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The Internationalization of a Sexual Violence Policy

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Abstract

ABC University (ABCU; a pseudonym) is a Canadian university that has seen a significant increase in international students in the past several years. Institutional infrastructure has not fully adjusted to the new student demographic, meaning that processes, policies, and resources still cater to domestic student needs. The problem of practice (PoP) addressed in this Organizational Improvement Plan (OIP) is the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. Policies that protect student health and well-being must be inclusive and responsive to the needs of the student population. Drawing on recommendations outlined in a research project report, this OIP discusses why policy reform is necessary through critical and intersectional perspectives. Moreover, it provides a framework for change that was developed using Cawsey et al.'s (2016) change path model and Lasswell's (1956) policy cycle, while being complimented by Kotter's (1996) sense of urgency. Four possible solutions are presented to resolve the PoP. The chosen solution discusses how the policy should be changed, with supporting artifacts developed and added that address gaps outlined in the research project report. The OIP continues with a detailed implementation for the chosen solution through transformative and transformational leadership approaches, followed by a sustainable monitoring and evaluation plan. It concludes by discussing possible next steps and future considerations upon OIP completion. Implementation of this OIP will create a safer and more equitable campus for all students at ABCU and set precedent for more inclusive sexual violence policies in higher education.

Keywords: international students, sexual violence policy, higher education, transformational leadership, transformative leadership, policy cycle

Executive Summary

This Organizational Improvement Plan (OIP) explores a problem of practice (PoP) that addresses the lack of intercultural perspectives and international student considerations represented in the ABC University (ABCU; a pseudonym) sexual violence policy draft (ABCU, 2020). With a significant international student population, the institution is accountable for providing all students with resources and services that help and support students who are victims/survivors of sexual violence.

Chapter 1 begins with an overview of the organizational background of ABCU and its institutional evolution. This historical and contextual overview provides an understanding of why the PoP exists. Through transformative and transformational leadership approaches, this chapter continues by outlining specific gaps in the sexual violence policy draft, complemented by excerpts from the Sexual Violence Policy and International Student Voices (SVPIVS) report ([Project Authors], 2020). This report, in conjunction with the literature, provides a detailed outline of why changing the policy is necessary in response to critical theory (Horkheimer, 1972) and intersectional (Crenshaw, 1989) perspectives on the policy. Moreover, this chapter discusses why sexual violence policy reform aligns with the institutional strategic plan (ABCU, 2019). Chapter 1 concludes by addressing ABCU's readiness for change and outlines Bolman and Deal's (2017) four-frame model as a tool in approaching organizational concerns and change.

Chapter 2 revisits why critical theory and intersectionality are grounding pillars to this OIP and how they incite change within Capper's (2018) tenets of critical theory. The chapter proceeds by discussing how change can occur, using a change framework that combines Cawsey et al.'s (2016) change path model and Lasswell's (1956) policy cycle, reinforced by Kotter's (1996) sense of urgency. Additional needed changes are discussed through policy-as-discourse

and its influence on policy reform. Four possible solutions to address the PoP are discussed and evaluated: (a) adapt the draft policy, (b) adapt the draft policy and add artifacts, (c) leave the policy as is and add artifacts, and (d) maintain the status quo. The second solution is chosen based on its ability to attend to the PoP and provide the resources needed to carry out the solution. The chapter concludes by examining the ethics of critique, justice, and care, and further ethical considerations of this OIP.

Chapter 3 outlines the change implementation plan for the chosen solution. Through identified goals, the plan aligns with change strategies from Chapter 2 and mitigates possible limitations and challenges. Attention is given to managing stakeholders and their concerns, as well as apprehensions regarding needed resources. Moreover, further discussion of ethical concerns provides additional clarity and mitigates concern. The chapter proceeds by outlining a monitoring and evaluation plan is conceptualized through the plan-do-study-act (PDSA) model (Moen & Norman, 2009) combined with transformative and transformational leadership. The plan delineates indicators and outcomes and provides evaluation tools to assess the changes to the policy. This section is followed by a communication plan to further incite the need for sexual violence policy reform at ABCU and next steps, following the completion of the OIP.

The OIP concludes by reinforcing the need to address the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. It is the responsibility of all postsecondary institutions to implement equitable policies for the safety and well-being of all students. Through effective leadership and a willingness to change, ABCU can be a Canadian leader in policy reform by embedding intercultural components in policy.

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Acronyms

ABCU (ABC University)

OIP (Organizational Improvement Plan)

PDSA (Plan, Do, Study, Act)

PESTEL (Political, Economic, Sociological, Technological, Environmental, and Legal)

PoP (Problem of Practice)

SVPIVS (Sexual Violence Policy and International Student Voices)

Definitions

Glocalization: The combination of local and global elements.

International student: An individual enrolled in a Canadian school who holds citizenship from another country.

Program logic: A diagram that demonstrates desired change by relating activities with outputs, impacts, and outcomes.

Program theory: A model that connects inputs and activities to the desired outcomes, and has influence over the evaluation plan.

Transformational leadership: A leadership approach that incites positive change in social systems using relationships and leading by example.

Transformative leadership: A leadership approach that challenges power imbalance and distribution of resources.

Victim/survivor: An individual who has experienced sexual violence.

Chapter 1: Introduction and Problem

Universities across Canada have experienced a significant increase in international students in recent years. The term *international student* is defined as a person enrolled in a higher education institution who is in Canada on a temporary student visa and is likely a non-native English speaker (Andrade, 2006). With a declining domestic population, Canadian colleges and universities have no choice but to recruit supplementary international students to sustain themselves financially (El Assal, 2020). With many universities now prospering in international student tuition dollars, it is important that the institutions ensure that Student Services accommodate all students and that policies reflect the current student demographic. Including international students' voices will provide policymakers and educators with insight and knowledge into international students' experiences in Canadian universities. This understanding will inform policy decisions and challenge the inaccurate perspectives of Western narratives of international students (Guo & Guo, 2017). Revamping policies that reflect student well-being and safety—particularly a campus sexual violence policy that is the focus of this Organizational Improvement Plan (OIP)—should be a priority for student body equity. The shift in policy reform to reflect a diverse and intercultural student population is one that comes with exciting change, data-informed recommendations, and some resistance. This chapter outlines the organizational context, the problem of practice (PoP), and its shaping influences, followed by emerging questions to consider, my agency and vision for change, and organizational change readiness.

Organizational Context

This section provides an overview of ABCU's history as a postsecondary institution and how that history led to the development of the current strategic plan (ABCU, 2019). Moreover,

the current leadership structure is outlined and discussed as it relates to this OIP.

History and Context

The university of focus in this OIP is ABC University (ABCU, a pseudonym) in Canada. Established in the mid-20th century, the university has evolved into an institution with several undergraduate programs and several master's degree programs. There is a large focus in Indigenous learning and ways of knowing, and importance is placed on diversity, inclusion, and equity. The university is grounded in local culture and history with a strong emphasis on the arts, sustainability, and community engagement. Situated in a postindustrial community, the effects of unemployment and poverty have weakened the desire for a traditional academic undergraduate education among prospective domestic and local students. Diplomas and certificates offered at provincial community colleges enable students to accelerate their pathway to the workforce and prosperity. Local students who were interested in pursuing a university education began taking their tuition dollars to seemingly more established and prospering universities as it was believed they would offer better academic opportunities and experiences than the struggling community institution. ABCU saw a major decrease in students and suffered serious financial losses. Its leadership team struggled to cope with the economic downfall and was forced into enacting layoffs and substantial budget cuts. The community's largest employer became a contributor to local poverty and the growing unemployment rate.

After a period of declining enrolment, the university has more than doubled its student population in the past several years. This growth is primarily due to the large influx of international students, as a result of significant efforts by the university recruitment team in attempts to manage the financial distress. The overall increase in students has created liveliness, optimism, and financial stability, along with mass hiring, new academic programming, and

infrastructural improvements. Local students are now seeing the vast opportunities at ABCU and are less likely to seek a university education elsewhere. The current population sits slightly over 5,500 students, which is considered maximum capacity. Although this change in student demographics has been welcomed, many foundational hurdles and gaps have come with the sudden growth and increased cultural representation on campus. To help begin to bridge these gaps, a new forward-thinking and innovative strategic plan was created to realign the university with a realistic mission, vision, and set of values.

ABCU 2019–2024 Strategic Plan

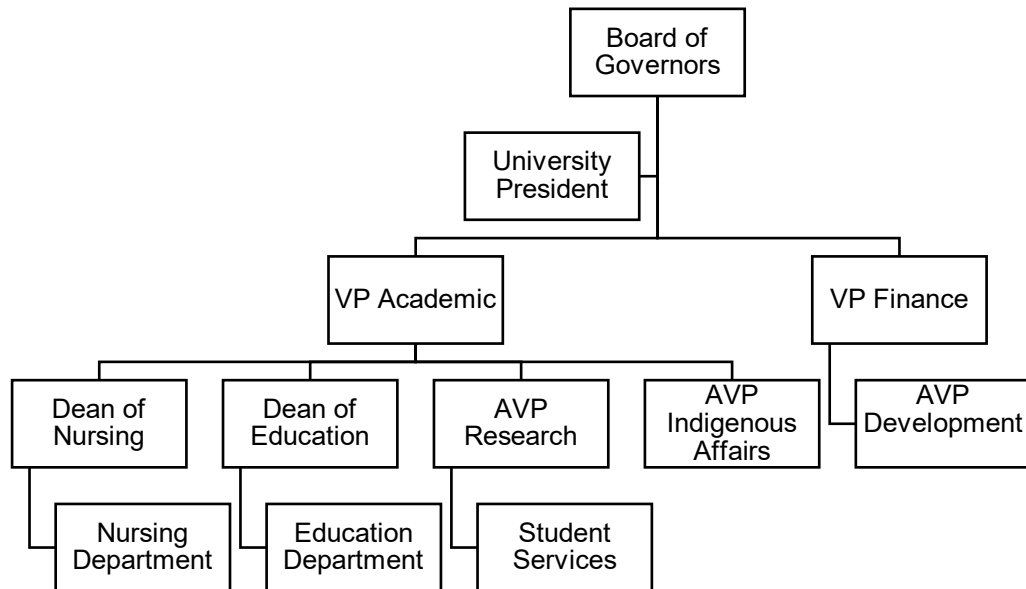
After several years of hardship and two changes in leadership, the university was rudderless and lacking in direction. In 2018, under the direction of a new president, ABCU created and began the implementation of its five-year strategic plan (ABCU, 2019). Over an 8-month period, this plan was written in consultation with over 200 community stakeholder groups as well as multiple faculty and staff consultation days and employee workshops. The university's mission, vision, and values were fine-tuned to better reflect the goals and aspirations of the institution. The mission focuses on high-quality, accessible education and innovative research that drives the community's vibrant and multicultural future. This led to the creation of the ABCU (2020a) strategic academic plan that is grounded in inquiry and experiential learning. The vision is rooted in the local community and connected to the world. In efforts to educate and create global citizens, the university strives to provide all students with intercultural and local perspectives that will permeate their thinking and propel academic success. The university appreciates courage, collaboration, and excellence and is driven by these values that are embedded in institutional ideals. Additionally, the final strategic plan document consisted of six strategic directions that will guide all future planning and endeavours:

- Devotion to academic success
- Devotion to research
- Commitment to community growth
- Indigenize the university
- Globalize our campus
- Devotion to employees

This OIP is grounded in the direction that aims to globalize the campus through academics, student opportunities, research, and policies. The university has become increasingly diverse, yet many important policies have not changed to reflect the drastic shift in student demographics. After the first year of operations under the strategic plan, the university released a document (ABCU, 2020b) that outlined progress under each direction. The report showed that progress under the direction of globalizing the campus through academics and research resulted in several new Memorandums of Understanding for student recruitment purposes and faculty collaborations (ABCU, 2020b). However, the only progress made or initiated that has impacted globalization through student opportunities and policies involved an audit of existing communication strategies with international students. This assessment revealed a significant need for improvement in this area and provides strong leverage for the implementation of this OIP.

Structure and Leadership

ABCU, like many postsecondary institutions, has a hierarchy of administrative leaders, each with their own decision-making authority. Figure 1 shows a section of the general organizational leadership structure as it relates to this OIP.

Figure 1*Partial ABCU Organizational Structure*

The relevant stakeholders and change agents are ABCU faculty and staff from the Nursing Department, the Education Department, and Student Services. Their leadership approaches and practices influence and affect the implementation of the improvement plan. As the focus of this OIP is the sexual violence policy draft, it should be noted that the policy lives within the Student Services Department. Therefore, individuals who work with the policy and whose practice and processes are guided by it have a significant voice and impactful opinions. Involvement of members of the Student Services Department are further outlined throughout this OIP.

As coresearchers in an interuniversity research study, three individuals from ABCU (me, from the Education Department, and two Nursing Department faculty members) collected and disseminated data upon which this OIP is centered. In brief, our research team conducted a study of international student perspectives on the policy with the goal of policy reform: It was called the Sexual Violence Policy and International Student Voices (SVPIVS) project. Upon

completion of the study, we wrote and publicly distributed a SVPIVS report ([Project Authors], 2020) that outlined recommendations for improvements to the policy. The goal of this report was to stimulate and inform change to the policy. Further information and detail follow in the Framing the Problem of Practice section of this chapter.

Leadership Position and Lens Statement

I became a member of the Education Department at ABCU in 2016 after several years of living and teaching abroad in the international school system, in addition to numerous years of teaching in Canada's public education system. My roles as a teacher and an administrator have shaped my leadership practice and approach. I developed a deep appreciation for other ways of life and, more importantly, an authentic understanding of various cultures, their people, and their values. Working in the K–12 system, my pedagogical approaches changed within the classroom and in my administrative role. A critical perspective (Horkheimer, 1972) has led me to use my privilege to decolonize (Maldonado-Torres, 2011) and de-Westernize (Gunaratne, 2010) curriculum and ways of doing and thinking. Strong relational skills with ABCU Student Services administrators, a solid understanding of critical intercultural perspectives (Moon, 2011), and past leadership on the SVPIVS research study position my agency to effectively lead the necessary changes to the sexual violence policy draft.

My experiences and agency in this OIP are driven by a social constructivist worldview (Creswell, 2014). Understanding perspectives and views allows one to listen and deepen one's understandings of others' opinions, thoughts, and perceptions. As outlined by Creswell (2014), while recognizing their own bias, social constructivists focus on the specific environments in which people exist, so that they may comprehend and appreciate others' positions and cultural backgrounds.

The SVPIISV report supports this worldview to propel change in the current sexual violence policy. The report has provided the perspectives, positions, and needs of ABCU international students that allow ABCU to gain a deeper understanding of the students' perceptions and the realities of sexual violence and the policy. The report shows the students' knowledge of the policy and how it is understood (Andrews, 2020), which is the focal objective of social constructivism.

A critical pedagogy approach translates well into higher education. A focus on socially just education can facilitate self-reflection (Reed & Koliba, 1995) and enable students to be education changemakers (McArthur, 2010) through the discovery of their own agency. Educators who understand their power and privilege as can spearhead social justice in educational reform. Critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989) are central to this OIP as they unveil the power imbalances that are embedded in the current sexual violence policy. Horkheimer's (1972) thinking provides this OIP with the foundational theoretical driver that highlights the inequities (Capper, 2018) in the sexual violence policy draft that perpetuate oppression of marginalized individuals at ABCU. Diving deeper through an intersectional (Crenshaw, 1989) lens exposes how international students were underrepresented in the creation, regulation, and sustainability of the policy draft, and that their cultures and understandings of sexual violence were not adequately considered.

In addition, I pride myself on the professional and personal relationships I have built throughout various departments on campus. These relationships paired with principles of critical pedagogy (Giroux, 2011) have solidified my transformational leadership approach (Ngozi Amanchukwu et al., 2015) and have resulted in many successful projects and decisions under my direction, during my time at ABCU. I am confident in the reputation I have built for myself as a

leader in international education contexts as well as someone who seeks to learn how others understand and appreciate reality, and how their age, race, gender, class, and abilities intersect to form that understanding. This OIP is grounded in both transformative and transformational leadership (Bass & Riggio, 2005). ABCU values social justice, equity, and inclusion. These values are further demonstrated in the 2019–2024 strategic plan (ABCU, 2019). Transformative leadership provides this OIP with the overarching values through the goals of the strategic plan directions. Moreover, this OIP is centered around the SVPISV report ([Project Authors], 2020) that outlined recommendations for changes to the ABCU sexual violence policy. This report echoes and strengthens the position of transformative leadership as it promotes values centered in social justice, equity, and inclusion.

Transformational leadership provides further reasoning and a change plan to address the PoP. Moreover, it will stimulate, encourage, and guide activities to help achieve organizational goals (Ngozi Amanchukwu et al., 2015).

Transformational leaders challenge processes by seeking opportunities to challenge the status quo, inspire shared vision by believing they can make a difference and persuading others they can too, by enabling others to act in collaborative spirited teams, modeling the way by setting examples for others to follow, and encouraging the heart by keeping hope and determination alive by celebrating the accomplishments of individuals in their organizations. (Santamaría & Jean-Marie, 2014, p. 337)

Based on relationship building, transformational leaders enable others to work for the greater good, rather than their own agenda (Z. Ahmed et al., 2016). Having a critical eye to recognize inequities in education is necessary for educational reform (Wink, 2010).

It is interesting to note that many department leaders on campus approach leadership modelled after transactional leadership practices. With large departments with various managers and subordinates all working in various areas of student services, a hierarchical set of expectations for employees (Ngozi Amanchukwu et al., 2015) allows many department leaders to prioritize order and structure and maintain a results-focused department (Indeed Career Guide, 2020). This discrepancy in leadership approaches will require me to manage people, leadership styles, and ideals when approaching organizational improvement (Bolman & Deal, 2017) for effective change. Leadership approaches and how they impact this OIP are further discussed in Chapters 2 and 3.

As previously mentioned, my agency is strongly positioned by three elements: formerly established working relationships, leadership and understanding of critical discourse in international contexts, and leadership and participation in the SVPISV research study. The alignment of these elements has demonstrated to the university why I am the stakeholder best suited to lead the necessary changes to the policy. ABCU is interested in exploring the recommendations and is becoming cognizant of the limitations of many stakeholders' understandings of why the internationalization of policy is relevant and needed. Collaborating with the Student Services Department, the help of fellow coresearchers from nursing will provide a platform to outline and explain not only why the recommendations are necessary, but also the theoretical underpinnings of why and how they were formulated. My agency allows me to lead the merging of research and practice to create an inclusive policy for the students of ABCU.

Social constructivism puts values of learning and knowledge to the forefront. These values are driven in this OIP through a transformative leadership approach when aligned with the ABCU (2019) strategic plan and the SVPISV report ([Project Authors], 2020). Transformational

leadership aligns with critical pedagogy (Giroux, 2011) in cross-cultural and diverse educational settings (Santamaría & Jean-Marie, 2014, p. 336) to promote social justice. It is through these perspectives that this OIP is shaped.

Leadership Problem of Practice

This section outlines the specific PoP that is being discussed in this OIP and how it was brought to light.

