improvement Plan (OIP) described a problem of practice (PoP) and created a vision and an approach for change at an Ontario University (OntU). To review, a problem exists in higher education, including at OntU, where most faculty have little or minimal pedagogical training when hired for a role that typically involves 40–100% teaching. This problem reduces faculty's ability to protect their academic freedom and their ability to offer pedagogically informed course design, delivery, and assessment. This PoP impacts faculty's sense of self-efficacy and motivation as well as student outcomes and can influence institutional funding through the performance-based Strategic Management Agreements (SMAs) (Baik et al., 2019; Bilal et al., 2017; Britnell et al., 2010; Crosling et al. 2009; Kaynardag, 2017).

Hence, the idealized vision is a university where the structures and policies support faculty-motivated pedagogical professional development, including in the area of experiential learning. The goals of meeting this vision include realizing benefits for various stakeholders, including advantages for faculty, students, and the university. Several solutions are previously described for the PoP, and a strategy is recommended that best uses transformational and distributed leadership approaches in a constructivist context (Bolden et al., 2009; Burns, 1978; Fuller, 2019; Gronn, 2000; Spillane et al., 2001). This recommendation leverages the benefits of both organizational and collegial leadership approaches in a combined educational leadership solution to maximize the potential for successful implementation.

In this chapter, the recommended combined educational leadership solution is explored with a focus on implementation, evaluation, and communication of the plan. This includes communicating how this OIP aligns with OntU's (2019) organizational strategy since this reasoning will provide justification to OntU's administration that resourcing of this plan should be prioritized. Specifically, OntU's five-year strategy is divided into two priority themes: (a) "Thriving Community" and (b) "Future-Readiness" (p. 3). There are several subsections to

the thriving community theme, including emphasis placed on inclusivity and Indigeneity. Under the future-readiness theme, there is credential innovation, enduring skills, and experiential learning, among others (OntU, 2019). These five subsections (i.e., inclusivity, Indigeneity, credential innovation, enduring skills, and experiential learning) directly and explicitly align with the vision, actions, implementation, and intended outcomes of this OIP. With the realization of the desired state, dual-disciplined faculty with pedagogical knowledge can design a universally inclusive curriculum. Increased teaching competencies can promote enduring skills for faculty, resulting in improved student outcomes and presumably enduring skills for students (Baik et al., 2019; Bilal et al., 2017).

Additionally, recommendations of developing credentials for faculty, such as a post-graduate certificate in higher education or other pedagogical professional development, can readily tie into the credential innovation of the strategic plan (OntU, 2020b). Lastly, experiential learning is unequivocally stated as a priority, and this is partly due to its emphasis on performance-based funding in provincial SMA3s. In the classroom, however, a knowledgeably designed curriculum using experiential learning theory (Kolb, 2015) can further promote inclusivity, enduring skills, and, as noted in Chapter 2, can align with Indigenous pedagogy (First Nations Pedagogy Online, n.d.). In summary, the goals of this OIP complement and supplement the stated priorities in OntU's (2019) strategic plan. After communicating this strategic alignment, a concrete implementation plan requires communication for effective plan implementation.

Change Implementation Plan

The implementation of this plan has four phases: (a) consultation, (b) development, (c) implementation, and (d) monitoring. Each phase is described and expanded on in this section and then summarized in Figure 3.

Phase 1: Consultation

In Phase 1, there are consultative actions to take. Identifying the initial faculty collaborators willing to champion this endeavour will form the grassroots foundation for the constructivist approach. Development of a baseline survey, program content, enhanced communities of practice, and modifications to any of these components require collaboration and faculty input.

Recently, the OntU Senate approved the development of a centre on interdisciplinary research and leadership in the context of education. A faculty member in the field of education spearheaded the centre's development and was supported by a handful of other faculty members from several other disciplines, including myself. These faculty members comprise the inaugural organizing committee now that the Centre has been approved. The goals of the new research centre are complementary to the goals of this OIP, and I anticipate the Centre to be a source for possible faculty collaborators. In addition to these faculty members, OntU's institutionally or externally recognized teaching award winners and teaching fellows are among the people to recruit interested collaborators. Finally, the currently small groups of faculty members in teaching communities of practice will be asked if they are interested in participating as the grassroots foundation for this collaborative initiative.

In Phase 1, the development of a faculty survey will inquire about faculty's sense of teaching preparedness, the amount of pedagogical professional development they have engaged with, the barriers and incentives to engaging, and their sense of self-efficacy as educators. The survey data will provide a baseline understanding of teaching and pedagogical professional development at OntU and help inform the design and configuration of either an OntU teaching certificate with various pedagogically focused modules, a post-graduate credential housed in a host faculty or department, or a co-developed certification with external partners. In any case, the configuration will reflect a collective endeavour and consultation with stakeholders.

Another aspect of Phase 1 is to engage in consultations with an OntU Faculty or Department to gauge whether there is an appetite for hosting a post-graduate certificate in higher education. This would depend on a consensus of what configuration the pedagogical professional development will take. Ideally, a post-graduate certification program embedded in academic curriculum could be a credential available to external participants as a needed, and arguably necessary, service that is not offered at other Ontario universities. It could also be a possible source of revenue generation. While this service and potential source of revenue generation align with OntU's priorities, the chief goal, in the context of this OIP, is first to have a recognized credential available for OntU's contract and full-time faculty to engage in educational development. Involvement with an academic Faculty or Department is not required, but would elevate the credibility of a post-graduate certificate (PGC). A PGC could be scaffolded into the current curriculum for advanced standings in existing graduate programming. A caveat significant to whether a Faculty or Department would be interested in hosting a post-graduate certification program is organizational funding. In Phase 1, securing a resource commitment from organizational leadership is essential. To secure resourcing, a concrete plan further developed by a group of dedicated faculty members is required.

The aspects of Phase 1 can be accomplished concurrently and in the span of a few months, but might take longer due to pandemic-related deficits slowing resourcing decisions and pandemic-related workloads impacting the appetite for engaging in new endeavours. The development of a robust survey will likely take the most amount of time in Phase 1. However, I have recently submitted a proposal for the baseline survey aspect of this OIP as a stand-alone project, still incorporating faculty collaboration in its development, with its own resourcing, and Research Ethics Board approval. If approved, I am confident that the actions of Phase 1 could be implemented within a few months under non-pandemic conditions. However, the timelines provided in this implementation plan will require flexibility due to pandemic related issues.

Phase 2: Development

In Phase 2, or the development phase, the plan involves creating content for the pedagogical professional development programming. This requires a decision on its configuration. If it is an inhouse certification using a collection of professional development modules, but not embedded in OntU's curriculum, then Senate approval is not necessary. If the configuration includes the creation of academic curriculum and credentials, such as a post-graduate certificate offered by a Faculty or Department, then the design and content will require formalized Senate approvals. If co-developing curriculum with an external partner with acknowledged credentials, then Senate approval is not required. This latter possible option can also mitigate costs with shared development and resourcing.

I became aware of some institutional interest in this idea when an OntU administrator invited me to participate in a virtual workshop held by a university in the United Kingdom. The purpose of this workshop was to learn about their post-graduate certification program in higher education, its implementation, challenges, and successes. One important difference to note about the UK PGC in contrast to this OIP is that the UK PGC is compulsory for faculty. To be clear, this OIP is only proposing a voluntary professional development option for OntU faculty.

Nonetheless, I consider my invitation to be a positive sign that organizational interest in this OIP is, in at least principle, supported. At OntU, faculty engaged with the initiative will help to shape the direction of the voluntary program's content. In doing so they will recognize some institutional priorities, like the content on experiential learning theory design, delivery, and assessment, as well as content informed by the grassroots faculty and data from the baseline survey. Depending on the level of resourcing, this phase could take upwards of 10 months to a year. With less resourcing, this could take longer, but completing the certification or module content is a tangible outcome to delineate the appropriate timing to move into Phase 3.

Phase 3: Implementation

In Phase 3, the new content for pedagogical professional development is launched. Ideally, this includes a post-graduate credential in some configuration. Still, if that is not how the plan unfolds, there can be an internally recognized collection of modules provided through the administrative teaching and learning centre. In this phase, the grassroots faculty who are willing to model professional development in teaching and learning can choose to go through the programming and promote it among their colleagues in different disciplines and through the communities of practice. The other aspect of Phase 3 will be to enhance communities of practice engagement and find ways to address scheduling and availability for faculty to attend. "Brown Bag Pedagogy" could mean that twice a week on different days, there are informal lunch get-togethers to chat, present, problem-solve, or discuss a journal article. These short meetings on different days might be able to accommodate a variety of schedules. Then, once a month, there could be a more significant event with presenters or facilitators for a workshop. Part of the role of grassroots faculty will be to organize these get-togethers, encourage peers to participate, and promote collegial community involvement.

Phase 4: Monitoring

In Phase 4, while keeping track of how many faculty members attend the communities of practice and engage with the program, in whatever configuration develops, an exit survey is provided for faculty who finish the pedagogical development programming. The exit survey is to obtain interim data about faculty's perceptions of impact on their teaching practice and sense of self-efficacy. Every three years, the original baseline survey will be used to evaluate organizational change. The summary of implementation phases provides other approximate timelines for the plan (see Figure 3).