Leadership Problem of Practice Statement

The PoP addressed in this OIP is the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. School stakeholders who prioritize and promote socially just policies grounded in research, contribute to the safety and well-being of all students. In addition, they have a significant opportunity to make changes based on the 20 recommendations outlined in the SVPIVS report ([Project Authors], 2020). The evidence shows that the policy in its current state does not align with the institution's strategic direction to globalize the campus through academics, student opportunities, research, and policies. Moreover, it does not align with the university's mission, vision, or values. Hutcheson and Lewington (2017) stated that it is of the utmost importance to "inform and educate international students about their legal rights, the justice system, and policies of their host country and institution" (p. 90). Because of international students' vulnerability, they are most susceptible to experiencing sexual assault and are less likely than domestic students to seek help (Bonistall Postel, 2020). Moreover, there are insufficient institutional services for international victims/survivors whose needs deviate from those of domestic students (Hutcheson, 2020). In the context of this OIP, victims/survivors are individuals who have experienced sexual violence. With a student population of over 50% international students, institutional

policymakers must reevaluate policies to reflect the demographic of the institution, particularly those that affect the well-being and safety of students.

In 2019, the Sexual Violence Prevention Provincial Higher Education Committee created recommendations for a stand-alone sexual violence policy centered on victims/survivors. This committee comprised representatives from each university in the province. These representatives were administrative leaders who had significant agency in regard to student policy reform at their respective universities. It was up to each university to implement these recommendations within their current policies in the efforts to create inclusive policy for victims/survivors.

At ABCU, the sexual violence officer and the dean of students, under the direction of the university president, led the university's initial policy revision. Several student and staff consultations aided the implementation of the recommendations. Although several international students were consulted during the process, the international student voice has become increasingly more important as that population of the university soars past 50%. McLeod (2011) discussed how voice is not simply speech; it can mean identity or agency, or even power. The power of the report that outlines the international student voice at ABCU elevates the student agency and provides a strong change driver for policy reform. Student voice can provoke reflection and insight or a fundamental basis for counter narratives (McLeod, 2011). Moreover, it provides a connection between cultures and academia (Ambrósio et al., 2014). The importance of student voice is further discussed in the Framing the Problem of Practice section of this chapter.

Discovery of Disparity

Under guidance from one of the Sexual Violence Prevention Provincial Higher Education Committee members, four universities separately completed the SVPIVS as an interuniversity research project, with the support of relevant stakeholders at each university. At ABCU, the

president, dean of students, and sexual violence officer encouraged research participation. Using grounded theory (Glaser, 1992), the ABCU research team identified and explored sexual assault through cultural perspectives as well as supports to promote the policy among all students. One goal was to determine if the policy was clear to the various cultural groups represented on campus, and if not, how the policy could be improved. Over 50 participants were placed in focus groups that were homogenous for gender and cultural region of origin (e.g., female Chinese and male Chinese, female West African and male West African). Each group was given the institution's policy draft to read, and a discussion of their understanding and perceptions followed. The data showed a wide range of perspectives and opinions based on gender and cultural region. Phase one of the study resulted in a publicly available report that listed 20 recommendations for the university to amend its policy and implement new strategies and initiatives to ensure that the identified gaps were rectified, thus increasing the safety of all students on campus ([Project Authors], 2020). Examples of recommendations included the following: simplify policy language, translate the policy into languages most spoken by ABCU students, and implement a cultural representative peer liaison support program.

Given that ABCU's new sexual violence policy is still in draft form, there is a significant opportunity to make changes based on the 20 recommendations. In a time when universities are being criticized for using international students as cash-cows, this is an opportunity for ABCU to demonstrate its commitment to and investment in the well-being and safety of all students who are a part of the institution.

Framing the Problem of Practice

In this section, the shaping influences and contextual forces of this PoP are outlined and discussed. These influences include a PESTEL (political, economic, sociological, technological,

environmental and legal) analysis and an overview of student voices. To position this OIP, it must be first understood that critical theory (Horkheimer, 1972), intersectionality (Crenshaw, 1989), and policy are its grounding anchors.

Critical Theory

Drawing on the works of Marx and Freud, the Frankfurt School, led by Horkheimer (1972), established critical theory, distinguished by an emphasis on power, inequities, oppression, and marginalization (Capper, 2018). Critical theory identifies what is wrong with the current social situation, identifies the change drivers, and provides both clear norms for criticism and achievable practical goals for social transformation (Bohman, 2019). Moreover, it recognizes the role of culture and its effect on academia (Freeman, 2017). Thus, the focus of critical theory is to destabilize what is thought to be known and understood, and therefore challenge Eurocentric policies. The SVPISV study report unveiled the need for critical discourse in sexual violence policy reform ([Project Authors], 2020). International students are experiencing increased marginalization (Freire, 1970/2018) due to policies that are not reflective of the student body. This inequality is the social issue that needs to be transformed (Collins, 2019). Critical theory grounds this OIP through the lens of *glocalization* (Brooks & Normore, 2010) of policy. Glocalization is operationalized as “a meaningful integration of local and global forces” (Brooks & Normore, 2010, p. 52). However, this perspective goes beyond policymaking and policy implementation, and trickles into academia (Gillborn, 2005), where the notion of intersectionality is crucial (Gillborn, 2015). The literature strengthens the argument that ABCU’s stakeholders must consider the SVPISV data to make changes to the draft policy and its accessibility. The tenets of critical theory and how they influence this OIP are discussed in Chapter 2.

Intersectionality

Crenshaw (1989) grounded the concept of intersectionality in research (Harris et al., 2017). Intersectionality is derived from critical theory (Collins, 2019). In this instance, the SVPIISV study ([Project Authors], 2020) brought to light the experiences of students who have experienced marginalization, particularly females of colour. Intersectionality permits a closer look at the reasons people of colour are left out of the conversations that include policies, practices, and programming in regard to sexual violence (Harris et al., 2017). This omission highlights the gap in the drafting of the new sexual violence policy and the lack of international student perspectives and discourse. The use of intersectionality has been propelled by higher education's ethical views driving the creation of equitable groups and therefore requiring that inequities be continuously challenged (Nichols & Stahl, 2019). The literature supports the notion of privilege and ignorance on behalf of the administration, for their lack of knowledge of the importance of intersectionality in policy. Understanding the magnitude of how intersectionality influences policy is imperative: It impacts students' safety as it informs experiences of oppression (Campbell, 2016). Because intersectionality overlaps the norms of social action and academic scholarship, it is exceptionally situated to develop critical theoretical analyses of the social world (Collins, 2019). Identifying inequality and acting to eliminate it through an intersectional approach has been and should continue to be directed by the mandate for social justice (Garcia, 2016) in higher educational contexts.

In summary, it is important that stakeholders within ABCU understand how critical theory and intersectionality are shaping influences on the changes necessary to create a more inclusive sexual violence policy. Within these contexts, the barriers that international students

encounter when deciphering and understanding policies related to their safety and well-being will be recognized, thus enabling a stronger policy for all.

Policy

To improve knowledge and practices surrounding policymaking, one must critically look to intersectionality (Campbell, 2016). The praxis of critical theory and intersectionality provide ABCU the underpinnings for the sexual violence policy revisions. As Bacchi (2017) discussed, policies have effects on people and their lives. This influence is demonstrated in the SVPIV report ([Project Authors], 2020). In higher education, policies are created to protect students and the institution and to guide order and process. Gillborn (2005) has suggested looking at policy from three guiding questions:

1. Who or what is driving education policy?
2. Who wins and who loses as a result of education policy priorities?
3. What are the effects of policy?

Looking at the current sexual violence policy draft, the international student perspective is not adequately represented in the responses to these questions. The lack of representation demonstrates the critical need for international students to receive proper representation in policy. Without the needed changes, this high-risk demographic of students is likely to continue to experience marginalization and high rates of sexual assault (Guo & Guo, 2017). Universities must lead by example, and thus integrate sustainable policies within their campus operations (Lambrechts, 2015).

PESTEL Analysis

A PESTEL analysis examines the external actions that will motivate the need for change (Cawsey et al., 2016). The PESTEL analysis (Cawsey et al., 2016) of ABCU focuses on the

political, economic, sociological, technological, environmental, and legal factors. This section will examine all but the environmental factors, as the other five factors are most pertinent to this OIP. These macro-level factors are relevant to consider when discussing the internationalization of the sexual violence policy.

The political element includes the provincial guidelines that are mandated regarding sexual violence policies in higher education. These guidelines are now rooted in, and promote, language in policy, promotion, and resources centered on the victim/survivor. This shift in guidelines is intended to destigmatize shame and encourage conversations, communication, and awareness of rights for all victims/survivors on university campuses, provincewide. In addition, the political landscape of ABCU's policy stakeholders is one that may come with resistance to change and discomfort in exploring critical discourse. Navigating the internal politics to promote change may prove challenging due to different leadership styles, existing stakeholder workloads, and differing opinions of sense of urgency.

The economic element is more relevant as the world grapples with the effects of COVID-19. Many universities are holding virtual classes, and the number of students on campus is minimal. In addition, OIP implementation will need to operate within mandated guidelines, which add another layer of complexity and potential expense. Additionally, change to the policy will come with cost. New materials, any translations, initiatives, and the like will be costly to the institution. These extra expenditures must be considered at a time where many higher education institutions are forced to be more frugal, and therefore additional funds to promote and change the policy could be met with resistance even though the international student tuition dollars are keeping universities afloat. Some economic give-back should be considered to demonstrate that international students are not solely a source of profit.

The sociological element needs to consider the changing student demographic with the ongoing growth of the multicultural campus. Currently, several cultures represent the majority of international students on campus. Those cultures were strongly represented in the focus groups of the SVPIVS research study and their views are outlined in the report ([Project Authors], 2020). Instilling the understanding that these demographics may be fluid will allow stakeholders to create and evaluate change more effectively and to develop sustainable policy.

The technological element is rooted in the institutional marketing and communications planning. Increased social media presence, the installation of digital video boards campus wide, and online learning platforms have enabled a larger flow of information to students. The recent growth in digital communication has been due, in part, to COVID-19. However, these initiatives have proven highly effective for the university. Using these media channels to disseminate policy and available resources would rely on cross-departmental planning and collegial relationships.

The legal element provides an interesting perspective as postsecondary institutions have no legal obligation to implement various policies, including those that relate to student safety. Policies are driven by morals, the need for institutional order, and an “institutional culture of community” (Helwick, 2015, para. 17). However, the students at ABCU should understand any legal implications for policy violations, such as the sexual violence policy, and the ramifications that may ensue— particularly international students, whose visas remain valid only as long as they are abiding by law.

Student Voices

The intent of the SVPIVS study was to expose the gaps in the new draft policy from the perspective of students from various cultural groups with a strong presence on campus, and to deepen institutional understanding of their cultural position on sexual violence. The goal was that

the recommendations would stimulate the necessary changes to the policy to reflect more inclusivity. McLeod (2011) discussed how student voice is “a metaphor for identity and agency and is a strategy for promoting empowerment, inclusion and equity” (p. 179). The publicly available data from the report demonstrate how ABCU’s policy is unfamiliar to international students ([Project Authors], 2020). Additionally, the report shows that the policy is not inclusive to intercultural language, perspectives, or understanding. In the SVPISV report, each recommendation was supported with quotes from the transcriptions ([Project Authors], 2020). The report contains over 50 direct quotes from participants. Several examples are listed below.

Knowledge of Policy and Available Resources

One of the biggest challenges for international students is knowledge of local laws and policies, in addition to the understanding of the policies that directly pertain to their university (Hutcheson & Lewington, 2017). International students have a plethora of new experiences and information to navigate. Vague student awareness of the policy and resources is a theme that emerged throughout the transcriptions. Although a lack of any policy knowledge may be common on campus, policies that directly affect the well-being and safety of students should have strong promotional strategies, especially on a campus with a high international student population as these students are particularly at-risk for sexual assault (Hutcheson & Lewington, 2017).

Several quotes, from students attending ABCU from all over the world, show gaps in knowledge of an existing campus sexual violence policy and resources available to victims/survivors. A Middle Eastern female said, “I didn’t even know there was a policy just for sexual assault. You would hear of something happening, and then that was it. This topic is not something I talk about with my friends or family” (as cited in [Project Authors], 2020, p. 8). A

South East Asian female commented, “I feel like most international students wouldn’t tell anyone if this happened to them. I don’t want to talk about it to someone who doesn’t understand my culture” (as cited in [Project Authors], 2020, p. 11). A Chinese female said,

I haven’t heard about the policy, but I saw a thing in the washroom about counselling. That’s it really. And when I think about counselling, I guess I just thought they were there to help people with mental health and stress and stuff. And I would not go to counselling. That is really scary. (as cited in [Project Authors], 2020, p. 15)

A respondent identifying as a Canadian male stated,

I feel like it’s not that readily available, really. I’ve never heard anyone discuss it. Yeah, I’ve got zero knowledge of it. I’m sure it is somewhere on the school website, but you can’t find anything on that thing anyway. So that’s not helpful. I don’t even know what the school could do for someone. (as cited in [Project Authors], 2020, p. 16)

An East African female noted,

I would say that I have never heard of this policy before, so it’s been pretty much invisible. Before this, I wouldn’t know a policy about this even existed at a university. Like, what are they going to do about it if it happened? I don’t really understand it now anyway. (as cited in [Project Authors], 2020, p. 22)

A final example comes from a West African male, who said:

Before I came here, I didn’t know that we had a sexual assault policy. I just assumed that you’ll call the police whenever you needed some help. But I don’t know if the police here will help you because they might not where I’m from. (as cited in [Project Authors], 2020, p. 23)

These quotes demonstrate a lack of overall knowledge of policy existence and available resources for victims/survivors. MOSAIC, one of the largest settlement nonprofit organizations in Canada, has been working to improve sexual assault support for international students:

MOSAIC wants to better equip school staff to help students from abroad because they report sexual assault more often than domestic students. CEO Olga Stachova believes international students are more vulnerable [to sexual violence] because they are likelier to be isolated, lack a social network and have to “navigate a new culture of dating and relationships.” (CBC News, 2019, paras. 2–3)

Bonistall Postel (2020) conducted a literature review that confirmed the vulnerability expressed by Stachova (as cited in CBC News, 2019). International students become vulnerable due to potential isolation and lack of cultural knowledge that may expose them to increased victimization (Bonistall Postel, 2020). In addition, the words of international students expose how power imbalances due to the unfamiliarity with university policy can create an opportunity for amplified vulnerability (Hutcheson & Lewington, 2017). This unfamiliarity is often a result of the fact that policies and prevention strategies do not match the student populations that they target (Todorova, 2017). Due to this vulnerability, there is significant importance in the addition of intercultural perspectives to the sexual violence policy to ensure that as a campus, ABCU is fulfilling its responsibility to promote health and safety for all students.

Language and Understanding of the Policy

It could be argued that the current policy assumes that all students understand the meaning of sexual assault and its implications, given the prefacing terminology. In addition, it could be speculated that the university assumes that students can read and understand the policy in its entirety because they understand and speak English. Regardless of the university’s

significant international student population, the policy, all campaigns, and all materials are distributed in English only. Information so vital to student safety needs to be accessible to all students in various ways to ensure the messages are being received. As one South East Asian female commented, “The policy is too long and complicated. I can’t understand that if I am in a crisis!” (as cited in [Project Authors], 2020, p. 17). Similarly, a Chinese female said:

For people who have like English as a second language, shouldn’t there be something that at least explains it [the policy]? Or like, certain translations or something to the most common languages? Because I know that a lot of people obviously wouldn’t understand it if English is their second language because there are complex words. (as cited in [Project Authors], 2020, p. 24)

Concerns about language barriers to understanding the policy were expressed most frequently by the South East Asian and Chinese focus groups. Based on the report ([Project Authors], 2020), simplifying the language of the policy and providing a condensed version would be beneficial for successful communication of its directives. Although terms are defined in the policy, the message continues to remain unclear. A South East Asian male commented:

It is fine that they tell us what the words mean, but it is still too complicated. We [students] don’t have time to read something so big and just figure it out, you know? Just make it simpler. I think this would help Canadian students, too. (as cited in [Project Authors], 2020, p. 19)

If an individual has experienced sexual violence, that person should not have to struggle with overcomplicated terminology when trying to understand options and possible next steps. This lack of understanding would hinder a student’s willingness to come forward and seek assistance. A strong policy is essential to protect all students; however, its effectiveness is

significantly challenged when students are either unaware of the policy or have a limited understanding of the regulation (Hutcheson & Lewington, 2017).

Guiding Questions Emerging From the Problem of Practice

Several questions emerge from the PoP discussed in this OIP and outline challenges that will be addressed. Three key questions are discussed in this section.

The first question is, “Why is it important that ABCU revisit its sexual violence draft policy to embed international perspectives and considerations?” This question allows stakeholders to understand and appreciate the value in embedding the recommendations set forth in the SVPISV report ([Project Authors], 2020) as they align with the strategic direction of globalization (ABCU, 2019). In addition, ABCU has a responsibility to ensure it is providing inclusive services to all students in a manner that serves them adequately. Moreover, when international students are paying high tuition dollars, the university should be able to put some of that money back into international student services, as discussed in the economic element of the PESTEL analysis.

Second, the question “How do critical theory and intersectionality validate the need for changes within the current policy?” investigates the importance of how policymaking and policy revisions are understood as an activist approach (Campbell, 2016). In addition, it sets the stage to establish the different experiences and roles of men and women, which might influence how they benefit (Bacchi, 2017). To understand the need for change, stakeholders must look at the theoretical underpinnings that challenge the social construct of Western policy.

Third, the question “How can ABCU maintain a strong sexual violence policy despite a fluid student demographic?” can align with the fourth and final phase of the change path model (Cawsey et al., 2016), the institutional phase, in which stakeholders monitor and evaluate

change. Within this phase, leaders understand the importance of tracking change and making changes as necessary. The change path model (Cawsey et al., 2016) is covered in depth in Chapter 3. Understanding the theoretical need for change and adopting an intersectional approach to policy will allow for ABCU to effectively manage a changing student population.

These questions guide this OIP and provide perspective to the need for change. In addition, the exploration of these questions will enable resistant stakeholders to deepen their understanding of critical discourse and the urgency to put theory into practice, within the sexual violence policy draft at ABCU.

Leadership-Focused Vision for Change

This section begins by discussing the overarching gaps in the literature regarding international students and sexual violence, and how those gaps inhibit equity in the ABCU sexual violence policy. Under this context, prioritizing the need for change and drawing on change drivers situates this OIP for stakeholders.

Identified Gaps

International students moving abroad and seeking a Western higher educational experience is not uncommon. However, as previously discussed, many Canadian universities have seen an increase in international student enrolment, due to increased demand and/or increased recruitment. From 2010–2019, Canada saw a 185% increase in international students (Hutcheson, 2020). The literature on international student experiences with sexual violence and strategies for higher education is sparse. Until recently, research focused on the counselling of international students and the supports they needed. Scholars such as Pedersen (1991) and Mori (2000) have discussed important aspects of mental health and higher education counselling management. However, they have taken a reactive approach to international student experiences,

rather than a proactive approach for change. This approach is indicative of the era in which these studies occurred, yet the criticism is still relevant today. The importance of prevention and accessibility for international students is slowly becoming a part of the conversation. Scholars such as S. Ahmed (2012), Bonistall Postel (2020), and Hutcheson (2020) have been leading these conversations and highlighting the glaring disparity and need for proactive change in higher education.

Priorities for Change

To discuss priorities for change, the guiding questions previously discussed serve as pillars that underpin and inform this section. These priorities will help mitigate initial challenges and resistance that may be expressed by ABCU stakeholders.