Figure 3

Summary of Implementation Phases

Consultation	Development	Implementation	Monitoring
PHASE 1	**PHASE 2**	**PHASE 3**	**PHASE 4**
• Recruit grassroots faculty educators • Survey faculty • Consult with potential internal or external hosts of programming • Secure funding from administration	• Creation of pedagogical professional development content including experiential learning and other learning theories	• Launch the program • Promote Communities of Practice • Grassroots faculty model engagement with program	• Engagement tracking (participant numbers) • Exit survey of faculty who complete program • Repeat initial Phase 1 survey every 3 years • Modify program based on updated literature and faculty feedback

2 to 3 Months → **10 Months to 1 year** → **3 year cycles to evaluate**

Potential Implementation Issues

While the robust alignment of this OIP and OntU's (2019) strategic plan is considerable, there can be resistance and concerns about this OIP's recommendations that could interfere with its implementation. There are three specific possible resistance areas: (a) resistance from faculty, (b) resistance from the organization, and (c) opposition from the faculty association.

Resistance from Faculty

It is fair to anticipate that among the several hundred of OntU's full-time and contract faculty, there will be many who connect with the vision of this work and see its value in the context of benefiting faculty, students, and the organization as a whole. In addition to tangible benefits for stakeholders, there are substantial social justice and ethical reasons to assist faculty with their teaching competencies described in Chapter 1. For example, with the principle of nonmaleficence, can students expect that their tuition fees, and often resulting debt, include instruction by informed educators in their respective fields of expertise AND in their teaching

practice? Framed in this manner, it might seem that most faculty would, or even should, be in favour of this OIP's realization. However, there are many reasons why the goals, or the actions to meet these goals, might not resonate with some full-time or contract faculty members. Since faculty are autonomous and this OIP is about creating the space for faculty-motivated engagement within the organization, faculty resistance is the most significant potential implementation issue to address.

One reason that faculty members may not be willing to engage in the professional development content created for this OIP is their current workload or their current workload combined with their other responsibilities. For example, regarding full-time faculty, the Times Higher Education's poll reported that 68% of faculty indicate that they work too much and 32% feel their workload is unreasonable (Grove, 2016). Additionally, Gill (2017) noted how faculty work the equivalent of seven days per week and the prevalence of suffocation metaphors used by faculty when discussing work, such as "coming up for air," "drowning," and "going under" (p. 6).

In the current context, there are additional equity and workload concerns around the COVID-19 pandemic, with a disproportionate number of women (66%) who have considered quitting their jobs to multitask managing children, the household, and work compared to less than 20% of men ("Canadian Women," 2020, para. 1). A study conducted by Pollara Strategic Insights in collaboration with The Prosperity Project found that "the prevalence of traditional household roles continues to act as an ongoing barrier to women's careers, and this has been further exacerbated by the pandemic" ("Canadian Women," 2020, para. 4). To expect full-time faculty, of any gender, to engage in professional development when overwhelmed with their present workload and personal responsibilities is unreasonable, unethical, and injurious. Even if faculty supported the goals of this OIP in principle, there is only so much time and energy available. Additionally, resistance by contract faculty is rightfully anticipated, as they are paid per course and are employed term by term with no job security or benefits. What must be

reiterated is that engagement with pedagogical professional development needs to be something that individual faculty members choose to engage in, when and if it is a priority.

There are ways that OntU's administration can address some of these barriers to support faculty engagement with formal pedagogical development. In the implementation of this OIP, organizational leadership must address full-time and contract faculty workloads. For example, professional development stipends for contract faculty to pursue professional development need to be provided. If too resource-intensive, start with a short application process for an allotted number of course stipends per year determined by lottery, if more applicants apply than the stipends available. Likewise, for full-time faculty, the administration could lessen workloads with course remissions or recognition of service. Participation in educational development needs to be valued as a service to the university, particularly if providing course remissions is not sustainable. In any case, it should not be considered as personal time. This decision will help mitigate the challenges outlined in the literature, and anticipated to surface during the initial faculty survey, which is limited time due to extensive workloads (Gill, 2017; Grove, 2016).

This OIP recommends specifically highlighting the benefits of engaging in pedagogical professional development and achieving increased competencies to faculty as outlined in the literature (Bilal et al., 2017; Çam & Koç, 2021; Gibbs & Coffey, 2004; Kaynardag, 2017; Potter et al., 2015; Postareff et al., 2007; Ryan & Deci, 2017; Schein & Schein, 2016). These benefits are summarized in Table 2. While the benefits are farther reaching than faculty and also impact students and the organization, faculty need to envision how their investment of time and effort will personally benefit them. Ultimately, increased competency and confidence in one's work can promote greater satisfaction in those areas (Ryan & Deci, 2017; Schein & Schein, 2016). One could argue that improved satisfaction in teaching could influence faculty's overall enjoyment of their work and influence campus culture.

Other ways to mitigate faculty resistance might include providing incentives through organizational leadership, although self-determination theory suggests that some incentives can

be demotivating (Ryan & Deci; 2017), communicating the strategic and ethical alignment of this OIP, and developing culture through communities of teaching practice. These actions might attract interest from faculty who are ready to engage in pedagogical professional development or might inspire the engagement of faculty who would not have otherwise been inspired. The goal is that over time, the total number of faculty who have completed pedagogical professional development becomes a larger percentage of OntU's faculty. Once a tipping point is reached, culture is influenced, and the envisioned desired state is realized, where education is the common co-discipline among faculty along with their respective fields.

Regarding resistance, a Faculty or Department will be hesitant to host a post-graduate certificate in higher education unless there are specific assurances from the university that it will be sufficiently resourced and that hosting will not add additional workload burdens on staff and faculty. This resourcing issue is where the organization may be resistant and is discussed in the next section. One possible solution is to collaborate with external partners in development of a credential to minimize the resourcing needed for individual universities.

Resistance from the Organization

Strong alignment with this OIP and OntU's (2019) strategic goals is provided in Chapter 1, and there is little concern that OntU will reject the premise of this OIP. However, in the context of COVID-19 and significant pandemic-related deficits, there might be hesitation by the OntU administration to commit the time, informational, financial, and human resources to develop a program. This resistance might be bound by the realities of the budget, regardless if the initiative is developed within academic curriculum or is a stand-alone certificate offered through the centre that supports learning and teaching. However, if OntU is dedicated to credential innovation (OntU, 2019), a post-graduate certificate in higher education hosted by an academic Faculty or Department could draw external applicants since there are currently no universities in Ontario that offer a similar type of credential. Additionally, a post-graduate certificate can be scaffolded into the current graduate program offerings to provide participants

advanced standing in a relevant program, thereby providing a shortened pathway to a graduate degree credential.

Consequently, potential revenue generation and increased faculty teaching competencies can justify this initiative's adequate resourcing through an academic credential. This support directly aligns with OntU's (2019) strategic plan. To address resistance from the organization, it will be important to highlight credential innovation, revenue generation, and the other organizational priorities that this initiative supports. Specifically, these priorities include promoting inclusive pedagogy, Indigegogy, and experiential learning. Explicitly communicating how this OIP addresses academic priorities and priorities related to student wellness (i.e., student affairs) will be necessary for resource commitment. These communications include connecting the OIP to various senior administrators' mandates related to equity, diversity, inclusion, Indigeneity, teaching, learning, and research.

Resistance from the Faculty Association

The primary potential sources of resistance are from faculty and OntU administration. Nonetheless, suppose the initiative is not properly communicated. In that case, the faculty association might misinterpret the goals of this OIP as an infringement on the Collective Agreement (OntU Faculty Union, 2012) and members' rights. Specifically, a post-graduate certification could be viewed as compulsory training. It is essential to highlight that the professional development program in whatever format it is offered is entirely voluntary and meant to protect academic freedom, which is one of the prerogatives the faculty association works hard to protect, and, in its realization, provides options to support member success.

For example, if the university hosts a research conference, it is expected that only faculty who choose to engage with that conference attend. Likewise, a post-graduate certificate program in higher education is a professional development option where faculty members are not expected to participate unless they choose to. Whether for research or teaching, professional development is included in curriculum vitae and can be valuable for contract faculty towards

receiving employment, merit, promotion, and awards. Faculty members always have a choice in how they approach their professional development in any capacity and how they develop their narratives for how their professional development justifies merit, promotion, and awards. While the development of an optional, voluntary program does not contradict the collective agreements, it is important to ensure communication with faculty relations explicitly states that the program fully supports autonomy, academic freedom, and faculty members' self-governance to minimize or eliminate any implementation issues.

Building Momentum

Building momentum of this plan requires a strategic, timed, and focused communication approach, which is fully described in a subsequent section of this chapter. Specifically, it requires communicating the vision of this OIP and its benefits to key stakeholders. Recognition of the potential resistance to support, why the potential of resistance exists based on stakeholder needs and contexts, and proactively and authentically presenting the plan to minimize stakeholder concerns is part of the plan. Briefly, when communicating with administration, communications focus on synergies between this OIP and OntU's (2019) strategic five-year plan, including the potential for revenue generation. When communicating with faculty, the ability to protect academic freedom through pedagogical knowledge and the evidence-based value of pedagogical professional development are the focus. For example, for faculty, this communication includes how some applied pedagogical understanding allows for more efficient use of time (Çam & Koç, 2021) and other beneficial outcomes for faculty, such as a greater sense of self-efficacy (Bilal et al., 2017; Gibbs & Coffey, 2004; Kaynardag, 2017; Postareff et al., 2007; Potter et al., 2015). Recognizing various stakeholder needs and priorities will assist with communication and building momentum for this plan. These concepts are further expanded on in an upcoming section outlining communications for the change process.

Acknowledged Limitations

Before expanding on the change process and communication of that change, limitations of this plan's implementation are acknowledged. My agency within the organization and the robust alignment of this OIP with organizational priorities make the realization of this OIP a strong possibility. However, I do not have the decision-making power to resource this initiative. The foundation of this plan rests on organizational leadership and its commitment to resourcing this initiative. Without committed and additional resourcing, this plan cannot be fully implemented. In a worst-case scenario, where organizational leadership does not allocate resources to this plan, a modified version of this OIP would include enhancing communities of practice and leveraging the current pedagogical professional development content developed by staff within a centre for learning and teaching. For that reason, a key priority is ensuring that senior administrators, who can make these resourcing decisions, can envision OntU in the realized state and its benefits to the institution, students, and faculty.

Additionally, while I have influence among faculty, I can only present the logic framework and justification for this plan. I cannot force or impose the initiative on faculty, nor can I conjure a consensus if it does not exist. If for some reason the ethical justifications, benefits to stakeholders, and ultimate vision of this OIP are rejected by the collegium, a diminished, yet valuable, leveraging of current educational development resources could be packaged as an inhouse non-academic option for the faculty that are interested. All would not be lost, but the scope of this OIP would be reduced significantly. In summary, while it is important to anticipate possible challenges and limitations, I am confident that if resourced, a robust version of this OIP will be accepted by faculty and will be implemented at OntU.

Change Process Monitoring and Evaluation

The PDCA cycle was introduced in Chapter 2 as an explicit framework to enact a strategy, monitor short-term results, and decide whether to adjust the direction or continue with the process to achieve the desired outcomes as determined through evaluation. Markiewicz and

Patrick (2016) advised incorporating monitoring and evaluation approaches in a plan's development, as these components are critical to a plan's sustained success. Operationally, monitoring a plan involves tracking the trajectory of change, and evaluation focuses on assessing the change or outcomes of a plan (Markiewicz & Patrick, 2016). Accordingly then, this section connects the PDCA cycle to the proposed distributed and transformational leadership approaches and outlines possible methods to track, gauge, and assess change, including ways in which to refine the plan.

A preliminary step in developing a monitoring and evaluation framework is determining what indicators denote that change has occurred. In the context of this OIP, there are several possible measures or goals to indicate successful change is in progress or has occurred, and the logic for these measures and goals are described. Furthermore, in a constructivist approach, it must be recognized that these measures will expand in breadth and possibly focus with greater collaboration among faculty.

First, to review this OIP's goals, this plan aims to increase the number of faculty who choose to engage in pedagogical professional development, which explicitly includes experiential learning, and to develop a pathway in which this can be accomplished. With this goal in mind, there are several objectives through which increased faculty-motivated engagement with teaching and learning can be monitored. While these objectives to be monitored are focused on the benefits and outcomes for faculty, it is anticipated that outcomes of these objectives will also result in benefits to students and the institution as described in Chapter 2. Framing the faculty's OIP-generated benefits as the plan's objectives further emphasizes the importance of including faculty's autonomy and self-governance prerogatives in any recommendations or solutions for the PoP. Explicitly, while there are anticipated benefits to OntU and its students as desired and planned outcomes of this plan, any decisions to engage in educational development must be faculty motivated. Therefore, the plan's goal and its five objectives focus on metrics to be monitored related only to faculty and are provided in Table 3.

The explicit articulation of the OIP goals and objectives of this plan inform the theory and logic behind its recommendations. The OIP theory creates a framework outlining the steps or actions required in order to achieve the desired results of this plan (Markiewicz & Patrick, 2016). Student and institutional benefits are included in the OIP theory because they are anticipated and desired results, despite the fact that the objectives to be monitored are only faculty-facing. It would be fairly straightforward to further expand objectives to include student outcomes through a survey process.

Table 3

Plan Goals and Objectives

Goals:	To increase the number of faculty who choose to engage in pedagogical professional development, in teaching and experiential learning theory (Kolb, 1984, 2015) and develop a pathway in which can be accomplished.
Objective 1:	To increase the number of faculty who report increased confidence, efficacy and leadership abilities in their teaching practice
Objective 2:	To increase the number of faculty who can defend academic freedom with the knowledge of how, when and why experiential learning theory should be used in the design, delivery and assessment of programming, as well as the use of other pedagogical strategies
Objective 3:	To increase the number of faculty who choose to participate in a post-graduate certification of university teaching and various teaching and learning communities of practice
Objective 4:	To increase positive faculty reports of institutional appreciation for their efforts to improve their teaching practice
Objective 5:	To decrease the number of barriers faculty report that inhibit their ability, motivation and likelihood that they will engage with pedagogical professional development

In general, metrics currently collected from both students and the institution could be related to percentage of faculty who have engaged in pedagogical professional development in teaching and experiential learning. However, for the scope of this OIP, the focus is on benefits to faculty, with logical outcomes that a change in faculty has the potential to have more far-

reaching results (Schein & Schein, 2016; Whelan-Berry & Somerville, 2010). The OIP theory outlines why it is anticipated that the objectives of this plan will be achieved when the proposed actions are taken (Markiewicz & Patrick, 2016; see Appendix D). It is important to note that many of the actions appear to be due to collegial leadership. However, these actions require institutional financial support and investment of time, staff, information, and technology to ensure these faculty actions are resourced for success. For this reason, it is essential to recognize the resourcing behind the actions described in Appendix D.

OIP logic, then, further expands on the plan's theory (see Figure 4) by visually representing the flow and interaction among elements of the plan (Markiewicz & Patrick, 2016). The logic framework is then used to convey the plan to the various stakeholders. Markiewicz and Patrick (2016) proposed integrating well-known program logic models to suggest six relevant elements to include in a framework. The first four elements (i.e., inputs, activities, outcomes, and outputs) and how they relate to each other are included in Figure 4, along with an additional section outlining the plan's impact (see Figure 4). Then in Figure 5, the last two elements of Markiewicz and Patrick's (2016) model provide the plan's assumptions and external forces. The assumptions and external factors in Figure 5 are not separate from the logic framework, but are required to provide context.

Figure 4

OIP Logic Framework for Increasing Faculty-Motivated Engagement

INPUTS

- Time
- Staff & Faculty
- Funding
- Information
- Technology

ACTIVITIES

- Communicate appreciation for the teaching faculty currently do
- Communicate authentic interest in assisting faculty with their teaching and better meeting their needs
- Develop and conduct baseline survey and publicly share results
- Compile and review current educational development resources
- Develop a post-graduate certificate in university teaching using current and newly developed resource and staff supports for a successful roll-out
- Actively problem-solve to incentivize and remove barriers to faculty engagement with teaching and learning professional development with stakeholders (contract faculty, full-time faculty, senior leadership, staff, faculty union)
- Support current and develop Communities of Practice in Teaching and learning based on identified faculty needs and interests
- Re-survey faculty every three years

SHORT-TERM OUTCOMES

- Increased number of faculty engage with pedagogical professional development
- Increased number of faculty can knowledgeably defend pedagogical academic freedom, including experiential learning design, delivery and assessment
- Increased number of faculty perceive OntU to appreciate their efforts in teaching and learning including their educational professional development

MEDIUM-TERM OUTCOMES

- Faculty report increased confidence, efficacy and leadership abilities
- Student outcomes improve with a greater percentage of pedagogically designed content (student achievement and degree completion and wellness including mental health)
- Increase in number of faculty appropriately implementing their knowledge of experiential learning into course design

OUTPUTS

- Baseline data obtained from survey in which to monitor and evaluate change
- Post-graduate certificate in university teaching is available for faculty
- Communications supporting and fostering teaching and learning at OntU
- Communities of Practice in T&L provide a framework for relatedness and SDT(Ryan & Deci, 2017) and a constructivist approach to change (Wheatley & Frieze, 2006)

IMPACTS

- An increased number of OntU faculty are certified university educators and influence institutional reputation for teaching excellence
- Contract faculty obtain value-added certification in teaching to assist with employment applications
- An increased number of faculty continue to engage in pedagogical development motivated by dual-disciplined identity and Communities of Practice
- OntU can count pedagogically designed experiential learning involving active learning strategies to meet both the SMA3 metrics and effective teaching
- Positive student experience promotes engaged alumni (and potential external funding, scholarships, etc.)
- Trends and improvements are iterative and the resurveying of faculty every two years signals authentic motivation to continually improve and learn about how to better meet faculty needs for professional development

Additionally, it is important to acknowledge that this plan has an extensive list of actions required of various stakeholders. From an external lens, these actions may seem unrealistic or be perceived as too extensive. However, this plan is not outside of my agency and that of the championed educators who I anticipate will be interested in the co-creation of recommendations and the configuration of possible solutions to meet the goals of this OIP. For example, until Chapter 3, this OIP makes assumptions that the challenges sector-wide are likely to be similar to those experienced at OntU. I anticipate that we will uncover that some sector-wide themes are indeed applicable at OntU. It is also possible to elucidate other challenges at OntU that may not be communicated in the literature. Therefore, establishing an evidence-based understanding of the current state through data collection is a logical approach. Consequently, I decided to informally explore the appetite for this plan within the senior leadership group.