The Importance of Embedding International Perspectives and Considerations

ABCU stakeholders and higher administration must understand the importance of embedding international perspectives into policy and beyond. In an era of the decolonization of higher education (Battiste, 1998), the process of reform is not unfamiliar to institutions across Canada. The progression of indigenizing educational resources, curriculum, and policy is magnificently transforming ABCU. Administration, faculty, and staff acknowledge and understand the historical significance and critical intersectional underpinnings that are propelling change. This recognition of privilege expands to the understanding of how all students who are experiencing marginalization are viewed and represented on campus, moving beyond the neoliberal notion of international students' journeys abroad for Western ideologies, knowledge, and skills (Guo & Guo, 2017). This OIP aims to expand on the new knowledge of how critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989) shape the need for change in the sexual violence policy.

Understanding Why Critical Theory and Intersectionality Matter

Most studies regarding sexual violence in higher education have still been using domestic student samples (Bonistall Postel, 2020) rather than a sample that appropriately represents the student body. Moreover, institutions have been lumping international students into one student group and therefore have been “taking away the nuances of students’ experiences that are shaped by their intersecting identities” (Hutcheson, 2020, p. 29). S. Ahmed (2012) described this intersection of identity as the “meeting point” of how a person interacts with the world and how the world interacts with that person. This lack of critical intersectional discourse perpetuates the gaps in sexual violence policy and promotes policy exclusivity. The SVPISV report ([Project Authors], 2020) challenged many of the limitations and gaps discussed in the literature. It provides institutional stakeholders with detailed data and recommendations that unmask how various specific groups of international students at ABCU understand, perceive, and respond to the campus policy and sexual violence, through the intersection of their identities (Crenshaw, 1989). Understanding and employing this critical lens will enable ABCU stakeholders to be leaders in policy reform and provide direction and insight for the revision of additional policies and processes that augment the equitable implementation of the strategic plan (ABCU, 2019).

Managing Student Demographic Fluidity

It is unreasonable to assume that policies will suffice without revisions in the long term. It is through this lens that the importance of monitoring and evaluating change, as outlined in Chapter 3 of this OIP, is understood by ABCU stakeholders. Changes that are closely monitored and evaluated are more likely to achieve outcomes and provide a pathway for further changes and decision-making (Markiewicz & Patrick, 2016). As discussed in Jones (2011), relying solely on outputs and literature is insufficient. It is through change frameworks that these elements have

the most impact to procure effective and meaningful change. Chapter 2 outlines the change framework that will lead the successful implementation of this OIP.

Change Drivers

Three significant change drivers are behind the revision of the ABCU sexual violence policy draft: the SVPISV report ([Project Authors], 2020), ABCU internal stakeholders, and the ABCU (2019) strategic plan. The indicated drivers are intertwined by the common goal and understanding of the need to incorporate intercultural perspectives into policy.

SVPISV Report

The data and recommendations from the SVPISV report ([Project Authors], 2020) provide the most significant change driver for this OIP. The report shows that participants commonly expressed a lack of knowledge of sexual assault, a lack of awareness of ABCU's sexual violence policy, and/or anxiety about ABCU's services and prevention procedures for sexual assault. Some concerns related to needing more culturally specific recommendations, whereas others related to recommendations that applied across culturally delineated focus groups. With such precise data and recommendations in the report, there is a clear vision for change that needs to be reconciled to create a more inclusive policy for all students, both domestic and international.

Internal Stakeholders

In addition to me, a campus advocate and researcher in international education, several other stakeholders at ABCU are motivated to begin making changes to the policy, based on the SVPISV project report ([Project Authors], 2020) and their own personal communications and experiences with students. These stakeholders include the president, the dean of students, the sexual violence officer, the manager of Health Services, the head of campus security, and two

nursing professors who are also trained sexual assault nurse examiners and were my coresearchers on the SVPISV study.

ABCU Strategic Plan

ABCU's commitment to the 2019–2024 strategic plan (ABCU, 2019) includes globalizing the campus through academics, student opportunities, research, and policies. Since the launch of the plan, every new decision and initiative has been aligned with its directions, which are aligned with the university's mission, vision, and values. The draft sexual violence policy was finalized shortly after the release of the strategic plan. Therefore, the direction to globalize campus was not embedded from the beginning but became more of an add-on and afterthought. Additionally, and as previously mentioned, the first-year report of the strategic plan (ABCU, 2020b) was lacking in initiatives that strengthened the experiences of current international students.

Understanding how the gaps outlined at the beginning of this section perpetuate Western ideologies allow stakeholders to deepen their understandings of how social justice, equity, and inclusion are vital to sexual violence policy reform. By prioritizing institutional agendas, processes, and change drivers, ABCU can begin to address limitations and challenges. This two-tiered construct emulates how transformational leadership stems from transformative values, as outlined at the beginning of this chapter.

Organizational Change Readiness

It could be argued that ABCU is ready for change based on the 2019–2024 strategic plan (ABCU, 2019) and the direction of globalizing the campus through academics, student opportunities, research, and policies. However, these larger umbrella goals are not indicative of how organizational personnel feel about the smaller changes that fall under each goal. Change

drivers and change agents must demonstrate how change is imminently needed, and only then will others understand the need to unfreeze (Cawsey et al., 2016) from the status quo. Without expressing why change is needed and what specifically needs to change, change will not occur (Cawsey et al., 2016). Having discussions that articulate the leadership-focused vision for change will allow stakeholders to understand the urgency of change, as outlined in this OIP.

Organizational change readiness is further examined using the change readiness questionnaire (Cawsey et al., 2016) and Bolman and Deal's (2017) four-frame model.

Change Readiness Questionnaire

Based on Cawsey et al.'s (2016) readiness for change questionnaire (see Appendix A), it can be determined that ABCU is ready for change. In the past, the university has seen drastic changes in students, personnel, infrastructure, and overall expectations of faculty and staff. Initially, these changes were met with negative and cynical perspectives, but once the results started coming to fruition, the overall morale was boosted and the new normal was accepted. It is through this caveat that stakeholders appear to comprehend the need for change to the sexual violence policy draft. Once this early comprehension has been reinforced by understanding the role of critical intersectionality, this OIP should gain executive support. The ABCU president, dean of students, the sexual violence officer, and the manager of Health Services supported the SVPIVS research project and understood that the recommendations set forth in the report ([Project Authors], 2020) would improve the policy for all students.

My strong agency as a leader in the SVPIVS project and international contexts paired with my transformational leadership approach (Z. Ahmed et al., 2016) will build on the current momentum of change to bring this OIP to fruition. Although the executive group understands the need for change, they must understand the need to act and implement the proposed change

outlined in this OIP. These leadership models lend themselves to examine the overall openness to change and will allow me to manage conflict and communication and encourage productivity. The readiness dimensions of this OIP are strong. Ultimately, the sexual violence policy falls under the portfolio of the sexual violence officer. This individual is motivated to make changes to the policy and play a part in evaluating, monitoring, and assessing a new draft policy. The rewards for change are difficult to assess, particularly in regard to policy reform. However, given the new strategic plan, measuring change and accountability are solid. Data are important within the institution and particularly in relation to student health. Therefore, based on the readiness for change questionnaire, ABCU demonstrates it is ready for change.

Four-Frame Model

In addition to using Cawsey et al.'s (2016) readiness for change questionnaire, Bolman and Deal (2017) argued that organizational leaders need to approach organizational change from four frames. If all four frames are not considered, the change may be unsuccessful. These four frames are structural, human resource, political, and symbolic, and are discussed with further detail in this section.

The structural frame focuses on the "how" of change (Bolman & Deal, 2017). The structural piece in this OIP begins in Chapter 2, where the change framework is outlined. It then continues into Chapter 3, where the change implementation plan and evaluating and monitoring of change are discussed and delineated. Ensuring that stakeholders understand their role, the change plan, and their accountability will strengthen the efficiency and the efficacy of the desired change. The structure provides the foundation that is built upon the theoretical underpinnings of critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989) within the context of this OIP. Moreover, the strategic plan (ABCU, 2019) serves as an

indication that the university is ready for change. By outlining institutional goals, the strategic plan (ABCU, 2019) is aligned with the structural frame as it is intended to guide change. With COVID-19's impact on ABCU lessening, stakeholders are now returning to discussions of policy revision and draft finalization and are ready and prepared for task-oriented roles.

The human resources frame can be observed from three angles within this OIP. First, the needs of the students are clearly outlined in the SVPISV report ([Project Authors], 2020). This research study empowered representation of a large student demographic with a strong student voice (McLeod, 2011). Second, from an organizational employee stakeholder standpoint, these human resources perspectives can be divided into two groups. Group A consists of stakeholders who support the changes but are unable or unwilling to be a part of the working team. This could be through personal choice or lack of time within their already large portfolios. This group is still highly relevant because they are likely to occupy positions in higher administration and will need to approve the said changes. Group B is considered the working team stakeholders, of which I am the leader. This group is highly motivated to be a part of the change and considers themselves change agents. Balancing Group A's and Group B's ideals and priorities will be a significant human resource focus to maintain momentum through the change process. This consideration leads into the political frame.

The political frame, as mentioned above, will require strong transformational leadership (Z. Ahmed et al., 2016) to manage the two different stakeholder groups. Managing ideas and directives from Group A, placed upon Group B, may cause some friction and conflict. Additionally, initiatives with economic implications, such as new promotional materials and translated versions of the policy, will require Group A's approval. That approval may not be granted without significant explanation. This political frame may also be affected by previous

unrelated conflicts with some of the same stakeholders. However, there is the pressing issue that the policy draft needs to be finalized and therefore, stakeholders are ready to come to the table to discuss change.

The symbolic frame addresses the stakeholders' passion for social justice within the institution. Ensuring that all students are represented in policy aligns with the university's strategic direction to globalize the campus (ABCU, 2019). Understanding that international students in general are more susceptible to sexual violence (Hutcheson & Lewington, 2017), and particularly women of colour (Harris et al., 2017), propels the need for change among the stakeholders. This aligns with Kotter's (1996) sense of urgency that is discussed in Chapter 2.

In summary, given the strong results on the readiness for change questionnaire (Cawsey et al., 2016) and Bolman and Deal's (2017) four-frame model analysis, ABCU shows compelling change readiness in regard to incorporating intercultural perspectives and international student considerations within the sexual violence policy draft.

Chapter 1 Conclusion

This chapter outlined the organizational context, the PoP, and its shaping influences, followed by emerging questions to consider, my agency and vision for change, and organizational change readiness. Addressing the lack of intercultural perspectives and international student considerations represented in the ABCU sexual violence policy draft will ensure that the institution is addressing social justice and equity for all students through a critical social lens. Chapter 2 discusses how leadership approaches support a framework for change through an organizational analysis. In addition, possible solutions are explored to address the PoP and discuss ethical considerations of this OIP.

Chapter 2: Planning and Development

Chapter 1 outlined the PoP that is being addressed in this OIP, the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft, and the context in which it exists. It introduced how critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989) are the theoretical underpinnings that support and demand the need for changes to the policy. Chapter 2 begins by diving deeper into these theories and exploring why they are paramount to this OIP, followed by a framework for leading change, a critical organizational analysis, possible solutions to address the problem, and ethical considerations of this OIP.

Leadership Approaches to Change

Leaders attempting to incite change must understand and convey why change is necessary and explain these needs through leadership approaches that align with the desired change and institutional values. This section explores how critical intersectionality (Capper, 2018) grounds this OIP and why this theoretical underpinning is important in addressing the PoP. The section continues by discussing and demonstrating why transformative and transformational leadership approaches are utilized to propel change at ABCU.

Using Critical Theory and Intersectionality

As discussed in Chapter 1, critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989) are necessary shaping influences on the envisioned changes in this OIP. As stated by Capper (2018), leadership, change, and decision-making are intimately entangled within the critical lens. Moreover, the position of intersectionality connects traditional social constructs and academia to critically examine the power imbalances in society and social actions (Collins, 2019). Adding this focus is necessary to show how experiences may differ because of

the ways in which these social constructs work within the levels of social life (Bonistall Postel, 2020). It is imperative that stakeholders involved with the ABCU sexual violence policy draft understand how both critical theory and intersectionality must inform change and propel revisions to the policy. Through this praxis, ABCU can realize a more inclusive policy that responds to the SVPIV report ([Project Authors], 2020). Critical theory and intersectionality can propel change within the five tenets of critical theory that Capper (2018) outlined. For the purposes of this OIP, those influences centre on how the intersect of gender and culture shapes sexual violence policy reform.

Recognize and Alleviate Suffering and Oppression

As previously mentioned, international students are often more vulnerable to experiencing sexual violence (Bonistall Postel, 2020). Embedding critical theory and intersectionality drives the conversation of power within the sexual violence policy draft and within the institution. Educational leaders who are well versed in critical theory and intersectionality can deconstruct foundations of power and oppression for more equitable processes and policies. For example, creating equitable resources for all students can be realized by focusing on those who experience marginalization.

Analyze How Education Perpetuates and Interrupts Power

According to Foster (1986), leaders must examine what is assumed to be common sense and logical next steps and decide if this method of administrative practice contributes to perpetuated oppression or contributes to the development of change. It is under this tenet that leaders at ABCU can begin to understand how international students on campus do not have the same access and resources as others and are underrepresented in policy. What leaders at ABCU

may assume is equitable due to their own bias and privilege may be what is prolonging the oppressive practices.

Unify Facts and Values With a Goal of Social Justice

Educational leaders must be guided by morals and ethics (Liu, 2017). It is with a critical perspective that leaders contribute to social justice action and work toward equity for the oppressed. Looking at the recommendations from the SVPISV report ([Project Authors], 2020), the data demonstrate that the current draft policy is missing intercultural perspectives that meet the needs of all students. Unified with the ABCU strategic direction to globalize the campus (ABCU, 2019), they provide the praxis for social justice and equity in the policy.

Power Between the Oppressor (the Institution) and the Oppressed (International Students)

Drawing on the works of Freire (1970/2018), critical theory is the tool to disrupt oppression. Thus, educators betrothed in critical practice strive to give voices to those who are oppressed. Those voices demonstrate how gender and culture intersect to inform stakeholders of experiences and perspectives of those experiencing marginalization. Using the student voices of the SVPISV report, leaders at ABCU would be empowering the underrepresented students and disrupting the oppression embodied in the current policy draft. Embedding student voices works toward the balance of power and challenges the hierarchical power within the institution.

Interrupt Power Through Communication and Participation

Leaders who are driven by critical theory and intersectionality recognize societal oppression but are hopeful and committed to change. Influenced by Habermans (1984), leaders engaged in critical practice accomplish change through communication with a focus on how power shapes the problem. As seen in the SVPISV report, the recommendations aim to rectify

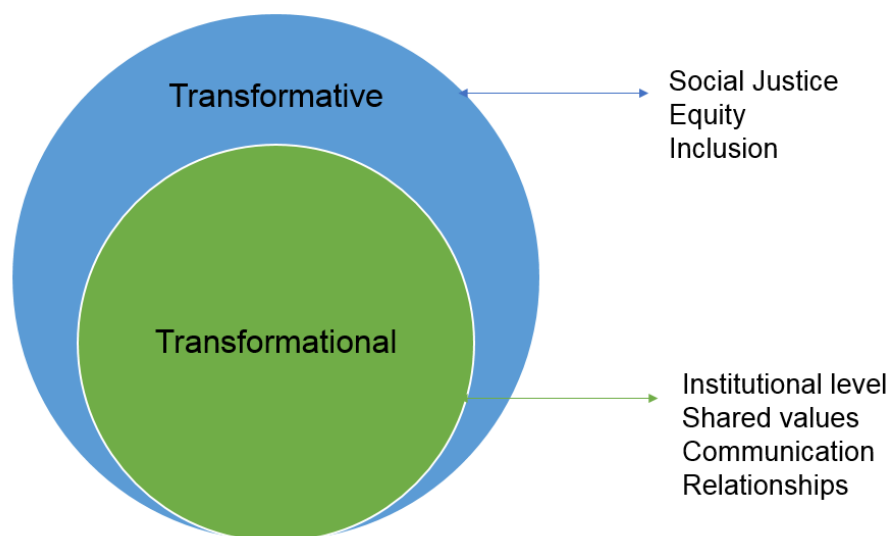
the gaps in the policy that discuss accessibility, communication, and resources. Understanding the narrative that is shaping this gap will allow leaders to effectively bridge it.

Transformative and Transformational Leadership

To fully address the gaps presented in this OIP, a single leadership model is insufficient to propel envisioned change. Introduced in Chapter 1, transformative leadership provides this OIP with the principal values through the goals of the strategic plan. Transformational leadership provides further reasoning and a change plan to address the PoP. A policy-driven PoP paired with social justice through a critical lens has resulted in both transformative and transformational models being utilized to appropriately reach the outlined changes (Shields, 2012). Figure 2 demonstrates the relationship between transformative and transformational leadership in the context of this OIP.

Figure 2

Transformative and Transformational Leadership Models



Transformative Leadership

This OIP is centered in social justice and equity in policy through a critical and intersectional lens (Collins, 2019). Through this perspective, transformative leadership is the

overarching umbrella leadership model used in this OIP, considering the PoP from the current reality of students, the disparities, and gaps in policy. Transformative leadership works to provide a more inclusive and equitable opportunity for all. Oakes and Rogers (2006) asserted that educational reform that addresses inclusion and social justice enable leaders to think and proceed differently than in the past, and in doing so, more effective change ensues.

Moreover, transformative leaders in educational settings must understand the importance of addressing how identity and interconnectedness intersect. They must look at how current institutional structures perpetuate the oppression and create an inequitable environment (Shields, 2010). Transformative leaders need to understand how socially just education and social justice education differ. Shields (2010) outlined how a socially just education offers equitable opportunities for all students; however, social justice education encompasses socially just education and incorporates pedagogy that teaches students about injustice and being a part of reform. The goal is to empower global citizens who dismantle oppression and institute equity. This OIP is centered in a socially just education context by providing an equitable landscape to the policy and is also centered in a social justice education context by including student voices and stakeholder involvement to be part of policy reform.

Transformational Leadership

Transformational leaders use charisma and relationships as a basis for change (Ngozi Amanchukwu et al., 2015). Through this leadership model, ABCU can be engaged in organizational change within the context of the sexual violence policy draft. The transformative model highlights and emphasizes the overarching need and reasoning behind the necessary changes, and the transformational model engages ABCU leaders and stakeholders into putting those changes in place.

Transformational leadership aligns with Capper's (2018) critical tenet of communication by engaging in dialogue about the PoP. Leaders who develop and communicate a vision through a change framework motivate others to be concerned and contribute to needed organizational change (Basham, 2012). The motivation that is stimulated by a transformational leader can promote stronger change because of the values-driven approach of the change team. This collective approach empowers others to voice their thoughts, opinions, and concerns. Based on relationship building, transformational leadership will guide me through communication with any stakeholders with differing perspectives on needed change to the policy draft.

Basham (2012) claimed that transformative leadership is a crucial model in higher education contexts. This assertion is due to constant fluidity of the economic and academic landscape of the institution. This organization depends on communication, shared vision and values, and shared power to effectively propel changes. As previously outlined, empowering stakeholders will perpetuate change (Capper, 2018) and align shared values within the transformational leadership model.