Figure 5

Assumptions and External Factors for the OIP Logic Framework

ASSUMPTIONS	**EXTERNAL FACTORS**
Preconditions: • That OntU administration will find the justification, theory and logic of the plan compelling to resource (there has been some personal communication to indicate that this is a fair assumption). • That the Faculty of Education is willing to consider hosting a post-graduate certificate (PGC). While this assumption is not required, the PGC will have more credibility if offered from the Faculty of Education. *Connections:* • Faculty will prioritize pedagogical professional development if barriers are removed, incentives are provided and community is promoted. • That better informed faculty will be able to implement theory into practice for better personal, student and institutional outcomes.	• In COVID-19 recovery phase, deficits and/or further changes in provincial funding might prevent organizational leadership from providing the necessary resources to fully support this plan's success • Extensive social changes due to COVID-19 may create some instability for faculty members in their family life, parenting, etc. that reduces the ability for faculty to have the energy to engage in pedagogical development, even if they are motivated and perceived barriers are minimized. • Communication overload of competing or even complimentary priorities cause fatigue and dilute or overshadow the projects messaging

In consultation with one of OntU's administrators involved in teaching and learning, I was told that institutional data are lacking from which to inform a starting place for this OIP (Anonymized, personal communication, February 2, 2021). As a result, I inquired with this administrator if they felt an ethics-approved survey to establish a baseline understanding of the current state for full and part-time faculty at OntU would be of value to their current goals and what I shared about this OIP. I was told that they could see how establishing and launching a baseline survey on the state of teaching and learning at OntU would be a valuable institutional endeavour. Consequently, I was invited to participate in a working group to explore post-graduate certificates in university teaching options, such as those successfully implemented outside of Canada. This context is provided to demonstrate that the scope of the OIP is not outside of my agency.

With this informally articulated support, one of the first actions of this OIP is to develop a survey of both full- and part-time faculty. The purpose of the survey would be to elucidate the current state of instructor's knowledge of experiential learning theory and other pedagogical knowledge and establish what faculty hope to learn with educational development and what they consider to be barriers or incentives to engaging in professional development in teaching and experiential learning. In addition to these themes, I propose the survey also investigate instructors' perceived self-efficacy in their teaching practice.

In developing a monitoring and evaluation framework, the next stage is to develop evaluative questions in consultation with other faculty and administrative leaders. Considerations include what questions to ask, what stakeholders should be consulted, the breadth and number of questions, and a consensus on the final evaluation (Markiewicz & Patrick, 2016). Pedagogical literature can provide a starting point for the creation of evaluative questions. For example, Shulman's (1987) seven essential types of knowledge for teaching can provide some background as well as other teacher training models summarized by Fernandez (2014). Reviewing the two-phase report on *Faculty Engagement in Teaching Development*

Activities (Britnell et al., 2010; Evers & Hall, 2009) as well as *Fostering Quality Teaching in Higher Education: Policies and Practices* (Hénard & Roseveare, 2012) will assist with establishing evaluation questions that can be compared to past provincial results.

Evaluative questions related to learning anxiety (Schein & Schein, 2016) will provide a greater understanding of possible barriers to faculty engagement. Specific to experiential learning, Kolb's (2015) experiential learning theory and related aspects of Indigegogy (First Nations Pedagogy Online, n.d.) will be important to inform stakeholders contributing to the development of the survey. Lastly, the College Teaching Self-Efficacy Scale (Prieto, 2006) and "Approaches to Teaching Inventory" (Trigwell & Posser, 2004, para. 1) will provide validated indices from which permissions to use questions, if stakeholders consider relevant, may be obtained. While there are anticipated evaluative questions, they must be developed by the stakeholder groups involved in the plan.

Connecting the monitoring and evaluation framework to the PDCA cycle, the planning stakeholder group will also need to create evaluative questions to ask at each check phase of the PDCA cycle (Pietrzak & Paliszkiewicz, 2015) that requires reflection and decision making regarding whether to continue on course (i.e., act) or adjust course (see Figure 2 in Chapter 2). Anticipated PDCA cycles are summarized in Appendix E and are integrated with the phases of this OIP (see Figure 3 in Chapter 3). However, the stakeholder organizing group might have different perspectives on the planning stages' greatest priorities, and the "Check" phase of each cycle might create surprising results that completely redirect anticipated PDCA cycles. Careful collective considerations will be made to ensure constructed priorities inform the plans and actions that are ultimately implemented. In conclusion, the monitoring and evaluation frameworks of this OIP are naturally iterative and rely on short-, medium-, and long-term outcomes to determine if the plan should continue or be adjusted.

Communicating the Need for Change and the Change Process

To effectively implement and enact change in an organization, there needs to be communication to recruit, inform, inspire, raise awareness, celebrate, announce, and hopefully infrequently, counter misunderstandings. However, communication also requires actively listening to feedback and recognizing gaps or misunderstandings in any stakeholder's perspective, including one's own perspective. Therefore, a communication strategy must be flexible to accommodate and adjust to incoming information, particularly with a constructivist approach. This section presents a communication strategy for this OIP as an initial approach, while recognizing that incoming information will influence its ultimate implementation.

Strategic Communications

While the purpose of communicating information and the method of how it is conveyed are important, there are other aspects of strategic communications to consider as the change facilitator. Rucchin (2021) suggested that strategic communications are about "providing the right information to the right audience, in the right way at the right time" (p. 12). Rucchin's statement provides a starting point and it is critical to recognize that communication is not unilateral, and listening to feedback is necessary in effective communications.

This section outlines a communication strategy informed by Cawsey et al.'s (2016) and Schein and Schein's (2016) change management models. These models provide insight into the correct information to present to the right stakeholder audience. Considering the different stakeholder perspectives that can be presented, the communication strategy for this OIP is divided into (a) communications to promote change readiness and motivation, (b) communications for mobilizing the baseline survey, and (c) communications for implementation. A key feature in this communications strategy is to ensure all stakeholders are involved in the change process since the lack of communications are "significant contributing factors to resistance" (Canning & Found, 2015, p. 274). In this section, descriptions are

organized optimistically, with the assumption that the OIP is successful and approved for implementation.

Communications to Promote Change Readiness and Motivation

In the context of the change path model (Cawsey et al., 2016), the awakening aspect of change management identifies the need for change by articulating the gap between the current and desired states and creating a compelling vision of the desired state. Expanding on Cawsey et al.'s (2016) awakening stage, Schein and Schein's (2016) model for change management outlines the importance of disconfirmation, survival anxiety, reducing learning anxiety, and creating psychological safety to motivate stakeholders and promote change readiness. Essentially, these models inform what information to communicate.

Communications related to the approvals process are with three primary stakeholders: (a) potential faculty collaborators, (b) a potential host Faculty, and (c) Department or external partner and the senior administration team. The first group of communications are with potential faculty collaborators. I will individually communicate with faculty through email to establish one-on-one in-person or virtual meetings with the purpose to inform them of this OIP's vision, inspire interest, and recruit collaborators from the award-winning educators, teaching fellows, and other dedicated faculty at OntU. During these initial one-on-one discussions, it is important to describe the plan by highlighting the benefits for faculty engaging in pedagogical professional development.

These conversations with faculty will also emphasize the importance of how this vision enhances faculty's ability to protect academic freedom. While this may be a cause of survivor anxiety, which stems from the discomfort of realizing change is required to maintain academic freedom (Schein & Schein, 2016), it can promote a compelling vision between the current and desired states (Cawsey et al., 2016). Together, these communication strategies can initiate the awakening and motivating stages of the change management models through highlighting key change beliefs and promote mobilization (Armenakis & Harris, 2002; Cawsey et al., 2016;

Schein & Schein, 2016). A potential benefit that some faculty might consider an incentive is the recognition that collaborators on the OIP would share authorship in scholarly publications that stem from the implementation, monitoring, and evaluation of the plan. All together, if these communications are effective, they will have inspired participation and minimized insecurities that often arise from considering change (Frandsen & Johansen, 2011; Schein & Schein, 2016). Once the group members are identified, communications via email to meet as a group will convey a celebratory message of our shared vision and collective goal to create the desired state in this OIP.

Next, recruited collaborators and I will engage in face-to-face or virtual meetings with potential Faculty or Department leaders, with the purpose of assessing the willingness of their academic groups to become hosts of the pedagogical professional development credential such as a post-graduate certificate (PGC) or another configuration. This will require senior administration's commitment to resourcing, yet their commitment to resourcing is unlikely to occur if a formalized vision and configuration of the plan is not presented. Thus, the purpose of these communications is to find a tentative host for the proposed PGC programming, providing required funds are provided. I anticipate numerous critical questions, but in principle, I expect that faculty collaborators will find a host recognizing the value in the vision.

These conversations need to highlight the benefits of this type of professional development programming such as its potential to generate income and revenue. This point is particularly relevant because OntU uses a responsibility centre management model of budgeting, where portions of revenue generated within a unit stay within the unit. If a post-graduate certificate, for example, is revenue generating and also designed to scaffold into existing graduate-level programming, funds generated could assist the Faculty or Department to support their other priorities. That being said, this plan will need to respect the Faculty or Department's decision and their interest to engage or not engage in developing a post-graduate certificate program.

Suppose faculty in these communications veto the idea in all forms. In that case, communications could expand to considering external partners or will be redirected to the administrator responsible for teaching and learning at OntU. If it is the latter, a valuable professional development option for faculty could still be developed using existing resources, but the scope of the plan would be significantly diminished. The former option, however, might be an attractive scenario since co-development and delivery of programming can distribute costs and leverage synergistic strengths. Nonetheless, either backup plan can mitigate the risk of veto from an OntU academic unit. Once a configuration of program is agreed upon in principle, the funding for the program needs to be secured.

Communication with administration will require a concrete plan, including a proposed budget, configuration of the programming, and justification for the plan. In these meetings between faculty collaborators and senior administration, the purpose of the communication is to inform, recruit, and inspire resourcing and support for the OIP. In order to do so, a clearly conceptualized vision must be shared by introducing how this OIP fills a gap, strongly aligns with OntU's strategic goals, and how it can benefit the institution through student retention, institutional reputation, and potential revenue generation. Further, the OIP theory and logic (see Appendix D and Figures 4 and 5) will be shared to highlight how farther-reaching benefits can be achieved, including priorities related to the SMA3 performance-based metrics.

Part of this can also include a student voice to highlight the need for this OIP from a variety of angles. For example, a graduation survey is sent to OntU students in their last term of school. One student, who was graduating with good grades, directly sent me their feedback with the permission to use anonymously with a desire to be heard, but pessimistic it would make a difference:

> In my mind, University is about learning, expanding your knowledge, engaging, and preparing you for your career in life. This REQUIRES good/great professors. [Of] all my professors over the years, I have had 1 great one—(name redacted). He was a

phenomenal teacher. The rest have been not very good, or downright horrible teachers.

Now, this isn't saying I dislike them as people, but something I think Universities do not

consider is a person's ability to teach. Just because someone is intelligent in their field or

has a PhD, does not mean they will also be a good teacher. That is a completely different

skill. The vast majority of my professors were very intelligent, but were NOT even close

to good at communicating that knowledge and teaching. . . . I cannot explain how much

of a rip off/scam university feels to me. (Anonymized, personal communication,

February 5, 2021)

While many students have positive experiences, disillusionment such as that communicated in

this student's feedback can have an impact on institutional reputation and should not be

minimized. The good news is that I believe that the university would like to support change to

increase the likelihood of faculty choosing to engage in pedagogical professional development

and improve the student learning experience. A summary of communications with the three

primary stakeholders at this phase is provided in Appendix F.

Working under the assumption that the senior administration commits resourcing to

fund this change process and a host for the program is approved, other communication

considerations might arise depending on the configuration of professional development.

Examples include communications and the creation of Senate documents, if necessary, as well

as ensuring the faculty union is fully aware of the goal of protecting academic freedom and

assurances that the OIP is to develop voluntary (i.e., non-compulsory) professional development

options for faculty. In summary, most of the initial communications related to the awakening

and motivation stages of the change management models will be in person, or virtual during the

pandemic, and are tailored to each stakeholder group to highlight the value of this OIP in the

context of their priorities (Cawsey et al., 2016; Schein & Schein, 2016).

Communications for Learning and Acceleration

Once approvals are in place, the grassroots faculty collaborators and host department will focus on the learning and acceleration stages (Cawsey et al., 2016; Schein & Schein, 2016) of this OIP, which align with medium-term goals in Phases 2 and 3 of the plan (see Figure 3). Within a constructivist framework (Fuller, 2019; Wheatley & Frieze, 2006), the faculty collaborators need to collectively consider the pedagogical literature in the development of the faculty survey as describe in Chapter 2. In the development of a faculty survey, the audience comprises all contract and full-time faculty at OntU, and it will be essential to have a strong survey response rate for the data to be meaningful. With an email and a link to a survey, people are more likely to respond if the invitation includes their name, looks professional, assures anonymity, provides an estimate of how long the survey will take, and includes a maximum of two reminder emails (Saleh & Bista, 2017).

Additionally, communicating the survey's relevance to faculty and sending the email at the beginning of the day is more likely to increase the response rate (Saleh & Bista, 2017). Other communication strategies will include the names of the people in the faculty group, hopefully from diverse disciplines, who developed the survey and request that Chairs/Program Coordinators forward the survey to those in their departments/programs. A study in a post-secondary setting found that 88.7% of survey respondents agreed with the statement, "I am more inclined to answer the survey if it is from a colleague I know," and 74.1% agreed with the statement, "I am more inclined to complete a research survey if it was forwarded by my Chair" (Saleh & Bista, 2017, p. 67). Less impactful is the use of rewards, such as money or entering a draw, but if funds are available to include rewards, approximately a third of people are more likely to participate in a survey with a reward.

The optimistic goal would be to communicate and design the survey to encourage a 50% response rate or higher, but anything above 30% is a realistic success. Results would then be compiled in a report on teaching and learning at OntU and shared with the community.

Generating recommendations for change based on the survey and highlighting any trends will help inform how professional development can be designed to meet faculty needs, while also incorporating institutional priorities such as greater pedagogical knowledge, including experiential learning theory (Kolb, 2015).

Communications throughout the learning and acceleration phase and the uptake of the PGC professional development will expand. While the primary audience remains to be the full-time and contract faculty, with tailored messaging to early career, tenured, contract faculty, the program can also include participants such as post-doctoral fellows and external academics from other institutions. As with all communications, the messaging needs to be tailored to each audience. Appendix G provides examples of the differences in communications among these groups. For communications with prospective external participants, OntU's recruitment specialists will convey the messaging.

In the implementation of the PGC, communications will prioritize reducing learning anxiety and promoting a psychologically safe environment for learning and community building (Carmeli et al., 2008; Dutton & Heaphy, 2003; Schein & Schein, 2016; see also Appendix C). The majority of this messaging is through spotlight publications, emails, and the grassroots faculty collaborators modelling growth mindsets and learning culture (Dweck, 2016; Schein, 2010). Once the PGC is launched, regular communications will continue to focus on faculty and ensure transparency with senior administration.

Communications for Internalizing and Institutionalization

Lastly, communications will be used to maintain momentum of the OIP for *internalization* and *institutionalization* (Cawsey et al., 2016; Schein & Schein, 2016). In these long-term Phase 4 goals (see Figure 3), continued engagement with faculty to highlight our PGC, or alternative, professional development remains part of the communication strategy. However, in moving forward with internalizing and institutionalizing the goal is that the faculty at OntU reach a tipping point in culture. Specifically, while the pedagogical professional development is

entirely voluntary, a tipping point is a change in culture where the majority of faculty anticipate engaging with the content because "that's what we do at OntU." Faculty hearing from other faculty about the benefits they have experienced from completing the PGC will provide testimonials and support the communications strategy messaging.

Regarding the tipping point for a change in culture, research using mathematical modelling demonstrates that the tipping point where social consensus is influenced by the culture of committed minorities can be as low as 10% (Xie et al., 2011). However, overturning an established social equilibrium of culture more likely requires approximately 25% or greater to meet tipping point dynamics (Centola et al., 2018). In the context of OntU's full-time faculty, this equates to approximately 55 to 140 faculty: a tangible number. Likewise, a milestone would be to also have 10–25% of contract teaching faculty, with a stipend program in place, who engage in the program to promote organizational change. In summary, internalizing and institutionalization communications will continue by highlighting the benefits of the program and celebrating our successes.

Chapter 3 Conclusion

In this chapter, implementation, evaluation, and communication strategies of this OIP were described. From the initial consultation phases through the development, implementation, and monitoring phases, the plan must be flexible to allow for the consideration, building, and development of stakeholders' ideas. Anticipating possible areas of resistance can mitigate opposition to the plan by providing a communications strategy delivering information to both inspire participation and minimize learning anxiety (Schein & Schein, 2016). Additionally, communication is not unidirectional. Having the opportunity for stakeholders to provide feedback and strengthen any part of the plan is the point of a collaborative constructivist approach (Fuller, 2019). The communications strategy for this OIP takes shape around the change management models of Cawsey et al. (2016) and Schein and Schein (2016). The strategy is to tailor relevant information to each stakeholder group while recognizing the purpose of each

interaction. An effective communications strategy will effectively mitigate any stakeholder resistance by listening and responding to their concerns. However, ultimately, the goal is to inform, inspire, and recruit faculty and administration into action.

Organizational Improvement Plan Conclusion

Considering this OIP as a whole, there is a complexity and breadth to this plan that is exhilarating. There is optimism in a pathway that delineates the steps for possible change. However, there can be an allure to the status quo when so much valuable work and good intentions have built an organization to its current state. While there is substantial work underpinning the current state at OntU and considerable growth and development that has occurred over decades, the environment continues to change and influence the priorities of the organization, the people within it, and other stakeholders. The status quo, therefore, does not accommodate for the environmental changes the university sector is experiencing.