In summary, it is important to understand how critical theory (Horkheimer, 1972) and intersectionality (Crenshaw, 1989), paired with a transformative transformational leadership approach, are grounding anchors to propel socially just and social justice changes needed to the ABCU sexual violence policy.

Framework for Leading the Change Process

This section examines the relevant framing approaches and type of organizational change. It continues by discussing the chosen change framework, explaining why it was chosen and addressing its limitations. This section provides ABCU stakeholders with the structure and flexibility needed to address the PoP discussed in this OIP.

Type of Organizational Change

To approach the ABCU sexual violence policy draft revision, reactive organizational change both incremental and strategic will be most effective due to external influences of the SVPISV report ([Project Authors], 2020) and the importance of aligning the policy with the strategic plan (ABCU, 2019). Effective leaders react to external influences in a timely fashion, and they do so efficiently and effectively (Buller, 2014). These external influences ignite the change; however, it is the leader who must propel the change and manage the change. Buller (2014) reinforced how reactive organizational change is aligned with transformational leadership. Through this leadership model, the leader enables other stakeholders to see how addressing the external influences is necessary for a stronger policy. The relationship between reactive and incremental/strategic change is that reactive incremental change is adaptive, whereas reactive strategic change involves re-creation (Rempel, 2017).

Incremental adaptations respond to external influences (Rempel, 2017). In the case of this OIP, the incremental adaptation is considered revising the policy based on the recommendations. This is a reactive approach to the SVPISV report ([Project Authors], 2020). ABCU leaders have the opportunity adapt the sexual violence policy draft to reflect the student demographic and their needs. Additionally, the strategic recreation of the policy ignites a paradigm shift and responds to the external influences. As outlined in this OIP, the reactive approach allows the SVPISV report ([Project Authors], 2020) and the ABCU (2019) strategic plan to guide the revision of the policy through critical (Horkheimer, 1972) and intersectional (Crenshaw, 1989) perspectives, to address the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft.

This OIP is centered in reactive organizational change; however, it could be argued that once the sexual violence policy has been adapted and exists in a fluid state, the stakeholders could change their type of organizational change to anticipatory. This shift would allow the stakeholders to tune the policy to remain relevant and to foresee changes before they are necessary. This idea is discussed further in Chapter 3.

Change Frameworks

To address this OIP, a combination of three change frameworks is used as they capture the context of the PoP, the policy processes at ABCU, and the rapidly changing student demographic. The three models are as follows:

1. The policy cycle (Lasswell, 1956);
2. The change path model (Cawsey et al., 2016); and
3. Stage 1, establish a sense of urgency, from Kotter's (1996) eight-stage process.

The policy cycle “explains how policy should be drafted, implemented and assessed” (Janssen & Helbig, 2018, para. 2). The six stages are agenda setting, formulation, adoption, implementation, evaluation, and support/maintenance. Theoretical in nature, the policy cycle (Janssen & Helbig, 2018; Lasswell, 1956) is a concept, and therefore its alignment with the change path model provides structure without strict linear progression. The change path model “combines process and prescription” (Cawsey et al., 2016, p. 53) through four phases: awakening, mobilization, acceleration, and institutionalization. Although it provides strong direction, it allows stakeholders to forge their collective paths. Kotter's (1996) sense of urgency complements this framework as it challenges institutional complacency (Cawsey et al., 2016) and demonstrates the imminent need for policy reform. The rest of Kotter's model is procedural and linear, with seven additional steps. Therefore, only Stage 1 is relevant to this OIP. Using the

combination of change frameworks provides a stronger approach to the change outlined in this OIP.

Other frameworks considered for this OIP, such as Lewin (1951) and Kotter (1996), provide either too little or too much direction, leaving the institution unable to react incrementally in a way that is appropriate in the ABCU context. Kotter's stage model of organization is highly structured and sequential. The notion of finishing one step in its entirety before moving on to the next is not conducive to this OIP. Lewin's stage theory of change has three stages: unfreeze, change, and refreeze. This model enables too much interpretation of process and flexibility. Moreover, the refreezing stage implies that the change has been implemented and is complete. Policy reform is iterative and should never be considered complete. More on the proposed change framework model comes in Chapter 3, when monitoring and evaluation of this OIP is discussed.

Given that ABCU currently does not have a consistent institutional policy creation and revision framework, layering Lasswell's (1956) policy cycle will provide structure and process specific to policy creation and reform (Janssen & Helbig, 2018). The policy cycle

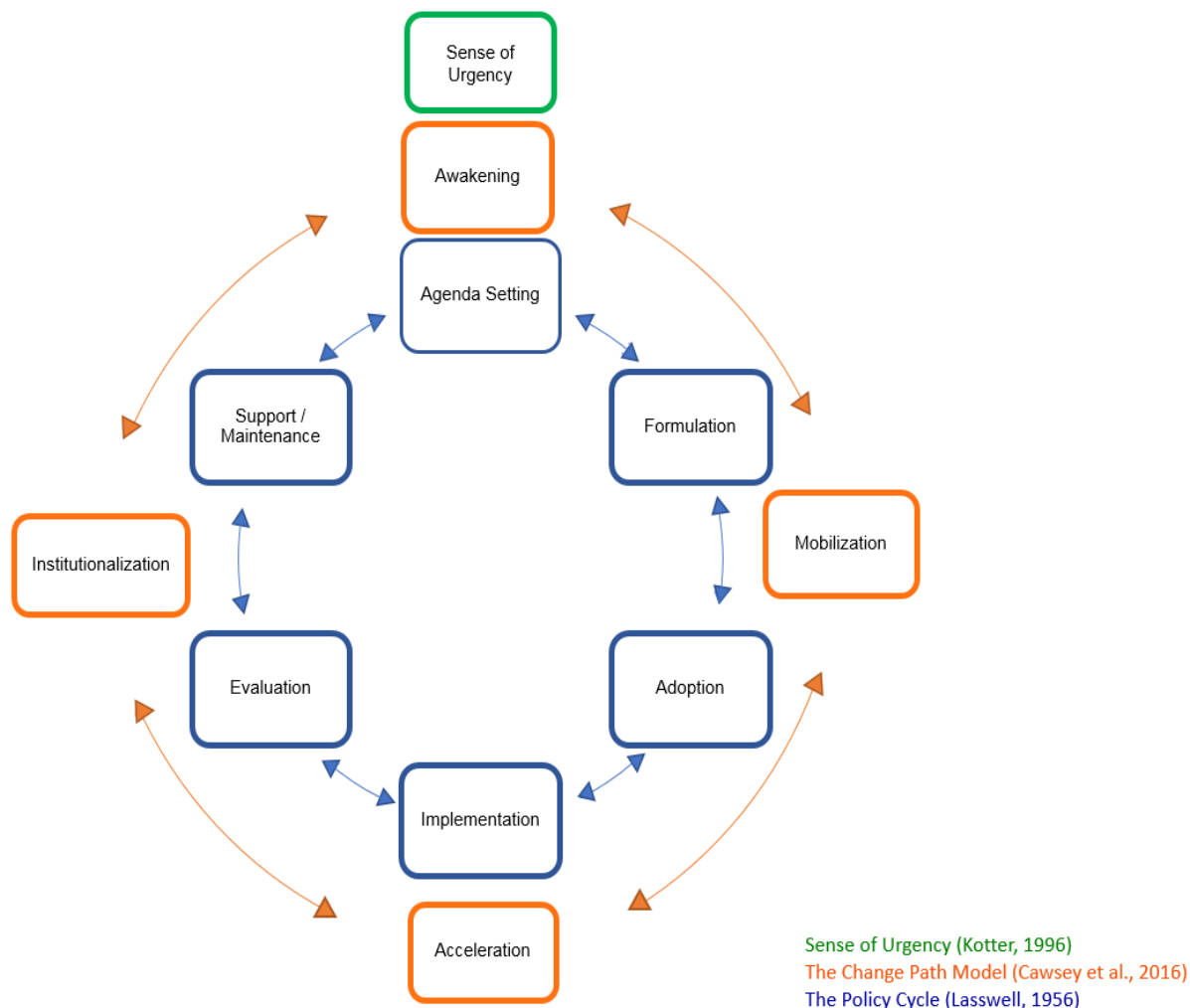
is a process that explains how policy should be drafted, implemented and assessed. It serves more as an instructive guide for those new to policy than as a practical strictly-defined process, but many organizations aim to complete policies using the policy cycle as an optimal model. (European Geosciences Union, n.d., para. 2)

Figure 3 demonstrates how the three frameworks work alongside each other to provide a strong approach to change. It is important to understand that the dials may move together or may move independently. In addition, it is worthy to note that it may be necessary to move the dials in opposite directions. Figure 3 represents how it is possible that a change process is not always

linear and will likely require adaptations when new conditions arise (Cawsey et al., 2016). As recommendations are implemented, stakeholders need to be prepared for feedback, setbacks, and successes. The versatility of Figure 3 will allow ABCU to be guided by process and flexibility.

Figure 3

Sexual Violence Policy Change Framework Models



Below, the chosen frameworks are discussed and put into further context of this OIP.

Kotter's Sense of Urgency

Kotter's (1996) Stage 1, establishing a sense of urgency, complements this framework as it pushes organizations past contentment to the realization that change is imminently necessary.

It is important that leaders convey understanding of the current vulnerability (Cawsey et al., 2016) to stakeholders so that there is institutional discernment that change is needed. Embedding this stage within the ABCU sexual violence policy change framework allows the SVPISV recommendations report ([Project Authors], 2020) and the ABCU strategic plan (ABCU, 2019) to be highlighted as institutional priorities. In addition, this stage complements Cawsey et al.'s (2016) change path model Step 1, awakening, and Stage 1 agenda setting of Lasswell's (1956) the policy cycle. These models are further explained in the coming pages. It could be argued that entrenching Kotter's Stage 1, and establishing a sense of urgency, will prove necessary as COVID-19 has likely distracted stakeholders from the CAPVP report and its recommendations.

The Policy Cycle

When discussing changes to policy, leaders must incorporate a change framework specific to policy. As discussed, ABCU does not have a consistent policy framework that is used to create or amend policies. This deficiency is problematic as it may allow for gaps that will enable policy failure (Volcker, 2014). Hudson et al. (2019) stated that the one of the biggest reasons for policy failure is a vague or nonexistent policy framework. This gap between creating policies and implementing policies (Janssen & Helbig, 2018) emphasizes how the policy cycle works best in conjunction with other change models. The policy cycle (Janssen & Helbig, 2018; Lasswell, 1956) complements the change path model (Cawsey et al., 2016) and provides for stronger policy-driven change. Using this framework allows for fluid changes to policy (Cairney, 2013). Contrary to top-down approaches, the cycle approach enables ongoing revisits and re-evaluations to stages of the cycle for more effective change. The literature discusses limitations of the policy cycle. Table 1 addresses those limitations.

Table 1*Possible Policy Limitations and Responses*

Variable	Limitations	Responses
Stakeholders	The policy cycle assumes that stakeholders will simply gather information and that solutions will be identified through rational decision-making, which is challenging due to the plethora of barriers to rational decision-making among stakeholders and institutional process.	The reactive approach to organizational change allows leaders and stakeholders to gather the information, but changes and decisions are made within the institution. At ABCU, this means aligning with the strategic plan.
Decision-making	The literature stressed that decisions cannot be made without political, economic, and social factors considered. These factors highly influence decisions.	A thorough PESTEL analysis was outlined in Chapter 1 that addresses the political, economic, and sociological factors involved in internationalizing the ABCU sexual violence policy.
Process	The proposed order of stages in the policy cycle raised criticisms as not being in a logical order and lacks applicability to the real world.	As outlined in Figure 1, the adapted policy cycle allows for fluidity and movement within the cycle. Additionally, the integration of the change path model allows for increased flexibility if needed.

The Change Path Model

Cawsey et al.'s (2016) change path model provides “process and prescription” (p. 53) to the organizational change progression. This direct and specified approach provides ABCU a clear framework in which to approach the recommended changes to the sexual violence policy. With its four steps—awakening, mobilization, acceleration, and institutionalization—the framework allows leaders to determine what precise changes are needed, and the change plan can be expanded (Cawsey et al., 2016). Moreover, using the gap analysis outlined in Chapter 1 will significantly assist in the process.

The biggest limitation to the change path model (Cawsey et al., 2016) is its possible linear approach to change. Organizations are complex, and expecting linear, challenge-free change is unrealistic. For this reason, the change framework has been adapted for this OIP to operate like a dial that can move both clockwise and counterclockwise, depending on the needs of ABCU and in conjunction with the policy cycle. Moreover, the interdependent relationship with the policy cycle will allow for strong coordination of efforts across multiple layers (Cawsey et al., 2016, p. 58) for the common goal.

In summary, the change framework outlined in this section is created by using Kotter's (1996) stage of establishing a sense of urgency, the policy cycle (Lasswell, 1956), and the change path model (Cawsey et al., 2016). This framework will provide ABCU stakeholders with the structure and flexibility needed to address the PoP discussed in this OIP through reactive and incremental adaptations.

Critical Organizational Analysis

This section uses Bolman and Deal's (2017) four frames model and Nadler and Tushman's (1980) congruence model to examine needed changes. Explanation of these models is followed by a discussion on how policy-as-discourse (Shaw & Russell, 2012) is a shaping influence on change and ABCU stakeholders.

The Four Frames Model

Beginning with the four frames model, Bolman and Deal (2017) stated that leaders should manage organizational issues from four perspectives: structural, human resources, political, and symbolic. Both individually and in combination, these elements contribute to the realization and understanding of what to change.

The Structural Frame

The focus of this frame relates to stakeholders and their responsibilities, policies, and frameworks (Bolman & Deal, 2017). The structural frame that looks at how change will occur. The change framework outlined in the previous section provides structure and process to facilitate the needed changes to the sexual violence policy draft.

A significant structural gap within the context of this OIP is the lack of a consistent policy creation or revision process at ABCU. The creation of new policies or the revision of current policies at the university do not follow a policy framework. The university relies on examples from other universities of similar size and resources on which to base its decisions. This approach makes one question how the institution decides to revise a policy. Additionally, had the SVPIVS project not occurred, would embedding intercultural perspectives in the sexual violence policy draft even be on the radar of the university? This frightening thought exacerbates the ignorance of bias and the lack of critical thought.

The Human Resource Frame

The human resource frame (Bolman & Deal, 2017) aligns with transformational leadership approach through relationship building with institutional stakeholders and students represented in the SVPIVS report ([Project Authors], 2020). As outlined in Chapter 1, three stakeholder groups are represented in this frame:

1. Student voices—data and recommendations from the report (e.g., international students);
2. Stakeholder Group A—stakeholders who must sign off on the policy but who are not directly involved with changes, revisions, or implementation (e.g., university president); and

3. Stakeholder Group B—working group directly involved and participating in policy changes, revisions, and implementation (e.g., sexual violence officer).

All three of these stakeholder groups are relevant and necessary to the fruition of change in the context of the ABCU sexual violence policy draft. Stakeholder Group A represents institutional support, and this support is needed for policy reform. Stakeholder Group B are those who work most closely with the policy and with victims/survivors. Their input and participation will propel this OIP as they are the institutional voice in regard to sexual violence on campus. The SVISV report ([Project Authors], 2020) has revealed international students' thoughts and perspectives of the sexual violence policy at ABCU and has been the basis of this OIP. Policy-as-discourse (Bacchi, 2000) will be a necessary element to engaging stakeholder groups and is further discussed at the end of this section.

The human resource gap builds upon the structural gap. Those responsible for the lack of policy processes are members of Stakeholder Group A. Without their approval, any proposed changes to the policy will not be implemented. Moreover, the current student voices being used are ones that have come from the SVPISV report ([Project Authors], 2020). Knowing that university student demographic shifts, the needs of students within a sexual violence policy may change and their voices may change. This element also leads into the political frame through discussions of power.

The Political Frame

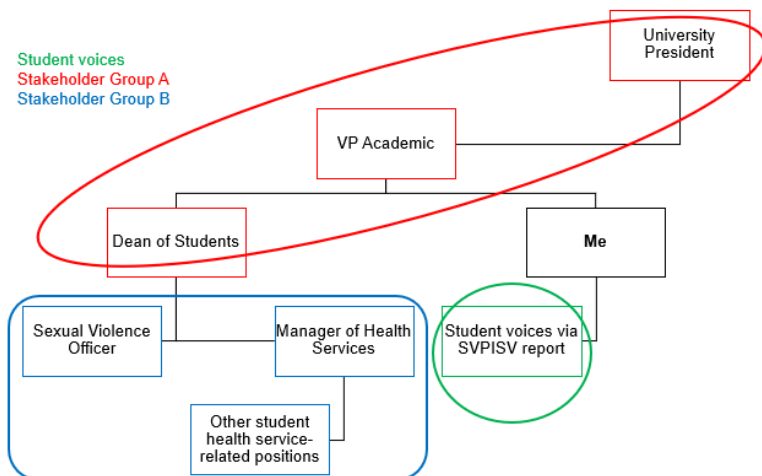
The political frame (Bolman & Deal, 2017) addresses conflicting opinions and agendas. Using the transformational leadership model will be most tested and utilized within the realms of the political frame. My agency as a leader and researcher in this area will allow me to manage stakeholders' understanding of why the policy needs revisions and their interpretations of what

should and/or needs to be done. Navigating possible solutions between the stakeholder groups while ensuring student voice is maintained will be imperative.

As previously mentioned, conflict between Stakeholder Groups A and B is possible given the power imbalance that exists. This exists because Stakeholder Group A encompasses people in positions of high leadership. These individuals have the highest decision-making authority and have fiscal control. The people in Stakeholder Group B are their subordinates. However, they are the ones who work with victims/survivors, manage supports and resources, and are directly impacted by the policy. Figure 4 demonstrates the hierarchical distribution of power at ABCU as it relates to sexual violence policy reform and is further discussed below.

Figure 4

Distribution of Power



Stakeholder Group A comprises higher-level administrators who are in positions of power within the university. Stakeholder Group B consists of middle management positions and those who work under them. A likely scenario is that members of Stakeholder Group A will likely not participate in the revision of policy but will have the final say of approval. Moreover, this same group of individuals holds the financial power to fund new resources as necessary. This power imbalance is common in higher education. The higher governing authority has

decision-making power but is not directly involved on a day-to-day basis. This disconnect demonstrates the importance of Stakeholder Group A understanding why policy reform is necessary and what needs to be changed. A transformative and transformational leadership approach, outlined in Figure 2, will engage stakeholders who are resistant to change or who do not understand why change is necessary. Moreover, the thorough PESTEL analysis will allow the leader to assess the climate and culture of stakeholders (Schein & Schein, 2016).

Furthermore, embedding social constructivism provides the opportunity for stakeholders to engage with one another for increased understanding of the need for social justice in policy.

The Symbolic Frame

This frame focuses on the need for purpose and meaning in one's work (Bolman & Deal, 2017). It is within this frame that social justice within ABCU is addressed. Guided by the strategic plan (ABCU, 2019), stakeholders understand that with a significant international student population, changes must occur to respond to the direction to globalize the campus. Embedding this direction in the strategic plan symbolizes and solidifies the university's commitment to globalization, both in regard to students and curriculum. Under the symbolic frame, the university has a duty to ensure that policies related to student safety are accessible and understood by all. Moreover, the comments and quotes from students in the SVPIVS report ([Project Authors], 2020) tell stories (Bolman & Deal, 2017) of oppression and experiences that symbolize and validate the intersection of a critical lens and policy-as-discourse.

One could argue that the PoP, the lack of intercultural perspectives, and international student considerations represented in the ABCU 2020 sexual violence policy draft is a significant symbolic gap. As mentioned, with the direction of globalizing the campus in the strategic plan, the university has declared its commitment to de-Westernize (Gunaratne, 2010) its institution

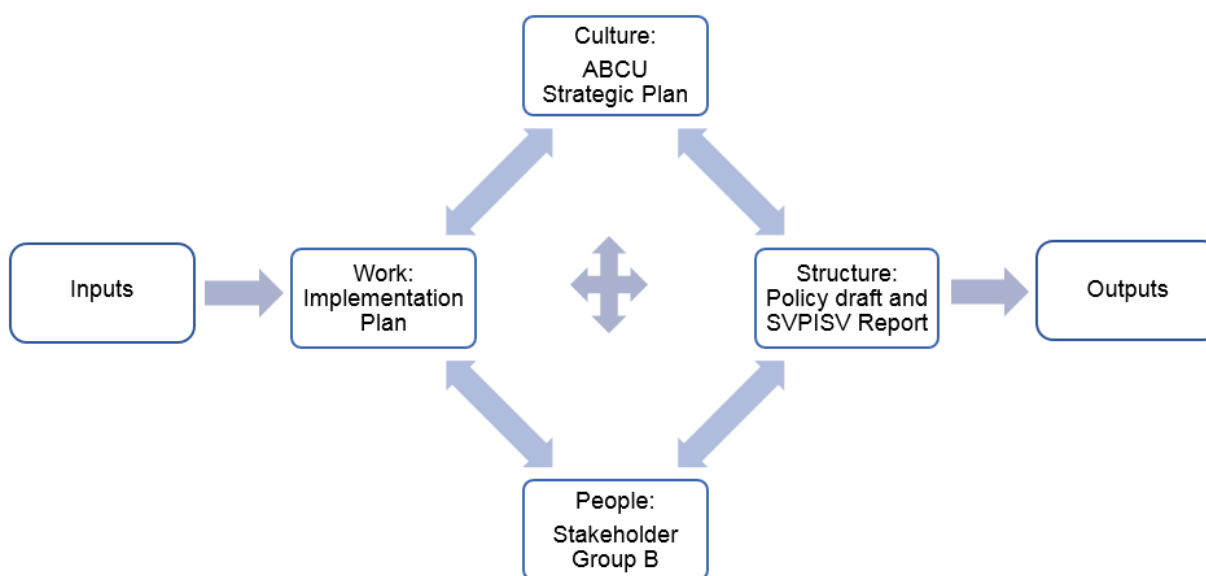
and processes. Moreover, there is a lack of policy-as-discourse and therefore a gap in the creation and revision of policy. This gap is further explored at the end of this section.

Organizational Congruence

Nadler and Tushman's (1980) congruence model demonstrate how effective organizational operations must have congruency between elements in order to thrive. It grows on the idea that "a system is a set of interrelated elements and a change in one element effects other elements" (Nadler & Tushman, 1980, p. 37). Figure 5 illustrates how an adaptation of the congruence model (Nadler & Tushman, 1980) unveils the organizational behaviour at ABCU regarding the PoP.

Figure 5

ABCU Sexual Violence Policy Congruence Model



Note. Adapted from "A Model for Diagnosing Organizational Behavior," by D. A. Nadler & M. L. Tushman, 1980, *Organizational Dynamics*, 9(2), p. 47 ([https://doi.org/10.1016/0090-2616\(80\)90039-X](https://doi.org/10.1016/0090-2616(80)90039-X)). Copyright 1980 by Elsevier.

Inputs

In addressing the PoP, inputs are discussed throughout this OIP. The four inputs outline what the institution must work with to have an impact on change. These inputs are environment, resources, history, and strategy.

1. The environment input is the drastic increase in international students. This demographic shift has changed the landscape of student needs.
2. The resources input highlights the motivated Stakeholder Group B along with overall institutional support for change.
3. The historical input recognizes how ABCU has changed in the past several years and how growth and change are not unwelcomed practices.
4. The strategic input looks at ensuring international students are experiencing equitable access to services that affect their safety, health, and well-being.

Components

As shown in Figure 5, the four components must be congruent (Nadler & Tushman, 1989) in order to effectively implement intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. In other words, the work, culture, structure, and people must align and fit with one another. The more congruent they are, the more effective the change. The four components are the implementation plan, the ABCU (2019) strategic plan, the SVPISV report ([Project Authors], 2020) and Stakeholder Group B.

1. Work and People: Does Stakeholder Group B understand and adhere to the implementation plan as outlined? Tasks are given to stakeholders to match their areas of expertise.

2. Work and Structure: The implementation plan is aligned with and addresses the policy gaps detailed in the SVPISV report ([Project Authors], 2020). They are congruent.
3. Structure and People: The student voices outlined in the report have demonstrated the need for critical intersectional (Collins, 2019) perspective from stakeholders. They are congruent.
4. People and Culture: Stakeholder Group B understands the importance of aligning initiatives with the ABCU (2019) strategic plan. They are congruent.
5. Culture and Work: The implementation plan is aligned with and abides by the goals of the strategic plan (ABCU, 2019). They are congruent.
6. Structure and Culture: The SVPISV report ([Project Authors], 2020) highlights how the current policy is not congruent with the strategic plan (ABCU, 2019). However, the recommendations outlined in the report bridge this gap and allow for congruency.

These components show how the congruence model (Nadler & Tushman, 1989) reinforces the gaps in the current sexual violence policy draft. However, the congruence model does not provide the tools to bridge those gaps (Belyh, 2020). To address the current incongruence between structure and culture, using the change framework model previously discussed will provide the process to align the policy gaps identified in the report with the strategic direction of the university. The change path model (Cawsey et al., 2016) aligned with the policy cycle (Shaw & Russell, 2012) and complemented with a sense of urgency (Kotter, 1996) provides a strong and thorough framework to address the indicated incongruency. Using the change framework model will provide the opportunity to align the policy with the university's initiatives.

Outputs

Output analysis requires two approaches: the desired outputs, and a monitoring and evaluation plan to indicate what the organization is actually achieving (Nadler & Tushman, 1980, p. 49). The desired output of this OIP is a sexual violence policy that includes intercultural perspectives and international student considerations. How this will be achieved is discussed within the possible solutions section of this chapter. Moreover, a monitoring and evaluation plan is outlined in Chapter 3.

Policy-as-Discourse

A policy-as-discourse framework acknowledges that language and social interaction shape policy (Shaw & Russell, 2012) and position progressive thinking. Embedding these conversations within Stakeholder Groups A and B will contribute to policy reform as they align and promote a critical intersectional approach to policy reform. A policy-as-discourse approach deconstructs how problems are created or exacerbated in the very policy proposals that are attempting to address other issues (Bacchi, 2000, p. 48). This exacerbation exemplifies how the current policy draft is still inadequate despite it recently being revised. The lack of process in policy revision allows gaps to emerge and creates additional concerns. These gaps reinforce the importance of data-informed policy making (Brown, 2017). “For researchers to influence policy, they will need to ensure that their subject areas, approaches and narratives are compatible with the current dominant philosophy” (Brown, 2017, p. 115). The SVPISV report ([Project Authors], 2020) directly supports the ABCU (2019) strategic plan, and therefore, policy-as-discourse is a grounding pillar when looking at what needs to change.

In summary, through the lenses of the four-frame model (Bolman & Deal, 2017) and the congruence model (Nadler & Tushman, 1980), the need for policy-as-discourse at ABCU is

evident to carry out effective sexual violence policy reform. Through these perspectives, needed changes are evident, the beginnings of possible solutions can be developed, and the intersect of policy and practice is realized (Capper, 2018). The next section in this chapter further examines four possible solutions to address the PoP.

Possible Solutions to Address the Problem of Practice

To address the PoP of this OIP, the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft, four possible solutions are presented to provoke the needed change. These solutions are (a) adapting the draft policy, (b) adapting the draft policy and adding policy artifacts to include recommendations from the SVPISV report, (c) leaving the policy as is but adding policy artifacts to include the recommendations from the SVPISV report, or (d) maintaining the status quo. In this section, each possible solution is explored and an evaluation of each one is outlined based on time, fiscal, and technological resources needed. This section concludes with a chosen solution and rationale.

Solution 1: Adapt Policy Draft

This possible solution looks at revising the policy draft. Currently, the 10-page policy is centered on victims/survivors and aligns with provincial guidelines for campus sexual violence policies, as discussed in Chapter 1. Adapting the policy draft would require stakeholders to critically examine each section of the policy for gaps relating intercultural perspectives. These perspectives and gaps have been highlighted in the SVPISV report ([Project Authors], 2020). This solution would specifically look at two elements that come directly from the recommendations: simplify the language in the policy; and clarify what is meant by counselling and/or offer culturally appropriate alternatives.

First, simplify the language in the policy. This action would help not only international students whose first language is not English but all students who are experiencing distress. Regardless of the definitions outlined at the beginning of the policy, some of the wording used throughout the policy could be considered advanced. If a student has experienced a sexual assault, or has had a peer experience sexual assault, the individual(s) would be experiencing overwhelming emotions. A revision of language in policy would be inclusive of all students because the messaging of directives, options, and resources would be easier for the victim/survivor to understand and to process. One might wonder if an adaptation to simple language with straightforward options may encourage victims to disclose their experiences more often because they have a clearer understanding of their rights and choices as a victim?

Second, identify and name additional options for students to disclose and/or to report that consider various cultural norms (Burnaby Now, 2019) and critically examine the intersection of international students and people in positions of power, such as counsellors and law enforcement, as outlined in the policy. Both of these factors may have a significant impact on international students' ability to cope with what they have experienced and seek help with recovery. As discussed by Tilliman (2007), international students utilize counselling services far less frequently than domestic students do for several reasons: They talk to family or close friends, they are ashamed and therefore do not disclose to anyone, and/or the act of receiving counselling is not culturally compatible. Similar comments could be made for the apprehension to disclose to law enforcement.

Reevaluating and reconsidering word choice and language used in the current policy draft is good practice. Use of more simple language or layperson terms increases the likelihood that students may fully comprehend their options as victims/survivors. Embedding additional

disclosure options for students will be slightly more complicated. Knowing what those options entail and how to ensure that the solution is culturally appropriate will be a task. Additionally, it is not possible to address every culture on campus, so finding alternative resources that are inclusive would be necessary to this solution. Resources that would be needed for Solution 1 include the following:

1. Time—Moderate time for Stakeholder Group B to revise policy draft and to investigate and implement other means of disclosure that are culturally relevant.
2. Fiscal—Minimal fiscal implications.
3. Technological—Minimal technological implications.

Solution 1 addresses some concerns raised in the SVPISV report ([Project Authors], 2020), and resources needed to complete this solution are minimal. However, it does not fully address the concerns of improving the understanding and accessibility of the sexual violence policy.

Solution 2: Adapt Draft Policy and Add Policy Artifacts

Solution 2 is an extension of Solution 1. Of the 20 recommendations outlined in the SVPISV report ([Project Authors], 2020), six recommendations discuss ways in which the policy could be simplified and/or clarified for increased understanding and dissemination. The realization and creation of the chosen recommendations can be defined as artifacts. The implementation of the artifacts in addition to revising the draft policy would provide alternative reporting strategies, increase accessibility of information, and increase visibility. These five recommendations are identified with a provided rationale in Table 2.

Table 2*Sexual Violence Policy Artifacts*

Recommendation	Rationale
1. Develop an online third-party disclosure form	Because sexual violence trials often come down to believability, third-party disclosure forms may provide additional support for the victim/survivor's case (Ontario Women's Justice Network, 2016). This could be an encrypted online form that is forwarded to the manager of student health. It would provide an opportunity for students, faculty, and staff to disclose incidents of sexual violence. Moreover, international students who are uncomfortable coming forward due to cultural reasons would have another way to protect themselves and one another.
2. Develop a one-page version/flowchart of the policy that highlights critical points	A 10-page policy is not conducive to encouraging disclosure or seeking help. A condensed, easy-to-navigate version will provide victims/survivors with a snapshot of what they need to know in their time of distress without having to navigate a larger document.
3. Translate a one-page version/flowchart to the most commonly spoken languages on campus	At ABCU, the most commonly spoken languages are currently easily identifiable. It is understood that this may change, but having translated copies of a document that is so important to student well-being is necessary
4. Implement student peer support liaison positions	A student position that provides victims/survivors with a support person of their own culture to present options to victims/survivors, provide companionship and support, and assist in deciphering information. Peers are available for support through the cultural lens, not to counsel victims/survivors. This idea is further explained in Chapter 3.
5. Increased visibility of policy and resources through social media promotion and campus video message boards	Ongoing social media and marketing campaigns to increase awareness, normalize the idea of seeking help, and promote available resources.

In addition to the evaluation of Solution 1, which is part of Solution 2, the addition of artifacts to the policy improves the probability that all students will be fully aware and comprehend options. Additionally, it addresses accessibility issues and awareness of the policy, and the options for victims/survivors and supporters. In addition to the stakeholders, other

members of the ABCU community will be needed to fulfill the desired policy artifacts. These human resources are discussed in Chapter 3. However, if Solution 2 were realized, it would normalize the policy and available resources due to its significant exposure and increased understanding. Resources that would be needed for Solution 2 are as follows:

1. Time—Considerable time needed for policy revisions and delegation and implementation of policy artifacts.
2. Fiscal—Moderate fiscal needs. Costs of printing and translating one-page brochures.
3. Technological—Moderate technological needs. Assistance from ABCU intranet software engineer to embed third-party disclosure form and working with Marketing and Communications to prepare social media and video message board campaigns and promotions.

Solution 2 addresses many concerns raised in the SVPISV report. Resources needed to complete this solution are moderate to considerable. However, Solution 2 addresses the concerns of understanding and accessibility of the sexual violence policy.

Solution 3: Leave Policy as Is and Add Policy Artifacts

This solution explores how the current draft policy is sufficient in its long form but adding policy artifacts through a handbook would suffice to bridge the gaps as outlined in this OIP. The exposure through the policy artifacts would reach the students and have the added elements necessary to provide relevant information for victims/survivors in distress. As well, messages, information, and resources about the policy would be accessible for all students.

With a campus population exceeding 5,500 students, with over 50% of them being international, the ABCU sexual violence policy must be understood and accessible by all

students. With the addition of the six recommendations, the policy would have the exposure it deserves, and the university could feel confident that it has implemented an inclusive policy.

Solution 3 would alleviate time spent on formal policy revisions and allow Stakeholder Group B to delegate the work of the policy artifacts. This would allow Stakeholder Group A and B to act more as one approval group rather than two separate entities. My agency would be stronger as I could completely lead the delegation and creation of the policy artifacts, while in communication with Stakeholder Groups A and B. Additionally, students are more likely to read the shortened one-page policy rather than the 10-page document, so one may wonder if it is a good use of time and human resources to revise a long document that students may not read? Resources that would be needed for Solution 3 are moderate:

1. Time—Moderate time needed. Much of the work could be delegated.
2. Fiscal—Moderate fiscal needs. Costs of printing of handbooks, translations of one-page policy, and video creation.
3. Technological—Moderate technological needs, consisting of video creation and handbook PDF creation.

Solution 3 addresses many concerns raised in the SVPIVS report, and resources needed to complete this solution are moderate. Solution 3 is less arduous than Solution 2 and still addresses the concerns of improving the understanding and accessibility of the sexual violence policy.

Solution 4: Maintaining the Status Quo

It could be argued that changing policy due to a changing demographic is setting a precedent. Universities have systems and processes in place that meet standards and have outlined criteria. Committees are put in place to review policies and processes. The university

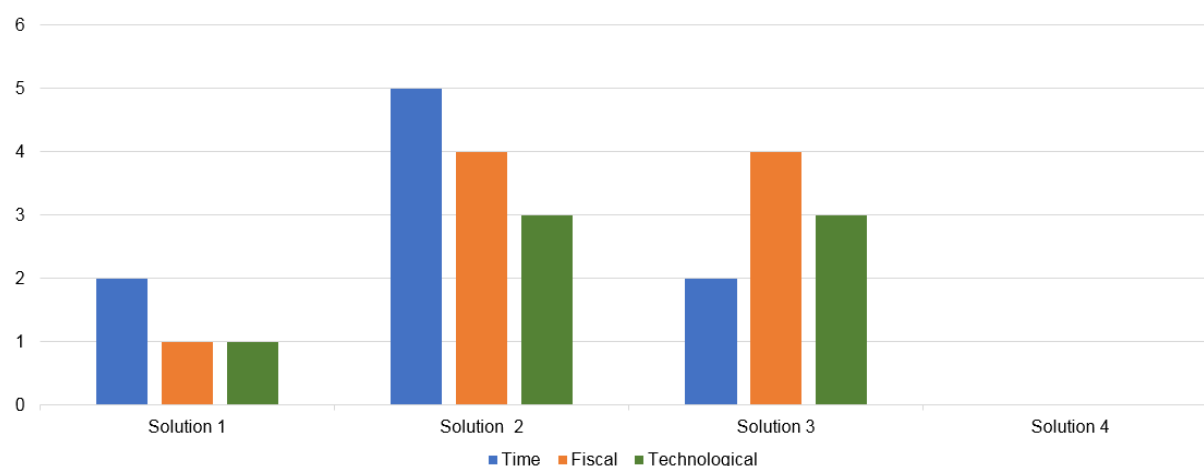
could argue that the recommendations from the SVPISV report are simply the results of one study and that although the recommendations are interesting information, they are not a reason to change a new policy draft. Additionally, the cost of new resources and human resources needed for revisions may not be a priority for the university, especially given the added processes and limited financial resources due to COVID-19.

With a student population of over 50% international, it must be understood that the status quo may be insufficient. If the expectation is that the university will align initiatives with the strategic plan (ABCU, 2019), the draft policy should be revisited. Moreover, the data and recommendations outlined in the SVPISV report ([Project Authors], 2020) show that international students do not understand the policy, are not aware of the policy, and/or are not comfortable with their options. Such poignant data need to be addressed in some capacity. No resources would be needed for Solution 4.

Solution 4 does not address any apprehensions raised in the SVPISV report ([Project Authors], 2020). Therefore, all concerns in regard to policy comprehension, cultural support, and resources and accessibility would remain. Moreover, the policy would not align with the strategic plan (ABCU, 2019), and international students at ABCU would remain more vulnerable to sexual violence.

Outlining Resource Needs

Figure 6 shows a representation of the resources need to achieve each solution. In this figure, human resources, fiscal needs, and technological needs are compared.

Figure 6*Resources Needed for Solutions*

For the purposes of Figure 6, minimal was measured between 0 and 2, moderate between 2 and 4 and considerable between 4 and 6. Figure 6 shows how each solution is impacted by resources and provides a visual overview. In a time of financial precaution, it is important to note that none of the proposed solutions require considerable fiscal resources. As financially responsible stewards, administrators are interested in the cost of an initiative. For initiatives to move forward at ABCU, it must be demonstrated that the university's financial obligation meets and exceeds the value of the output. Using my agency, I can communicate through a critical intersectional lens (Crenshaw, 1989; Horkheimer, 1972) that the investment on behalf of the university to fund a solution will align with the ABCU (2019) strategic plan and responsibly improve the policy for all students.