Interestingly, as a biologist, I have several times been exposed to the misattributed quotation of Charles Darwin: "It is not the strongest of the species that survives, nor the most intelligent. It is one that is most adaptable to change." Despite its modification and misattribution, it is a relevant quotation to highlight that environmental change is a driver of evolution. Interestingly, its true origins are rooted in organizational management (Megginson, 1963). Regardless, the point is that environmental change necessitates organizational change. In the current context, the university sector is likely experiencing some of the most significant environmental shifts of the past century.

This OIP considers the current environmental context and delineates a plan to increase the number of faculty who choose to engage in pedagogical professional development in teaching and experiential learning. A shift in this one aspect of engagement can have far-reaching effects, with potential benefits for students, faculty, and the organization as a whole. However, this OIP cannot be considered a prescription for action, but a fluid and dynamic pathway that highlights a gap experienced at OntU. This gap is likely relevant for all Ontario

universities with the increasing emphasis on experiential learning through the performance-based funding in the SMA3s. My agency within the organization, among my colleagues, and in my discipline situates me as a facilitator for this change, and I am drawn to the ethics of promoting access to pedagogically informed quality education. Through its constructivist approach, this OIP allows for supporting these scholarly priorities in education, while being flexible enough to align with congruent priorities and definitions of quality from various stakeholders. The ultimate result of this goal is to inspire and enact meaningful, transformational change addressing the value and ethics of supporting pedagogically informed quality education at OntU.

Next Steps and Future Considerations

The development of this OIP has provided me with a framework and the processes to envision and facilitate organizational change. Through the literature in developing this work, I came to better understand my leadership philosophy. Specifically, I became more aware that I lead with positive assumptions of people's intentions (McGregor, 1960) in promoting HQCs (Dutton & Heaphy, 2003) and that transformational change in an organization is built on the transformational growth of individuals within that organization (Bass, 1985; Burns, 1978; Northouse, 2019; Schein, 2010; Whelan-Berry & Somerville, 2010). This growth requires the autonomy for individuals to choose to engage with learning and their community if and when they are ready and have the time to do so (Ryan & Deci, 2017). I believe this OIP will contribute to the learning opportunities faculty have at OntU and will promote the building of dual-disciplinary faculty who identify collectively as educators as well as within their respective disciplinary communities. This change in faculty can lead to change throughout the organization. Future considerations expanding on this work include the evaluation of student and institutional outcome data and their alignment with the data of these faculty initiatives.

To address a broader point about workloads and individual learning for organizational change, creating a plan to broaden the view of an academic full-time workload might be the

topic for a future OIP. While this OIP does not suggest changing formal workloads, it does suggest ways in which the current framing of workloads can incorporate pedagogical professional development as service to the university. However, if workloads are always about maximal productivity, where do we derive the time and energy for a thriving, engaged university community? Where does creativity for innovation spring from when every second of a workday and well beyond is already dedicated to tasks and measured in deliverables such as publications, lectures, and meetings documented by minutes?

These reflections about workload, however, inspire consideration of Nadler and Tushman's (1980) congruence model of organizational behaviour: specifically, the informal and formal organizational components. Is it really the formal workloads that drive faculty to feel overwhelmed and use metaphors of "suffocation" and "drowning" (Gill, 2017, p. 6)? Can the workload expectations of faculty be due to informal structures within the academy? In reflecting on my own work life, regularly submerged in a deluge of pressures, I believe it is possible that this imbalance is not driven as much by my formal employment responsibilities as by the cultural pressures within academia in general. Unfortunately, it is an academic culture that I have wholeheartedly embraced and, at many times, to the detriment of my health.

Moving forward as an educational leader, I hope to provide support for my colleagues to set down their work. I will continue to honour the giving of their time and effort, but then encourage *and model* the leaving of work behind at the end of the week or workday so as to embrace other activities that replenish and rejuvenate us as individuals. In theory, I believe this approach can add strength to an institution through fostering the energy to then consider professional development and other endeavours. However, it is not quite this simple since injustice and inequity play a role, and this approach only benefits the most fortunate. Therefore, my goals in educational leadership, through the lessons learned in this program, are to also look for how I can support individuals by recognizing their strengths, celebrating their achievements,

while acknowledging the barriers endured, and whenever possible, use my leadership abilities to minimize inequities.

Lastly, as I previously mentioned in Chapter 1, I often share with students a quotation attributed to Oliver Wendell Holmes that: "A mind once stretched by a new idea never regains its original dimensions" (Moncur, 2018, para. 1). This quotation conveys the transformational nature of learning and implies that we as individuals are forever changed by its effects. Its imagery is dynamic with the movement of stretching and change. By extension, and using Schein's (2010) learning culture theory, that means our organizations are forever changed when learning occurs. Regarding my learning, I recognize that the "original dimensions" of my personal and professional realms have expanded and changed since I began this program. As a life-long learner, following in the footsteps of my mother, grandmother, and great-grandmother, I am grateful for the opportunity for this transformative experience. Likewise, I hope this work provokes ideas, generates perspectives, and ultimately, contributes to positive organizational change.

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Appendix A: Frequency of "Experiential Learning" Mentions in Ontario Strategic

Mandate Agreements

University Name	SMA1 2014– 2017	SMA2 2017– 2020	SMA3 2020– 2025	Total Percent (%) Increase
Algoma University	1	11	11	1000
Brock University	3	5	17	466.67
Carleton University	7	21	23	228.57
Lakehead University	3	12	20	566.67
Laurentian University	2	2	21	950
McMaster University*	2	6	20	900
Nipissing University	4	12	11	175
Ontario College of Art and Design	3	12	18	500
Ontario Tech University (UOIT)	2	11	10	400
Queen's University*	8	11	18	125
Ryerson University	8	24	18	125
Trent University	11	15	21	90.91
Université de Hearst	4	4	17	325
University of Guelph	1	10	15	1400
University of Ottawa*	7	12	21	200
University of Toronto*	3	6	16	433.33
University of Waterloo*	5	4	12	140
University of Windsor	2	7	26	1200
University of Western Ontario*	4	13	15	275
Wilfrid Laurier University	3	13	20	566.67
York University	4	10	19	375
Average and (Standard Deviation)	4.14 (2.63)	10.52 (5.36)	17.57 (4.16)	497.23 (379.55)

"Experiential learning" is mentioned an average of 4.14 times (SD = 2.63) in the 2014 SMA1 documents for Ontario Universities, 10.52 times (SD = 5.36) in the 2017 SMA2 documents, and 17.57 times (SD = 4.16) in the 2020 SMA3 documents. This is a 497.23 percent increase (SD = 379.55) in mentions of "experiential learning" from the SMA1 to SMA3 documents and is a crude measure to signify increasing prioritization of experiential learning in Ontario universities (p = <0.00001). No statistical difference was found between the six Ontario U15 universities (*) and non-U15 universities. SMA data retrieved from Ministry of Colleges and Universities (2019, 2020a, 2020b).

Appendix B: Example Actions Demonstrating Alignment of Change Readiness and Change Management Models

Models of Change Readiness	Model of Change Management (Schein & Schein, 2016)/ Change Path Model (Cawsey et al., 2016)		
	Motivating/Awakening & Mobilization	Learning/Acceleration	Internalizing/Institutionalization
Discrepancy	Disseminate the vision and motivate faculty in the initial stages highlighting the believed benefits for change recipients (particularly for faculty, but also for students and the institution). Highlight the belief in the need and ability to defend academic freedom through knowledge of pedagogy. Articulate moral/ethical perspective without judgement. Recognize and normalize learning anxiety (Schein & Schein, 2016) particularly by pedagogical leaders.	Reduce learning anxiety (Schein & Schein, 2016) and promote manageable uptake of pedagogical development through module design and policy. Create psychological safety among faculty to engage in pedagogical development including the use of high-quality connections (Dutton & Heaphy, 2003) and relatedness (Ryan & Deci, 2017).	Retrospectively, faculty on any outcomes for themselves, their students or the institution derived from increased professional development. Reflection on the ethics of embracing best teaching practices and recognizing that these change over time with new information. Promote continued uptake of pedagogical professional development through promotion of faculty benefits and highlighting ethics.
Appropriateness	Describe the relevance of dual-disciplined faculty to protecting academic freedom in teaching and learning, as well as concurrently giving benefit to faculty, students and the institution	Through faculty learning more about pedagogical best practices, they can better assess and participate in the protection of academic freedom in teaching and learning.	Constructivist building of faculty professional development and faculty community as scholar/educators
Efficacy	The belief that a few teaching and learning faculty in collaboration with a supportive senior administration can initiate a collegial endeavor and inspire change.	Faculty engage in a constructivist, approach using self-determination theory (Ryan & Deci, 2017), and learning culture theory (Schein, 2010) to wider spread uptake on pedagogical development	Collectively share outcomes of to promote benefits and address downsides/barriers for continuing.
Principle Support	Faculty support colleagues and the collegium supports faculty in this endeavour and participate if motivation why do to so is clearly communicated. Recognizing that resistance from learning anxiety and/or other real or perceived barriers will need to be acknowledged. Senior administration needs to demonstrate that they support faculty professional development in teaching and learning with committed resources.	Continued collegial buy-in to invest in professional development in teaching and learning. Communication of envisioned value for change recipients. Continued resourcing and buy-in from senior administration for the long-term vision of dual-disciplined faculty. Implement supportive policies.	Responding to feedback to improve any changes to process and policy to maintain benefits for faculty, students and OntU.
Valence	Faculty and senior administration must believe there is benefit to the faculty, students and institution. Survey faculty to understand their perceived and real barriers to benefiting as change recipients in the process.	Data collection: literature review, survey results, listening to stakeholders.	Measure and articulate the benefits for the faculty, students and institution. Tangible benefits promote the learning and acceleration aspects of change management. Belief needs to be supported with data.