Chosen Solution

Given the significant number of international students on the ABCU campus, implementing Solution 2, Adapt Draft Policy and Add Policy Artifacts, allows the university to demonstrate its strong commitment to the safety and well-being of all students. This solution provides institutional precedent when creating new policy or engaging in policy reform.

Moreover, Solution 2 aligns with both transformative and transformational leadership by its thorough approach to social justice, equity and inclusion through the means of institutional level changes, shared values, and direction of the strategic plan (ABCU, 2019). It also addresses and mitigates the gaps outlined in the SVPISV report ([Project Authors], 2020), which leads to a safer campus for all students and staff. Combined, these reasons make this solution the best fit to address the PoP discussed in this OIP. Making changes to the sexual violence policy and the addition of artifacts would contribute to dismantling systemic oppression in higher education policy.

Leadership Ethics and Organizational Change

The three elements of ethical leadership—ethic of critique, ethic of justice, and ethic of care—complement one another and must all be present for leadership to be ethical (Starratt, 1991). Ethics in the higher education context is highly relevant, particularly the student affairs department (Reybold & Halx, 2018). Although ethical academic parameters are typically straightforward, policies and provisions that are dedicated to student health and well-being are increasingly more important and may be significantly more complex. Thus, maintaining strong ethical integrity when providing for those experiencing vulnerability protects all individuals and power structures that exist. Each element is now outlined, the elements are discussed in relation to this OIP, and the section concludes with an additional important ethical consideration of this OIP.

Ethic of Critique

Critique is central to this OIP. A problem has been identified and a plan to carry out a solution is being proposed. As discussed by Starratt (1991), the ethics of educational leadership begin with critique within its own domain. Moreover, the ethic of critique deconstructs

institutional administration and bureaucracy. This OIP is grounded in critical theory (Horkheimer, 1972) and further deconstructed by intersectionality (Crenshaw, 1989). These perspectives enable the analysis of language, cultural bias, structural and process bias, and power imbalances represented in the current ABCU sexual violence policy. As discussed in Liu (2017), the elite, colonial, Christian male has developed the way in which life and organization are structured. Furthermore, this way of operating perpetuates complacency and discourages change. Currently, the ABCU sexual violence policy draft serves domestic students more than it serves international students, giving the domestic students an advantage in seeking help and resources. This power dynamic perpetuates the injustice of how the policy is structured.

The critical ethical perspective will enable stakeholders to distance themselves from the way things have always been done and shift to “an awareness of power and privilege, interest and influence” (Starratt, 1991, p. 190). As previously discussed, ABCU policy revision follows no recommended framework for change. This solution is an opportunity to change the procedures, uncover the biases in the current revision process, and move the organization towards a more ethical framework.

Ethic of Justice

A limitation of the ethic of critique is that it allows leaders to deconstruct their process but not provide a framework for reconstruction (Starratt, 1991). The ethic of justice helps provide an opportunity to rebuild. Drawing on the work of Rawls and Rawls (1971), it rebuilds the notion that justice means fairness and equity. This policy-driven OIP aims to provide equitable access to the ABCU sexual violence policy draft and supporting resources for all students on campus. Once the critical lens provides a discourse for policy, leaders have the opportunity to rebuild the policy from a de-Westernized approach (Gunaratne, 2010). Reybold

and Halx (2018) asked if “justice and diversity have the same meaning for students of colour as for the campus representatives who serve them?” (p. 283). The ethic of justice is an overarching theme to this OIP as it calls out the institution, through transformative leadership, for not providing an equitable opportunity of safety and well-being for all students (Ehrich et al., 2015). Moreover, it demands that the university serve both the greater good and the rights of the students (Starratt, 1991). Embedding policy-as-discourse provides a place for discussion and rationale behind the needed changes.

Ethic of Care

For the ethic of care to fulfill its general purpose, it is complemented by the ethic of love (Starratt, 1991). This relational approach coincides with transformational leadership in the way leaders value colleagues as people and not merely as employees, or in the case of this OIP, international students as students, and not a source of financial gain. Ethical care provides support and freedom for self-expression and self-care. Moreover, ethics in student affairs requires frequent tasks such as “student group support and advocacy for underrepresented groups” (Reybold & Halx, 2018, p. 277). This duty is entrenched in the student affairs department and is part of professional ethics. However, a critical evaluation of the department and its services unveils a gap in the ethical care for international students at ABCU. In the context of this OIP, ABCU is not deliberately devaluing international students and their needs; rather, it is not understanding or realizing the care that they need to be on a level playing field with domestic students in terms of policy in health and safety.

Ethical leaders “promote inclusion, collaboration and social justice. In doing so, they promote all students, especially those who are experiencing marginalization” (Ehrich et al., 2015, p. 199). This statement is in direct congruence with this OIP.

Additional Ethical Consideration

As part of the chosen solution, the implementation of a peer support liaison was recommended in the SVPISV report ([Project Authors], 2020) and is a suggested artifact to the policy in the context of this OIP. Admittedly, there are ethical issues in incorporating student peer support liaisons. These issues would include an unclear understanding of the role, lack of appropriate training, and lack of support for peer support liaisons themselves. These issues are discussed and addressed in Chapter 3, as mitigating this ethical consideration is a necessary piece to this OIP.

Chapter 2 Conclusion

Chapter 2 began with an in-depth analysis of why critical theory (Capper, 2018; Horkheimer, 1972) and intersectionality (Crenshaw, 1989) are grounding influences on this OIP. It continued by outlining a framework for leading change and a critical organizational analysis that discussed what changes are needed. The chapter followed with possible solutions to address the PoP, a chosen solution, and ethical considerations of this OIP. Chapter 3 discusses how the chosen solution will be implemented, presents how the change will be monitored and evaluated, and outlines a communication plan, followed by possible next steps.

Chapter 3: Implementation, Evaluation, and Communication

Chapter 3 brings closure to this OIP. Chapter 1 discussed and outlined the PoP: the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. Moreover, it provided context through transformative and transformational leadership and critical intersectional (Capper, 2018) approaches that were expanded and analyzed in Chapter 2. Chapter 2 also explored frameworks for leading change and possible solutions to address the PoP, by looking at what needed to be changed and ethical considerations to the proposed changes. Chapter 3 outlines the plan and process for change implementation for Solution 2: Adapt draft policy and add policy artifacts. This chapter also discusses monitoring, evaluating, and communicating the proposed change, as well as the next steps and future considerations.

Change Implementation Plan

The implementation plan, as outlined in this OIP, is defined as how goals are met through strategies of change, leadership, and process. In this section, the change framework guides the implementation plan to lead this OIP to meet the desired goals by connecting to the organizational analysis and proposed solution in Chapter 2. Moreover, stakeholder concerns and possible limitations are addressed and mitigated to conclude this section.

The Implementation Plan

As discussed in Chapter 2, the change frameworks used in this OIP are the change path model (Cawsey et al., 2016) and the policy cycle (Janssen & Helbig, 2018; Lasswell, 1956). The framework also implements Kotter's (1996) Stage 1, establishing a sense of urgency. As previously shown in Figure 3, the change models work together in a dial, allowing fluidity between the frameworks. This flexibility allows the change process to move in both directions,

depending on what is needed. The implementation plan breaks down the three models and provides direction and guidance to the changes outlined in this OIP by connecting to the critical organizational analysis outlined in Chapter 2.

The goals identified in the change implementation plan are reinforced and aligned with a social constructivist worldview through transformative and transformational leadership. By putting the emphasis on relationships and stakeholder empowerment through the lenses of social justice and institutional values, the identified goals promote stronger congruence in the act of policy reform. Moreover, the change implementation plan allows ABCU to align policy with the strategic plan (ABCU, 2019) as it promotes and establishes the urgency for ongoing improvements to social justice within the organization. As discussed in Chapter 2, Nadler and Tushman's (1980) congruence model contributes to this OIP as it connects the stakeholders, the ABCU (2019) strategic plan, the recommendations, and the change implementation plan for the output of a sexual violence policy draft that represents all students of ABCU.

The change implementation plan can be found in Appendix B. The plan provides process and guidance for the creation of two outputs: the revised policy and the policy artifacts. Outlined by goals and supported by strategies from Chapter 2, the plan details action items, supports and resources, and leadership responsibilities. It also discusses possible limitations and challenges. It is important to note that at this stage in the change process, only parts of change framework developed for this OIP are being used: (a) awakening through a sense of urgency and agenda setting; (b) formulation, mobilization, and adoption; and (c) implementation and acceleration. These parts are taken from Figure 3 and are elements of the change path model (Cawsey et al., 2016), the policy cycle (Janssen & Helbig, 2018; Lasswell, 1956), and Kotter's (1996) Stage 1, establishing a sense of urgency. The evaluation, institutionalization, and support and

maintenance pieces of the framework are further explored in the next section of this chapter, as the monitoring and evaluation elements of this OIP are presented.

Managing the Transition

Policy reform and the addition of artifacts will require efforts from many individuals. Their concerns and questions must be validated and mitigated, and they must understand what is expected, what resources will be needed, and what limitations exist.

Stakeholder Reactions and Concerns

In anticipation of this OIP, several ABCU stakeholders, including the sexual violence coordinator, the dean of students, and the associate VP of academics and research, are currently voicing their interest in seeing the proposed changes to the ABCU sexual violence policy draft. They understand that in its current state, the policy lacks intercultural perspectives and international student considerations. Despite their access to the SVPISV report ([Project Authors], 2020) and the plethora of its recommendations, their interest in policy revision presumably lies solely in the policy draft. This assumption is based on the current climate at ABCU, where fiscal resources are limited and employee workloads are at maximum capacity. Moreover, the policy artifacts are vital to addressing the intersectionality represented in the policy (Campbell, 2016). In a time of economic restraint due to COVID-19 and its effect on student enrolment, ABCU is not investing in many new positions or larger financial commitments. Therefore, several of the recommendations outlined in the report are not feasible and may be casting an overall general disregard for all the recommendations and the report itself. This situation may cause an overall reluctance to explore the chosen recommendations outlined in this OIP, despite their minimal financial impact.

Aligning with Cawsey et al. (2016), stakeholders may have feelings of uncertainty in their ability and capacity to take on a larger project than they are anticipating. Many of the stakeholders are staff members whose job descriptions and responsibilities are significant. These roles are typically done by several people at other universities but are done by one person at ABCU. As previously discussed, a strong transformational leadership approach (Basham, 2012) through a transformative outlook (Shields, 2012) will provide the structure and foundation for the realization of this OIP. Moreover, as outlined in the mobilization phase of Cawsey et al.'s (2016) change path model, it is imperative to “communicate the need for change and manage various stakeholders as they react and move the change forward” (p. 218). Furthermore, it is also important to listen to the concerns of the stakeholders while being a change cheerleader. Stakeholders with legitimate concerns need to feel heard (Cawsey et al., 2016) and valued as they grasp the tasks at hand and process the additional work that they are being asked to do. Bolman and Deal's (2017) human resource frame, paired with Nadler and Tushman's (1980) people element, complement the transformational approach through the empowerment of stakeholders. This approach enables leaders to validate concerns by appreciating what they do and recognizing their institutional contributions.

Through strong relationships, a critical intersectional lens, and an effective change plan, I will leverage my agency as a leader in international contexts and research to champion the change process and allow stakeholders to feel empowered yet not burdened. If the stakeholders “see the organization benefitting from this change, they are more likely to embrace change” (Cawsey et al., 2016, p. 221). Balogun and Johnson (2004) discussed that effective leaders manage change by facilitating and empowering stakeholders, rather than controlling and dictating the process.

Personnel Engagement, Supports and Resources

Although 2020 had many challenges, it brought the fight for social justice and equity to the forefront. The world saw a continuation of the MeToo movement and engaged in BlackLivesMatter. These revolutions rightfully challenged the social inequities and treatment of people who experience marginalization and opened people's eyes to the need for social justice reform. Increased power and influence of social media and digital promotion has contributed to these initiatives and fights for change around the world. Because of this new climate, one can wonder if supports and resources needed for related change may be met with less resistance than they would have previously. Moreover, the communication of critical intersectional reasoning (Delgado & Stefancic, 2013) will provide the foundation of why resources and supports are necessary while providing another way in which the strategic direction, globalize our campus (ABCU, 2019), is being met.

Personnel engagement is a significant support and resource for this OIP. It is through collaboration with ABCU external stakeholders that many aspects of this OIP will be realized. Table 3 provides an overview of external personnel needed, the resources and/or supports they will provide the implementation of this OIP, and any financial implications they require. As demonstrated in Table 3, financial resources needed for this OIP are for services that are not available at ABCU. The translations of the one-page abbreviated sexual violence policy draft are a crucial policy artifact as they promote student safety through increased knowledge of the policy and resources for victims/survivors. Moreover, the translations will be used year after year until the policy faces another revision. The printing of digital materials can be done on a need basis. Ensuring that policy artifacts in multiple languages are in print and available to students throughout campus will allow another layer of communication. While social media and digital

communication is vital, students are inundated with technology on a daily basis. With print copies in strategic places on campus, the policy artifacts will be twice as visible to students.

Table 3

Required Personnel and Resources

Personnel	Resources and supports	Financial
ABCU production and graphics coordinator	Using ABCU branding, digitizing the one-page abbreviated policy, translated versions, and third-party disclosure form.	Not applicable
ABCU marketing and communications manager	Social media campaigns, campus video board messaging, survey distribution.	Not applicable
Local printing	Printing of digital materials as needed.	Community outsourced
Translation services	Translation of one-page abbreviated sexual violence policy draft in most commonly spoken languages on campus.	Community outsourced

The change implementation plan outlined in Appendix B demonstrates how important time, as a resource, is to this OIP. As previously discussed, stakeholders may have concerns about the amount of time they are able to give this OIP. However, institutional support may help mitigate this issue, as discussed in the next subsection of this chapter. Time is a key element in the process of organizational change (Lee & Lee, 2008). Making time for a thorough and well-executed change plan is necessary to realize this OIP. Nevertheless, time can also be considered a challenge or limitation, and is discussed below.

Possible Implementation Challenges and Limitations

As ABCU embarks on the implementation of this OIP, three possible challenges may impact its success: inadequate time, an unwillingness to implement the complete solution, and difficulty with the implementation of the peer support liaison program.

Using my agency as a researcher and advocate for international student equity, it is important that Stakeholder Group A, as outlined in Chapter 2, understands the importance of the time associated with the successful implementation of this OIP. With their support, this OIP will become a priority, and members of Stakeholder Group B will be able to reprioritize their existing workload so that ABCU sexual violence policy reform is given the time it needs. Without this support, the stakeholders risk burnout, stress, and a lack of motivation to continue with the project (Melin et al., 2014). Time is a vital and an inevitable component to understanding and implementing change (Dawson & Sykes, 2016). Framing this OIP through a transformative lens, leveraged by the ABCU strategic plan (ABCU, 2019), will demonstrate how it is grounded in social justice, equity, and inclusion, and will provide the caveat needed to further discuss the concern of time with Stakeholder Group A.

As previously mentioned, ABCU policy stakeholders are interested in revising the policy document to address the indicated gaps but have not yet expressed interest in implementing any of the recommendations outlined in the SVPISV report ([Project Authors], 2020). However, ABCU has been delivering courses virtually since March 2020, and stakeholders may not see or understand the need to implement the recommendations despite the lack of students on campus. Moreover, staff and faculty have been occupied in transitioning services online and creating a multitude of back-to-campus plans.

COVID-19 has taken the spotlight from many important issues, as attention to alternative methods of operation have been imminent and imperative to the ongoing survival of the university during the global pandemic. Therefore, highlighting and including Kotter's (1996) sense of urgency is crucial to the overall implementation plan. This sense of urgency provides a platform for a transformative approach to institutional systematic change. Through effective

communication, the stakeholders will see the need for not only a policy revision, but the implementation of the recommendations outlined in this OIP.

Leaning into transformational leadership, shared values, communication, and relationships is “essential within higher education so that adaptation can be completed to meet the constantly changing economic and academic environment” (Basham, 2012, p. 344). Given the multitude of recommendations outlined in the SVPISV report ([Project Authors], 2020), this OIP highlights those that are manageable and feasible without a momentous overhaul of Student Services. The chosen recommendations will provide strong data that will allow ABCU to determine if the current gaps are being addressed.

Creating and implementing the peer support liaison program comes with several ethical considerations. Table 4 outlines possible questions that will be asked by the university regarding the program and delineates how these questions will be addressed and mitigated.

Question 1, “Is this a new student position to ABCU?” has two possible options. Option 1 is to add the duties of the peer support liaison to similar student positions that already exist at ABCU. Positions such as residence advisors, student union representatives, peer success coaches, and others are held by students who have been highly vetted by the university. Adding peer support liaison to the duties of some of these students would be a good starting point for ABCU. It would allow for a strong introduction of the program and alleviate time and additional resources spent on training certifications. If the peer support liaison reports show significant usage of this resource, the university could effectively plan and deliver a stand-alone peer support liaison program to better meet the needs of the students. Option 2 is to hire a set of students and appropriately train them to fulfill the role. Although this option would require more

initial resources, it may give less high-profile students an opportunity to be involved and become advocates for their cultures.

Table 4

Peer Support Liaison Program

Questions	Possible answers and mitigation
1. Is this a new student position to ABCU?	First, the university could add peer support liaison to already existing job descriptions, such as residence advisors and student union positions. Second, it could hire new students to fulfill these roles.
2. Are these paid student positions?	Yes. Peer support liaisons may submit timesheets to outline the hours they have been working with a student.
3. What training is necessary?	Bystander training, ASIST (Applied Suicide Intervention Skills) training, trauma-informed support, and importance of self-care due to vicarious trauma.
4. What exactly is the role of a peer support liaison?	Present options to victims/survivors, provide companionship and support, and assist in deciphering information. Peer support liaisons are simply available for support through a cultural lens.
5. Who will manage these students?	The sexual violence officer. Peer support liaisons will inform the officer of ongoing cases while maintaining confidentiality (if the officer is not already involved).
6. How can ABCU ensure confidentiality?	Peer support liaisons will sign legal contracts and be informed of the consequences should they violate the contract.

Question 2, “Are these paid student positions?” is answered with yes. As indicated in Table 4, peer support liaisons will submit time sheets to their supervisor as hours will vary from case to case. Some victims/survivors will not need or want as much cultural assistance as others. Therefore, having peer support liaisons document their time will provide the most accurate payment plan. This process already exists for other student positions on campus, so there is a precedent to this manner of compensation.

Question 3, “What training is necessary?” is important to address: facilitating support and being a support person differ, and it is important for participants to understand the difference. If

ABCU chooses Option 1 and adds peer support liaison to already-existing positions, these students have already received all the applicable training certificates. These students are also trained and informed on confidentiality, duty to report, and other vital responsibilities. In choosing Option 2, some training could be coordinated to be completed with some of the other groups on campus, minimizing the required resources. Regardless of the chosen option, designated peer liaisons will need to understand their role clearly. They are not to counsel students or provide advice. Rather, they are to present options, provide companionship and support during victim/survivor disclosures, offer other available resources, and assist in deciphering information.