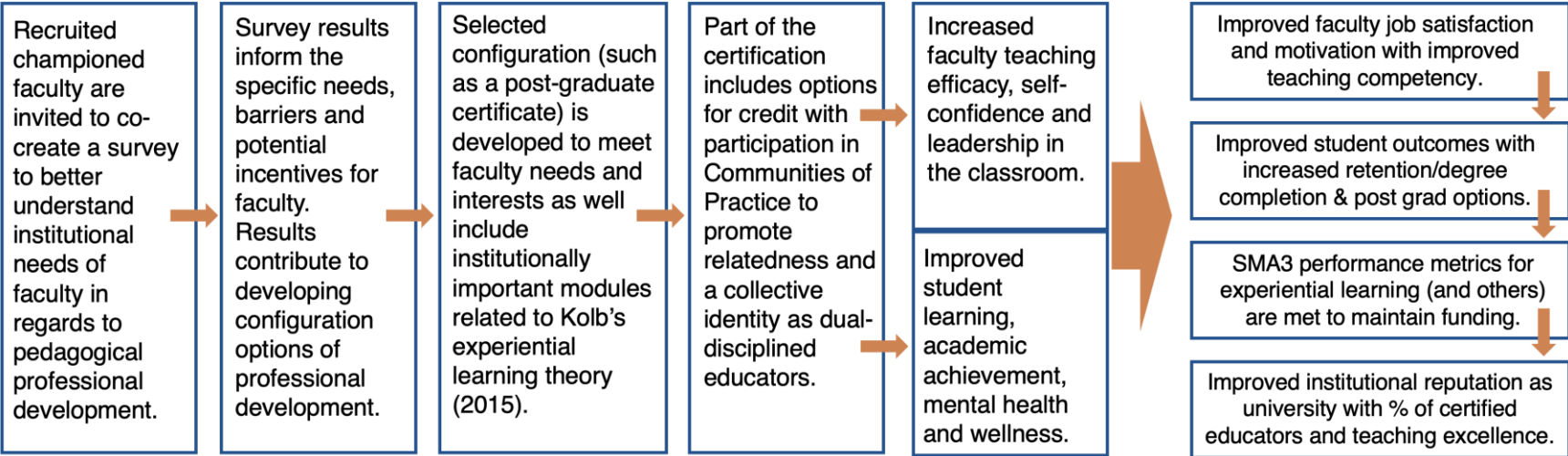**Five Key Change Beliefs** (Armenakis & Harris, 2002, 2009)

(Continued) Models of Change Readiness	(Continued) Model of Change Management (Schein & Schein, 2016)/ Change Path Model (Cawsey et al., 2016)		
	Motivating/Awakening & Mobilization	**Learning/Acceleration**	**Internalizing/Institutionalization**
Trustworthy Leadership	The collegium recognized as leaders in the initiative in collaboration with staff in the OntU centre for teaching and learning. Senior administration is supportive of the initiative, acknowledge the nature of a constructivist approach, and commit to resourcing (request will be for a five years).	Within a constructivist framework and Communities of Practice (Fuller, 2019; Wheatley & Frieze, 2006) faculty collectively acknowledge pedagogical literature and shared experiences. Trust and psychological safety are imperative in the learning environment (Carmeli et al., 2008; Dutton & Heaphy, 2003).	Maintain HQCs (Carmeli et al., 2008; Dutton & Heaphy, 2003) and transparent, authentic leadership to maintain trust. Senior administration act as allies to faculty to preserve academic freedom. Faculty engage in ongoing professional development (when ethical to do so) and maintain Communities of Practice for identity as educators, trust and community (Ryan & Deci, 2017).
Trusting Followers	There needs to be a belief in the faculty members/ colleagues and the overall value and ethics they embrace for the role. Senior administration also needs to demonstrate it is a trusting follower of collegial endeavors to promote the change.	The distinction between "leaders" and "followers" is blurred in a constructivist approach however trust is still an important component. Address Learning Anxiety (Schein & Schein, 2016).	Supporting data reinforces the change. Recognition of when adjustments to the plan using a PDCA cycle of inquiry (Pietrazak & Paliszkiewicz, 2015) promote trust an honor contributor's efforts.
Capable Champions	Recognized dual-discipline scholar/educators and Department Chairs can promote the bottom-up approach.	Champions OntU educators' mentor and or assist consenting faculty.	Dual-disciplined faculty and educational champions model and imitate the desired state.
Involved Middle Management	Department Chairs participate in the communication of benefits to faculty.	Department Chairs include pedagogical training in departmental events/retreats.	Department Chairs maintain an emphasis on teaching and research and refrain from privileging one over the other.
Innovative Culture	Communicate the space for innovation and support with resources. Provide space for faculty to problem solve to promote and provide opportunities for professional development, experiential learning and recognition of Indigenous approaches which incorporate these actions.	Encourage exploration and creative thought around pedagogy at OntU. This again requires trust and psychological safety (Carmeli et al., 2008).	Create a Community of Practice for Pedagogical Innovation and Play. Institutional resourcing continues to provide staff and resourses to facilitate the events.
Accountable Culture	If initiatives are supported by vision, mission and goals of the institution, that senior administration support these initiatives with appropriate resourcing to allow initiatives to be successful.	Creation of a Certificate in University Teaching including required modules which align with OntU strategy of experiential learning and elective components.	Addressing the PoP promotes accountability to the students at OntU by being able to provide more pedagogically designed programming. Aims to promote "quality" education meeting several stakeholder's needs.
Effective Communications	Recognition of various communications methods (articles, social media, webpage highlights, emails, verbal).	Encourage learning and provide clear instructions on how to participate.	Update communications to reflect a lasting change.
Systems Thinking	Recognizing that pedagogical professional development, particularly in experiential learning, supports the goals and initiatives of several systems within the university where the university has already articulated aspirational goals: performance-metrics, student experience and learning, Indigenization of curriculum, promoting expert faculty in education, etc.	Explicitly articulate the benefits for all stakeholders so faculty can appreciate the impact their learning and efforts can have across the institution.	Recognize the breadth of change is a reflection of individuals within systems changing. Monitoring of outcomes is needed to ensure intended outcomes continue and unintended systemic outcomes are addressed.

Eight Dimensions of Readiness (Judge & Douglas, 2009, p. 638)

Appendix C: Comparing Possible Solutions with Actions to Overcome Learning Anxiety

Schein and Schein's (2016) Eight Actions to Overcome Learning Anxiety	Possible Solutions			
	Status Quo	Organizational Leadership	Collegial Leadership	Combining Organization and Collegial Approaches
1. "Provide a compelling positive vision" (p. 328)	Absent	Cannot be effectively accomplished by administration or it will be viewed as top-down. Communicating support of faculty's compelling positive vision. Organizational acknowledgement that the administrative approach to experiential learning is to meet SMA3, but that pedagogical content and design is the realm for faculty.	Championed faculty highlight the benefits that they and their students experience from their pedagogical professional development and the importance to know about experiential learning to protect academic freedom.	The protection of academic freedom is generally important to faculty members. A compelling positive vision of change is best achieved with dual-disciplined faculty communicating the benefits that they and their students experience from their pedagogical professional development and the importance in knowing about experiential learning in order to protect academic freedom. Additionally, with organizational leadership members embracing and supporting these efforts (but not directing), alignment of a compelling positive vision is accomplished. Develop an alliance of organizational leadership with faculty that supports the protection of academic freedom.
2. "Provide formal training" (p. 328)	Available but not in the following recommended context.	Resourcing continues and increases to accommodate increased engagement with professional development resources. Administration communicates that it acknowledges certification and pedagogical training in merit considerations, hiring and tenure and promotion by explicitly articulating "including Certificates in University Teaching and/or pedagogical development" wording with already articulated policies that recognize teaching.	Continued collaboration of engaged, award-winning and/or dual-disciplined educators with staff to provide formal training but be more explicit about the compelling positive vision (benefits and protecting academic freedom). Faculty must have a say in what training would be most valuable to them.	Formalized programming with workshops and a post-graduate certificate (PGC) or alternative which specifically includes focused modules on experiential learning (and other university priorities such as Indigegogy) and modules specifically articulated as important by faculty. An experiential learning theory module should also briefly explain the impact of experiential learning on university funding and the role faculty can play to protect their academic freedom. This action also creates an alliance of organizational leadership and the collegium with a shared goal of protecting academic freedom. *If this shared goal currently exists, it is not apparent. The most palpable sentiment is that through the bargaining of the Collective Agreements, that organizational leadership's goal is to undermine autonomy, academic freedom and self-governance at every opportunity, whether this is true or not.
3. "Involve the learner" (p. 329)	Absent	Communicate that the senior administration is interested in knowing what learning resources are important to faculty so that they can prioritize resources to support them.	A constructivist approach must involve the learner/faculty member in the co-creation of content. Ask questions on how to best meet faculty needs. What would be helpful? Create self-paced learning opportunities in the development of a Certificate in University Teaching. Create collaborative learning opportunities in the PGC.	Participation in Communities of Practice (Wheatley & Frieze, 2006) can be an option/module to include in the development of a PGC (or alternative). Faculty can choose to engage in Communities of Practice as part of the completion of their certificate or not. Organizational leadership provides staffing and resources to support and facilitate the events. Focus must be on faculty autonomy. For faculty interested and engaged in a constructivist approach, Communities of Practice can be developed for disciplines, departments, goals, innovation, etc. in teaching and learning (and experiential learning).

		Status Quo	Organizational Leadership	Collegial Leadership	Combining Organization and Collegial Approaches
4.	"Train relevant groups and teams" (p. 329)	Generally Absent. Resources are available but not targeted to specific groups or teams.	Continued and increased support of resourcing for training (similar to action above). Resourcing for Communities of Practice events and in-context socializing create relatedness (Ryan & Deci, 2017) and motivation.	How do faculty envision the training of groups? Discipline groups? Departmental groups? Groups of faculty who indicate they want to design a course with ELT (Kolb, 1984, 2015)? Within the Communities of Practice? Faculty must have autonomy to decide to engage in pedagogical development or not.	Similar to "Involve the learner" (Schein & Schein, p. 329), above, "training relevant groups" (p. 329) through the development and support of Communities of Practice.
5.	"Provide resources" (p. 329)	Mostly available for justified activities that align with OntU's strategic goals.	Senior administration communicates the importance of their resourcing of pedagogical professional development in their goal to support faculty's ability to protect their academic freedom and because it also aligns with their strategic vision and performance-based funding. *In the context of pandemic recovery and ancillary deficits this might change.	Engaged faculty choose to participate in envisioned change, participate in a constructivist approach and Communities of Practice (Wheatley & Frieze, 2006).	Alignment of dedicated resourcing from senior administration can provide the funds for staff and faculty within the department dedicated to teaching and learning to build programming of a PGC (or alternate configuration), provide resourcing for the organizing, facilitating, and implementation of Communities of Practice (Wheatley & Frieze, 2006). Provisions of workload relief, flexibility in the definition of their workloads, stipends for organizational contributions to Communities of Practice and/or institutional recognition (depending on what individual faculty members find most motivating or helpful) provide a collaborative approach between administration and faculty.
6.	"Provide positive role models" (p. 329)	Profiles and articles of championed faculty are regularly communicated.	The department related to teaching and learning already regularly highlights the accomplishments of faculty (photo wall of award winners, articles, teaching awards, social media blasts, etc.)	Mentorship of faculty. This can be a mentorship program with seasoned championed dual-disciplined faculty with junior (pre-tenure) faculty. Mentorship can be suggested by Departmental Chairs or requested by any faculty member.	Combining the organizational recognition of educators and their accomplishments with a mentorship program for junior faculty can be a longer-term strategy for the development of dual-disciplined faculty members. Mentorship doesn't need to be only for junior faculty and can be encouraged for any member who is interested in professional growth. Participation in a mentorship program is recognized as valuable service to the university (as a mentor), as well as in consideration for merit, tenure and promotion, etc. of learners.
7.	"Provide support groups in which [faculty] learning problems can be aired and discussed" (p. 329)	Low enrolment and participation in Community of Practice groups.	Provide resources for Educational Developers and staff to facilitate and collaborate with faculty in supporting faculty with modifying approaches based on faculty feedback.	Continued collaboration of engaged, award-winning and/or dual-disciplined educators with staff to organize and recruit participation in obtaining feedback (and testimonials).	Feedback mechanisms to determine what is working and not working can provide direction to improve the available professional development and programming for faculty as well as organizational resources.
8.	"Remove barriers and build new supporting systems and structures" (p. 329)	Absent	Analyze informal organizational processes (Nadler & Tushman, 1980) at tenure and promotion and the privileging of research. When possible, voice support of teaching initiatives that support OntU strategy and faculty who engage.	Honor the research traditions and importance at a university but highlight that faculty workloads range from 40 to 100 percent teaching. Promote informal communication that also honors the importance of teaching.	When the organization and faculty promote an informal (cultural) narrative that supports the importance of teaching and pedagogical professional development, opportunities might arise in the longer-term that allow for negotiations and changes to formal structures including the Collective Agreement. This can include the development of stipends or pedagogical research leaves for contract or full-time faculty to actively engage in pedagogical developments.

Appendix D: OIP Theory for Increased Faculty-Motivated Engagement

Recruited championed faculty are invited to co-create a survey to better understand institutional needs of faculty in regards to pedagogical professional development.	Survey results inform the specific needs, barriers and potential incentives for faculty. Results contribute to developing configuration options of professional development.	Selected configuration (such as a post-graduate certificate) is developed to meet faculty needs and interests as well include institutionally important modules related to Kolb's experiential learning theory (2015).	Part of the certification includes options for credit with participation in Communities of Practice to promote relatedness and a collective identity as dual-disciplined educators.

Increased faculty teaching efficacy, self-confidence and leadership in the classroom.

Improved student learning, academic achievement, mental health and wellness.

Improved faculty job satisfaction and motivation with improved teaching competency.

Improved student outcomes with increased retention/degree completion & post grad options.

SMA3 performance metrics for experiential learning (and others) are met to maintain funding.

Improved institutional reputation as university with % of certified educators and teaching excellence.

Appendix E: Anticipated PDCA Cycles for Full Implementation of this OIP

PDCA Cycle	Plan
PDCA Cycle 1:	Recruit collegial contributors to develop and deliver a faculty survey (Phase 1)
PDCA Cycle 2:	Develop overview configurations of plans from survey results to use to secure funding (Phase 1)
PDCA Cycle 3:	Secure funding by administration by sharing plan configurations, OIP theory, logic framework, and anticipated benefits (see Table 2) (Phase 1)
PDCA Cycle 4:	Collaboratively build the agreed upon configuration of professional development. Content to be informed by faculty's needs and interests, barriers and motivators. Include some institutional priorities such as experiential learning theory and inclusive pedagogy (Phase 2)
PDCA Cycle 5:	Develop a communication plan for pre-launch and implementation phases that focus on meeting the needs of faculty (Phase 3)
PDCA Cycle 6:	Re-survey to inform action or adjustment (in three and six years) (Phase 4)

*Phases refers to OIP Implementation Phases (see Figure 3 of this report)

Appendix F: Summary of Consultative Communications

Communications to Promote Change Readiness and Motivation

Time	Audience	Method	Purpose	Information
PHASE 1: SHORT-TERM	Championed faculty educators	Initial email invite to engage person to person, or virtual meeting	Inform, recruit and inspire collaborators on the project	• Benefits to faculty • To protect academic freedom • Collaborators are authors in future publications
	Potential host Departments, Faculty or external partner(s)	Initial email invite to engage person to person, or virtual meeting	Inform, recruit and inspire agreement to consider hosting or partnering if resourcing is obtained	• Potential revenue generation • Integral role in educational leadership and organizational change • Role in innovation
	OntU senior administrative team	Initial email invite to engage person to person, or virtual meeting	Inform, recruit and inspire resourcing and support of the plan	• Alignment with OntU's vision, mission and strategic plan (including experiential learning, EDI and Indigenization) • More robust and accessible use of experiential learning supporting SMA3 performance-based metrics • Reputational benefits from improved student experience

Appendix G: Summary of Targeted Communications for Potential Participants in Professional Development Programming

	Audience	Method	Key Messages	Success Indicator
1.	OntU Chairs and Program Coordinators	Email announcement Link to website Social media (Twitter)	Certificate benefits to faculty Provides an option for Chairs to suggest to faculty struggling with their teaching Request Chairs to forward to their department members	Number of internal, OntU, applicants to the program
2.	OntU Contract Faculty	Email announcement Link to website Social media (Twitter)	Certificate benefits to contract faculty (self-efficacy, confidence, efficiency, curriculum vitae) Compensation (stipend, scholarships)	Number of internal, OntU, applicants to the program
3.	OntU Full-Time Faculty (Tenure-track or tenured)	Email announcement Link to website Social media (Twitter)	Certificate benefits to faculty (self-efficacy, confidence, efficiency, curriculum vitae for merit or promotion)	Number of internal, OntU, applicants to the program
	*Including New Faculty	→ Presentation specific to new faculty orientation and program role in demonstrating a dedication to teaching excellence which is valued at tenure and promotion.		
4.	OntU Post-doctoral Fellows	Email announcement Link to website Social media (Twitter)	Certificate benefits to post-doctoral fellows (self-efficacy, confidence, efficiency, curriculum vitae)	Number of post-doctoral fellow applicants to the program
5.	External Faculty and Post-doctoral Fellows (with assistance from Recruitment)	Social media Link to website Standard recruitment communications	Certificate benefits for those to faculty or those wanting to teach in higher education Marketing points for OntU (with assistance from recruitment	Number of external applicants to the program