Question 4, “What exactly is the role of a peer support liaison?” is important to discuss because it sets the parameters of this student position and addresses ethical concerns that may be raised by the university. As previously mentioned in Question 3, the role of the peer support liaison is one of cultural companionship that can support the victim/survivor in several ways. Peers may help victims/survivors navigate the supports and resources available for help, accompany them during any disclosures or appointments, and help them understand information and conversations with support persons (e.g., police). The peer support liaison is a resource for students, and those students can seek support for some of the process, parts of the process, or none at all. Again, they are not to counsel students or provide advice.

Question 5, “Who will manage these students?” has one possible answer. Reporting to the sexual violence officer ensures that a formal process is maintained, and confidentiality remains in the circle of care (Canadian Medical Protective Association, n.d.). Furthermore, when the peer support liaisons are involved with another student, they are to report daily to the sexual violence officer to ensure that they are not being put into positions that they are untrained for or

are going outside the parameters of their role. Moreover, the sexual violence officer will be able to provide and facilitate immediate access to counselling and debriefing options during and after supporting a victim/survivor. Being a support for a person who has experienced trauma can be stressful and may trigger an array of emotions. Iqbal (2015) discussed the notion of vicarious trauma that is experienced by people or professionals supporting victims of trauma and reiterated the importance of having trauma-informed training to these individuals. “Proactive self-interventions against the onset of vicarious trauma, compassion fatigue, and burnout are through the implementation of self-care strategies and supervision” (Sorsdahl, 2016, para. 5). Although Stakeholder Group B will create a protocol strategy for peer liaisons to follow when supporting another student, adding ongoing supports and mandated debriefing for the peer support liaison will be essential.

Question 5, “How can ABCU ensure confidentiality?” explores the role of students as employees. At ABCU, and likely most other postsecondary institutions, students are employed all over campus. Many of those roles involve working with confidential information and/or student data. At ABCU, students who breach confidentiality with information maintained through school employment are expelled from the institution (ABCU Registrar, personal communication, January 7, 2021). No institution can ensure confidentiality with any employee, yet strong consequences paired with well-vetted students will contribute to and promote the severity of maintaining confidentiality.

Goals

To set goals for this OIP, there is a need to address the current gaps in the policy. A gap analysis is outlined in Chapter 1 that highlights the lack of intercultural perspectives and considerations within the sexual violence policy draft. It can be argued that bridging this gap is

to some extent mandated by the 2019–2024 strategic plan (ABCU, 2019), as previously discussed in this OIP. Moreover, the implementation plan goals discussed in Appendix B provide structure and benchmarks as the OIP moves through the change framework. For the purposes of this OIP, short-term goals have a 2-month time frame, medium-term goals have a 3- to 5-month time frame, and long-term goals have a 1- to 3-year time frame.

In the short term, the first goal will be realized with strong transformational leadership (Basham, 2012; Santamaría & Jean-Marie, 2014). Strong communication of the gaps, why these gaps should be addressed, and how it is going to be done will cultivate morale and build relationships among the stakeholders. This solid foundation will guide the rest of the process. A second short-term goal is having institutional support from higher administration, to complete the entire solution. Empowering stakeholders will help alleviate various challenges mentioned in sections above.

Medium-term goals consist of continued transformational approaches to leadership and adhering to timelines while managing other work-related duties. As the implementation of this OIP progresses, deadlines created for task completion may cause stress or friction due to unrelated yet time-consuming job-related responsibilities of the members of Stakeholder Group B. Therefore, it is essential to maintain strong communication with all members of the group while “engaging them through inspiration, exemplary practice, collaboration, and trust” (Basham, 2012, p. 344). Adopting this perspective and leveraging pre-existing relationships will help mitigate these concerns.

In the long term, the data presented from the monitoring and evaluation process will show whether the chosen solution is bridging the current gap. These goals include increased campus inclusivity in policy, greater exposure and understanding of the policy by international

students, and making culture-specific supports and resources available to international student victims/survivors. Further examination of these goals is presented in the next section of this chapter.

Limitations and Challenges

The gaps in the current ABCU sexual violence policy draft have been made clear by the SVPISV report ([Project Authors], 2020) and the goals to address those gaps have been outlined and mitigated. Throughout this section, limitations and challenges have been discussed in regard to various perspectives of the implementation plan and how those challenges and limitations could be mitigated. The process of change will always have limitations and challenges. Being proactive rather than only reactive allows leaders to create and implement stronger change plans as they have considered several perspectives but have sufficient flexibility to respond to unforeseen circumstances. Many of the limitations and challenges in this OIP will present themselves once implementation has occurred. Those limitations are discussed in the upcoming section of this chapter.

Change Process Monitoring and Evaluation

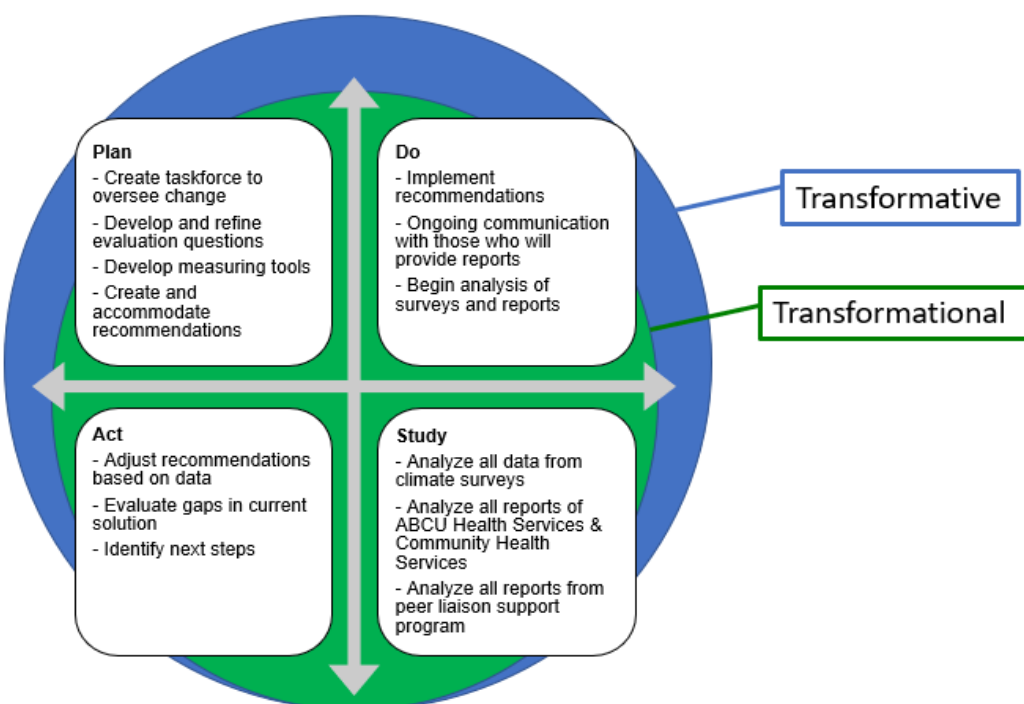
As Markiewicz and Patrick (2016) discussed, a monitoring and evaluating change framework guides how leaders can assess the current situation and how any implemented changes are having an impact. Echoed by Cawsey et al. (2016), information collected during monitoring and evaluating allows leaders and stakeholders to decide on a change plan based on desired outcomes, monitor the environment, make changes throughout the process, and facilitate successful change (p. 340). This section outlines the development of the monitoring and evaluation plan that will be utilized in the implementation of this OIP at ABCU.

PDSA Through Transformative and Transformational Leadership

Figure 7 illustrates the relationship between transformative and transformational leadership utilized in this OIP, and the plan-do-study-act (PDSA) model (Moen & Norman, 2009).

Figure 7

PDSA and Leadership Approach



As discussed, and outlined in Chapter 2, both transformative and transformational leadership approaches are necessary to propel the change outlined in this OIP. This OIP is centered in social justice and equity in policy through a critical and intersectional lens (Capper, 2018; Collins, 2019). Transformative leadership is the overarching approach in which the PDSA (Moen & Norman, 2009) is grounded. Through this lens, the stakeholders must align the PDSA model to effectively manage a transformative approach. Digging deeper, the transformational model is integral to how each piece of the PDSA model interconnects and how the change

process moves. It is through idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Bass & Riggio, 2005) that the PDSA model is effective in the change process. Transformative leadership operating as an umbrella for transformational leadership provides congruence (Nadler & Tushman, 1980) with the PDSA cycle and how it can guide change. This model provides and enables strong frameworks in which change may occur.

Under a transformative and transformational approach, organizational members can ask three questions (Langley et al., 1994) to complement the PDSA cycle:

1. What are we trying to accomplish? Aligns with plan and do.
2. How will we know that a change is an improvement? Aligns with study.
3. What changes can we make that will result in improvement? Aligns with act.

These three questions, known as the model for improvement, “define the aim, measure and possible changes” (Moen & Norman, 2009, p. 9), setting the tone and organization for the structured development of the monitoring and evaluation plan. Moreover, the questions allow stakeholders to remember their goals and emphasize the importance of monitoring and evaluating change.

Program Theory and Program Logic

The use of program theory and program logic allows stakeholders to evaluate the change process by examining the connection between what the policy does for students and how the recommendations will support an equitable policy for international students. Program theory is a contributing model that links inputs and activities to envisioned outcomes, and then uses the model to influence the evaluation plan (Rogers, 2008). A program logic model “is a schematic representation that describes how change is intended to work by linking activities with outputs,

intermediate impacts and longer-term outcomes” (Centre for Epidemiology and Evidence, 2017, p. 4). As discussed by Cawsey et al. (2016), the “coherent picture should align with the change strategy and the organization’s purpose to generate desired outcomes” (p. 354). Both are tools that assist in the monitoring and evaluation process (Markiewicz & Patrick, 2016). Below are initial outlines of program theory and program logic that have shaped the evaluation to follow. However, having stakeholder input will be encouraged and welcomed as it will strengthen the collaborative process by empowering stakeholders and, therefore, strengthening the realization of this OIP. Both Figure 8 and Figure 9 are starting points that show stakeholders a possible path to implementation. With their contributions and suggestions, both Figure 8 and Figure 9 will be fine-tuned to better reflect their input.

Program Theory

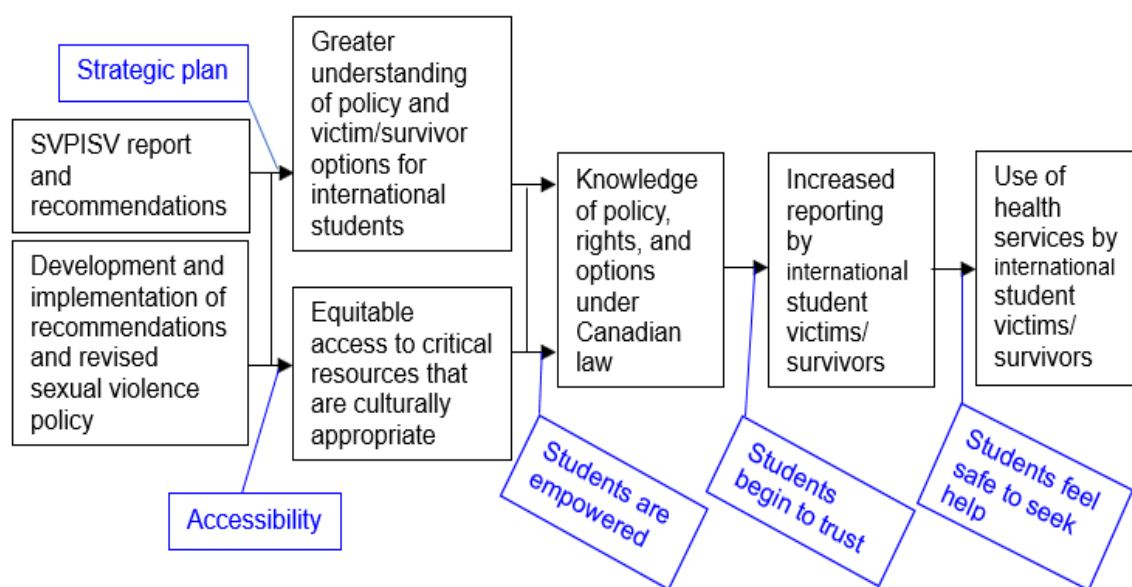
Examining program theory and logic theory will enable stakeholders to deepen their understandings of how the implementation of the recommendations may have an effect on the well-being of international students in regard to the sexual violence policy draft. It is important to circle back to the PoP to ground the change plan’s goals and processes, and to maintain focus on the overall goals of the OIP.

Figure 8 outlines program theory in relation to this OIP and demonstrates the progress in which the implemented recommendations and revised policy are embedded into ABCU culture. Moreover, it demonstrates how and why (Markiewicz & Patrick, 2016) the change plan will manifest to the envisioned goal. It is also important to remember that program theory shows how change happens in stages (Wilder Research, 2009). Possible mechanisms (Markiewicz & Patrick, 2016) promoting change are shown in blue. The mechanisms operate to move the change to the

desired outcome (Rogers, 2008). This program theory will allow the stakeholder group to assess the process and predict the data that will be collected by the evaluation tools.

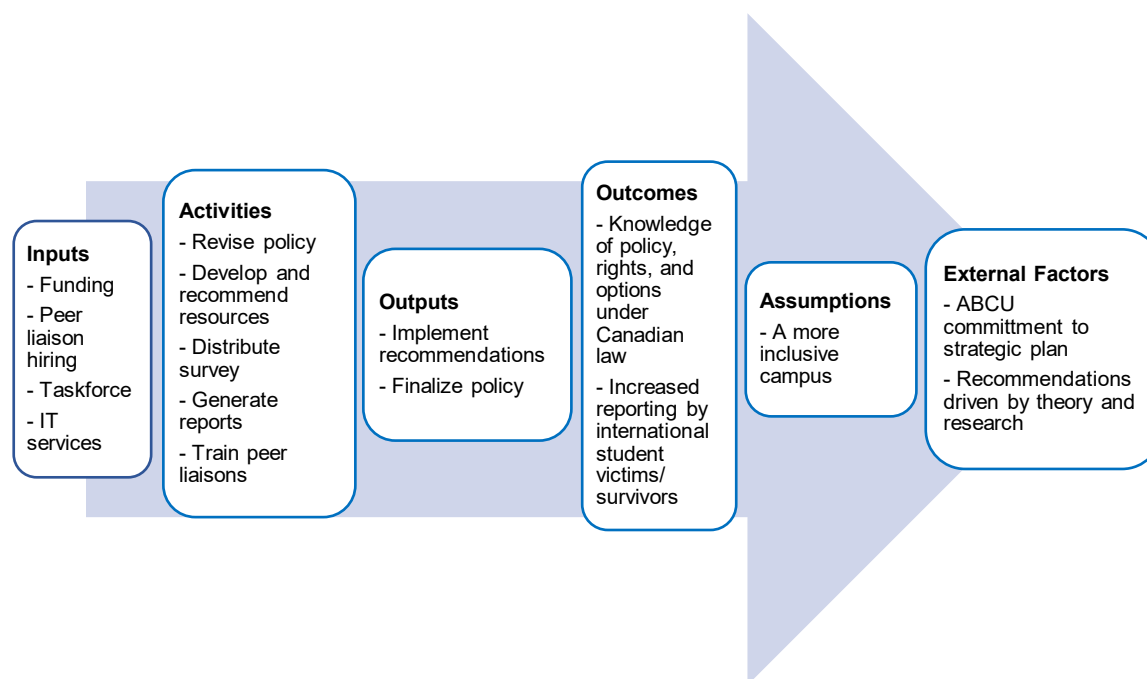
Figure 8

Program Theory Diagram



Program Logic

Program logic is used to show the planned progression of the change plan and desired outcomes. Moreover, it can be reviewed and refined throughout the implementation and evaluation (Centre for Epidemiology and Evidence, 2017). Figure 9 shows the logical and tangible steps and relationships in which change may occur and a starting point for evaluation. The change plan should also be clearly communicated (Markiewicz & Patrick, 2016) and to the understanding of a wide audience. It is assumed that the ABCU stakeholders will comprise of staff from several backgrounds and a few faculty members. Figure 9 will allow all stakeholders to understand the actions needed to obtain the desired results. The outputs outlined in Figure 9 were mentioned in the change implementation plan in Appendix B.

Figure 9*Program Logic Diagram***Evaluation Questions**

It is critical that program theory and program logic inform and help develop evaluation questions (Markiewicz & Patrick, 2016). This is because they provide a clear picture of the overall intent of the desired changes, valuable direction for implementation, and guidance to inform the evaluation process (Rogers, 2008). The evaluation questions below are initial questions to guide the monitoring and evaluation plan. However, it is intended that the questions be revised and discussed by the stakeholders to foster collaboration and commitment to meaningful change (Markiewicz & Patrick, 2016). A program logic model that is finalized by stakeholders can enable a congruent vision of how the plan is designed to enact desired change (Centre for Epidemiology and Evidence, 2017). The five questions below address appropriateness, effectiveness, efficiency, impact, and sustainability of the monitoring and

evaluation plan. These questions allow stakeholders to critically examine if the proposed change plan is effective in meeting the desired goals.

1. To address appropriateness, stakeholders can examine: To what extent did the revised policy and recommendations promote a more inclusive cultural campus as mandated by the ABCU strategic plan?
2. To address effectiveness, stakeholders can examine: To what degree did the revised policy and recommendations promote students' rights, increase incident reporting, and increase use of health services by international students?
3. To address efficiency, stakeholders can examine: To what extent was the policy revision and implementation of the recommendations cost-effective, and will it be sustainable over time?
4. To address impact, we stakeholders examine: To what extent did the revised policy and the implementation of the recommendations achieve an inclusive policy that meets the needs of international students and addresses the gaps outlined in the SVPISV report?
5. To address sustainability, stakeholders can examine: To what extent can this monitoring and evaluation plan continue after the third-year revision mark?

Monitoring and Evaluation Plan

A monitoring plan should work in conjunction with an evaluation plan (Markiewicz & Patrick, 2016) to maintain focus and direction. Moreover, monitoring and evaluation have effects on the direction, content, and outcomes that are desired and achieved by the change plan (Cawsey et al., 2016, p. 340). It is important to remember that the change outlined in this OIP is intended to last over three years. The process is meant to be iterative, making ongoing changes

suggested by the data. Therefore, this longitudinal monitoring and evaluation plan of the policy review process must be congruent with the goals of the change plan (Lusthaus et al., 1999).

Table 5 outlines the indicators and outcomes, data collection tools, timelines, leadership roles, possible challenges and limitations, and how they can be mitigated.

Table 5

Monitoring and Evaluation Plan

Indicators & outcomes	Tools and data collection	Frequency	Monitoring stakeholder leader(s)	Possible challenges and limitations	Mitigation strategies
<ul style="list-style-type: none"> • Increased student participation. • Growth of policy knowledge and understanding from international students. 	Student climate surveys	Annually	Sexual violence officer; SVPISV research team	Small participant turnout.	<ul style="list-style-type: none"> • Increased promotion • Incentivize participation
<ul style="list-style-type: none"> • Increased employee participation. • Observations and experiences with students and sexual violence. 	Employee climate surveys	Annually	Human resources; SVPISV research team; sexual violence officer	Small participant turnout.	<ul style="list-style-type: none"> • Increased promotion • Incentivize participation
<ul style="list-style-type: none"> • Increased use of internal services by international students. • Analyze reporting patterns and relevant statistics. 	ABCU Health Services reports	Every 6 months	Sexual violence officer; manager of Health Services	ABCU reluctance; risks exposure; may give unwanted attention to issue.	<ul style="list-style-type: none"> • Thorough understanding of purpose of data
<ul style="list-style-type: none"> • Increased use of external services by international students. • Analyze reporting patterns and relevant statistics. 	Community Health Services reports	Every 6 months	Sexual violence officer; manager of Health Services	These data are unreliable. However, they may help ABCU.	<ul style="list-style-type: none"> • Increased collaborative goals with Community Health
<ul style="list-style-type: none"> • Frequency of use. • Support required. 	Peer liaison reports	Every 6 months	Sexual violence officer; SVPISV research team	Inaccurate reporting to save face.	<ul style="list-style-type: none"> • Increased promotion

As seen in Table 5, the indicators align with both the PDSA model (Moen & Norman, 2009), evaluation questions, program theory, and program logic. The desired data produced by the tools will allow the stakeholders to formatively and summatively assess whether the implemented change is making an impact on international students. Moreover, the structure and timing of this plan allows for ample opportunities to refine and adjust the implemented recommendations and/or how they are being used. With long-term changes comes the opportunity for strong and meaningful monitoring and evaluation through formative and summative means. Policy reform “is a complex interactive process” (Janssen & Helbig, 2018, p. S100). Therefore, understanding that this process is ongoing will enable stakeholder understanding of embedding such practices and processes into existing university policy revision processes.

Tools and Measures to Assess Ongoing Change

The tools designed to collect data to measure the effectiveness of the implementation of the policy and recommendations are meant to show a broader picture of their effectiveness over time. The ongoing data will allow ABCU, using the PDSA model (Moen & Norman, 2009), to shift between elements at different times so adjustments may be made if and when necessary. The five tools and measures suggested to gauge progress and effectiveness are below.

Student Climate Surveys

Surveys “are one of the most powerful tools available to managers” (Wiley, 2010, p. 3). Moreover, student surveys reinforce the importance of student voice (Charteris & Smardon, 2019). Annual student climate surveys are currently in practice at ABCU. Adding questions related to the policy and artifacts will need to be discussed with administration and Human Resources. The questions will produce comparative data to see how international students view

and understand the policy, available resources and sexual violence compared to their domestic counterparts. Having the survey annually will allow the policy and recommendations time to become embedded in daily ABCU life and have an impact on students. The survey will ask students to self-identify if they are a domestic or international student and their preferred gender. This distinction will allow the stakeholders to better analyze the data to interpret and compare student experiences (Arthur, 2020). Survey questions may ask a range of questions to inform stakeholders of policy awareness, policy comprehension, opinions on services, and cultural inclusivity, and provide an opportunity for students to offer suggestions and/or comments.

Employee Climate Surveys

Annual employee surveys currently exist at ABCU and are open to all ABCU employees, including staff, faculty, and contracted services staff (e.g., cafeteria workers, custodial staff). As this tool is already in place, the stakeholders can discuss implementing sexual violence policy questions with administration and Human Resources. As the ABCU sexual violence policy draft applies to everyone on campus, it is important to hear all voices. Additionally, employees may be people of trust for international students who have experienced sexual violence; they could be seen as a safe option to seek help or guidance. Having employees' overall knowledge on the policy will provide data (Wiley, 2010) to show how or whether the policy is being embedded in campus life. Asking questions related to the overall awareness of policy and culture will allow the stakeholders to evaluate whether employees can contribute to the strategic direction (ABCU, 2019) of globalizing our campus.

ABCU Health Services Reports

Providing formal confidential reports every six months to the stakeholders will be an essential tool to assess the effectiveness of the policy and the recommendations. These reports

are currently housed with the sexual violence officer. Outlining relevant data pertaining to international and domestic students, such as nationality of students accessing services, services accessed, numbers of disclosures, category of incident (e.g., sexual assault, sexual harassment, exploitation), referral sources (e.g., faculty, residence proctors, peer support liaison), and actions taken will show when and how students are open to receiving an intervention. Much like the student survey, the comparative data will show international student trends in accessing ABCU Health Services. Moreover, the data may show trends that expose how different cultures respond to sexual violence. These data will guide ABCU in further interventions and prevention strategies. In addition to the reports, conversations with the sexual violence officer, ABCU nurses, and counsellors will provide rich supporting qualitative data to deepen institutional understanding of international students' experiences with sexual violence.

Community Health Services Reports

Much like the ABCU Health Services reports, the data shown in Community Health Services reports will allow ABCU to get a bigger picture of international students' experiences with sexual violence. However, these data are not fully reliable as they are coded differently by external health professionals. That said, a certain level of information will be provided that will help the stakeholders and provide an overall picture, and therefore Community Health Services reports are important to consider.

Peer Support Liaison Reports

Peer support liaison reports will be collated in two ways. First, the peer support liaisons will provide a report that details statistics, similar to other reports outlined in this section. Comparing peer support liaison statistics with Health Services reports will provide rich data. Second, having confidential conversations with peer liaisons to seek what is working and what

gaps are still present would be a thorough addition to measuring the effectiveness of the policy and the recommendations. Providing the peer liaisons with a space to speak about their roles will enhance the data collected by the other assessment tools.

The data collected through the various tools will be both quantitative and qualitative to provide various forms of feedback. Modifying the tools throughout the change process will allow both stakeholder groups the opportunity to dig deeper into exposed gaps in the policy and the recommendations. Moreover, the triangulation of the reports and surveys may provide several outcomes (Heale & Forbes, 2013):

1. Results from the reports and the surveys may converge and convey the same results.
2. Results from the reports and the surveys may bring forth different data, but said data complement the study.
3. Results from the reports and the surveys may diverge, resulting in new observations and leading to more data-informed change.

The mixed-methods approach will provide a strong comprehensive overview of how the changes are impacting ABCU.

This section began by exploring how the PDSA model (Moen & Norman, 2009), grounded in transformative leadership and enacted by transformational leadership, provides and enables strong frameworks in which change may occur. That discussion was followed by demonstrating how program theory and logic are guiding tools to evaluate change. The monitoring and evaluation plan and the planned assessment tools concluded this section of the OIP.

Plan to Communicate the Need for Change and the Change Process

The SVPIISV study and report ([Project Authors], 2020) is the original catalyst that initiated the conversation about the need for policy revision. Aligning with the ABCU strategic plan (ABCU, 2019), the ABCU sexual violence officer has verbalized intent to discuss policy revisions with me and the SVPIISV research team. Having this initial support is positive, yet there are other university stakeholders and administrators who must understand and approve of policy changes, the implementation of the recommendations, and the monitoring and evaluation plan. Beatty (2015) discussed that change leaders must have a clear communication plan, use appropriate communication tools, ensure relevant stakeholders are supportive and understand the change, and ensure communication efforts are strong throughout all stages of the change process. This approach is especially important as this OIP addresses a critical gap in policy that affects the safety of over half of ABCU's students. Moreover, the PoP is deeply entrenched in communication as that is essentially the root of the problem. The communication plan for this OIP can be broken down into three parts: communicating the need for change, communicating the proposed change plan, and communicating the long-term management and sustainability of the changes. Moreover, communication tools, timelines, and processes are further outlined in this section and are connected to the PDSA model (Moen & Norman, 2009).

Communicating the Need for Change

As discussed in Chapter 1, the ABCU demographic has changed drastically in the past several years, which has led to a significant change in the local community demographic. The presence of international students has created a local population increase that has not been seen in decades, as some students are not returning to their home countries upon graduation and are instead choosing to remain local with their friends and families. Through this reality, the lines of

communication have been opened to discuss policy changes to better reflect the university and the protection of its students.

To effectively communicate why the policy draft should be changed and why the recommendations should be implemented, it is necessary to circle back to the grounding theoretical underpinnings outlined in this OIP. They provide the backbone for ethical leadership in the case of this OIP. Ethical leaders reinforce values such as inclusion and social justice. Moreover, they reinforce these values for all, but especially for those experiencing marginalization (Ehrich et al., 2015). Through face-to-face or COVID mandated virtual conversations, communicating the vulnerability of international students to sexual violence (CBC News, 2019) through a critical and intersectional lens (Collins, 2019) will provide stakeholders with the opportunity to understand why significant change is necessary. This formal communication, which is defined as a declaration of need by a leader, is critical and can have implications to the entire change plan (Lewis, 2011). Transformative communication will accentuate the importance of social justice, equity, and inclusion in the policy to the ABCU policy stakeholders who are primarily of European descent and identify as male. Facilitating a critical intersectional perspective (Capper, 2018) will reveal how the currently policy and structures are not equitably aligned and available for all.

Five Key Change Message Components

It is important that communication coordinate and permeate the various phases and frameworks outlined in this OIP. Doing so can help to ensure that the stakeholders are focused on the change efforts and are motivated to institutionalize change (Armenakis & Harris, 2002). Once transformative communication has conveyed the overarching reasons in which change must occur, transformational communication, for the purposes of this OIP, is guided by

Armenakis and Harris's (2002) five key change message components. These components address the question of why and what change is necessary (Beatty, 2015). Each component is outlined and discussed in this subsection.

1. **Discrepancy:** Transformative communication articulates why change is necessary and clarifies the gap between the current and desired state. Employing Kotter's (1996) sense of urgency will assist in this communication piece.
2. **Efficacy:** Transformational communication will motivate stakeholders in their abilities to contribute to change.
3. **Appropriateness:** Transformational communication will manage stakeholder resistance regarding the proposed change plan.
4. **Principal support:** Transformative and transformational communication will enable Stakeholder Group A to support and understand the PoP and how the OIP addresses the problem.
5. **Personal voice:** The SVPISV report outlines the student voices that have centered this OIP. The stakeholders' roles at ABCU are all connected to student well-being. Therefore, all parties will benefit from the proposed changes.

The dissemination of information will reduce uncertainty (Lewis, 2011) in Stakeholder Groups A and B by giving them the space and time to understand why the ABCU sexual violence policy draft is in need of change, and what changes are needed.

Communicating the Proposed Change Plan

Once the "why to change" and "what to change" elements (Beatty, 2015) have been communicated and understood, it is imperative that the proposed plan—and how to incite change—be thoroughly communicated to maintain momentum and stakeholder buy-in. Here,

transformational leadership is utilized during the face-to-face meeting to demonstrate how ABCU's institutional values through the strategic plan (ABCU, 2019) are paired with the change plan discussed in this OIP. Outlining and explaining the proposed plan, addressing anticipated questions, and allowing stakeholders to express their thoughts and opinions will provide an opportunity for them to feel heard and validated while reducing stress and anxiety about the change plan (Beatty, 2015). Communicating the change plan and the monitoring and evaluation phases will offer the practical picture of this OIP. In addition, these discussions will lead to the creation of the stakeholder groups who will oversee the changes.

The PDSA model (Moen & Norman, 2009) will enable these discussions by demonstrating how the frameworks align. Demonstrating the plan component of the model will provide stakeholders with a tangible picture of the change plan and what it entails. Moreover, the do component outlines the implementation plan and monitoring and evaluation plans.

Communicating the Long-Term Management and Sustainability

ABCU stakeholders must comprehend that the implementation of the solution is a process and does not have a point of finality. This OIP provides an overall framework for the university for the ongoing management of the sexual violence policy draft. Through the next three years, as detailed in this OIP, new gaps will emerge through the data collected by the measurement tools and will need to be addressed. Moreover, the international student population may change, and therefore changes to the peer support liaison program, translations, and resources will need to be refined. Furthermore, more recommendations from the SVPIISV report ([Project Authors], 2020) may need to be implemented to address future institutional needs.

These aspects are further discussed in the following section of this chapter.

The ongoing study and act pieces of the PDSA cycle (Moen & Norman, 2009) will propel the long-term management and sustainability of the change process. They will inform policy effectiveness and identify new emerging gaps. Moreover, they will highlight future need for additional policy reform.

Communication Tools, Timelines, and Processes

Beatty (2015) discussed the importance of using effecting communication tools. In an era that relies on email, but is currently hindered with a pandemic, leaders need to find a balance between communication strategy tools and effective messaging. The following steps may be taken to ensure strong communication.

1. Initial stakeholder meeting: Leaders meet face to face (either in person or virtually) with both ABCU stakeholder groups to discuss why changing the ABCU policy and implementing the recommendations are necessary. A booklet will be created to hand out to stakeholders. This booklet will be a condensed version of this OIP, outlining the PoP, leading change theories and frameworks, the solution, the change plan, and the monitoring and evaluation plan. Through this meeting, the solution will be understood and accepted by the stakeholders and a change taskforce can be created.
2. Stakeholder meeting: This meeting will allow the taskforce to do a deep dive into the required work involved in the solution. At this time, the taskforce can review goals and evaluation questions outlined in this OIP to empower and provide voice to the stakeholder members through strategic communication (Heide et al., 2018). Moreover, taskforce members can join subcommittees that look at specific elements of the solution. In this meeting, the taskforce will create its timelines and group communication plan.

Subcommittees will plan their meetings on their own time and do what fits best for their schedules.

3. Subsequent stakeholder meetings: The taskforce will discuss and finalize the solution marketing and release plan to ABCU. This piece will take on a shared leadership approach between the Marketing and Communications designate and the leaders. The taskforce will create climate surveys and develop a data analysis plan for surveys and reports.
4. Feedback communication: Checking in with individual members of the taskforce on a semiregular basis will allow leaders to know if the communication plan is having its desired effect (Beatty, 2015). This will allow the leaders to adjust the plan along with the taskforce to mitigate the issue(s). Moreover, this transformational approach reinforces how “leaders are focused on the performance of group members, but also on each person fulfilling his or her potential” (Ngozi Amanchukwu et al., 2015, p. 9) through motivation and inspiration.

Emails may be used between stages to check in with subcommittees, offer support and guidance, and subsequently reinforce the timeline agreed upon by the taskforce. Moreover, it will be important to share with both stakeholder groups good news stories from students, staff, and faculty once the solution is implemented and seen campus wide. Providing these bits of positivity aligns with transformational leadership as a tool for motivation and recognition of achievement.

Having a clear communication plan manages stakeholders, mitigates their concerns, and improves their understanding of why change is needed, what needs to be changed, and how

change should be implemented. Effective communication can begin to interrupt power imbalances (Capper, 2018) that shape ABCU's current sexual violence policy draft.

Chapter 3 Conclusion

Chapter 3 outlined the plan and process for change implementation for Solution 2: adapt draft policy and add policy artifacts. Moreover, it outlined a monitoring and evaluation plan that will allow ABCU to effectively measure if the proposed solution is being effective. This chapter discussed the importance and process of communicating the proposed change, as well as the next steps and future considerations.

Next Steps and Future Considerations

The revision of the ABCU sexual violence policy draft and the implementation of identified recommendations is an iterative process as it creates a "multicultural policy that values diversity" (Joshee & Sinfield, 2010, p. 70) and promotes an inclusive, socially just campus. To address possible next steps, I will assume that the implementation of this OIP has created an inclusive sexual violence policy draft for all students at ABCU and addressed the lack of intercultural perspectives and international student consideration represented in the original policy draft. Under this premise, three possible next steps are proposed: a plan that addresses how this OIP can be realized if ABCU returns to a virtual setting, the implementation of additional recommendations as outlined by the SVPIVS report ([Project Authors], 2020), and an additional smaller-scale research study to expose any additional gaps in the new policy.

Planning for a Return to a Virtual Campus

Beginning at the end of 2019, COVID-19 has drastically shaped the way ABCU students, and many students around the world, have experienced postsecondary education. Virtual services and resources have been available for ABCU students, and the university did a fantastic job

transitioning to online learning. Although there are plans to return to face-to-face classes, a resurgence of cases may force ABCU to return to a virtual campus. The current literature and data are showing an increase in domestic violence since the pandemic began. In a study done by the Ending Violence Association of Canada (2020), the data showed that gender-based violence services noticed an 82% increase in incidence and severity of violence. Moreover, 34% of these services were concerned with resources for victims/survivors and barriers to seeking help. Confirmed by Evans et al. (2020), similar barriers exist for reporting and accessing resources for victims/survivors of intimate partner violence. These findings highlight the importance of why additional virtual consideration is necessary once this OIP is implemented. Even though resources and supports are available online, the need is elevated for a strong digital media campaign and further examination of the data collected by the measurement tools.

The Implementation of Additional Recommendations

As mentioned in Chapter 1, the recommendations outlined in this OIP originate from the publicly available SVPISV report ([Project Authors], 2020). Twenty recommendations are outlined in the report, and this OIP addressed the six most imminently relevant to the safety and well-being of international students. It is possible that data from the monitoring and evaluation plan will unveil gaps that can be met by implementing additional recommendations in the report. Moreover, if the university is interested in looking at some of the larger recommendations, it will be imperative that an OIP be drafted to ensure that the institution is ready for these larger changes and has the resources and support of upper administration and relevant stakeholders.

Additional Research Study

Although the measurement tools outlined in this OIP are intended to triangulate the desired data, a smaller yet similar research study may provide additional perspectives,

particularly if the origins of student demographics change. International students will continue to be considered a vulnerable population (Bonistall Postel, 2020) on university campuses, and the sustainability and management of policies must be reflective of students. Given the province's funding commitments to sexual violence prevention in higher education, ABCU has the opportunity and financial resources to consider additional research in this area and be a provincial leader in de-Westernizing policy.

Knowledge Mobilization

This OIP has examined the importance of de-Westernizing policy for the safety and well-being of postsecondary institutions. However, one may wonder if such revisions are being considered at other institutions or in the workplace? With the increase in international students, many students are choosing to remain in Canada to work and to raise families. Therefore, the workforce is likely experiencing changes in employee demographics, and K–12 schools are becoming increasingly diverse. Following the contexts outlined in this OIP, significant large-scale policy revisions are likely necessary to protect those who experience increased marginalization and to promote more equitable and inclusive care, opportunities, and safety for all. Dissemination of both the SVPISV report ([Project Authors], 2020) and this OIP provide rationale and strategies for others to begin to understand why the deconstruction of policy is necessary and steps on where to begin.

OIP Conclusion and Final Thoughts

This OIP has attended to, planned for, and mitigated challenges and limitations to address the lack of intercultural perspectives and international student considerations represented in the ABCU 2020 sexual violence policy draft. Understanding the importance of examining policy from a critical intersectional (Collins, 2019) perspective contributes to the safety and well-being of all students and should be a priority for all Canadian universities that are financially benefitting from and experiencing an increase in international students.

Change cannot occur without strong leadership and well-developed plans. Chosen leadership approaches propel and direct the changes, stakeholder involvement, and the expectations of their participation. The process of policy change is complex and multifaceted. Understanding why changes are necessary, what change must occur, how to implement the desired changes, and measuring and evaluating the chosen solution provides a solid framework for effective policy reform.

The creation of this OIP represents how I see myself as a scholar practitioner. My desire to incite change based on research and literature through a social justice lens characterizes who I am as a university employee and, more important, who I am as a person. This doctoral journey has elevated my understanding of the interconnectedness of theory and practice and the importance of using my agency to promote equity and inclusion in education.

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Appendix A: Readiness for Change Questionnaire for ABCU

Readiness change	Readiness score
Previous change experiences	
1. Has the organization had generally positive experiences with change?	If yes, Score +1
2. Has the organization had recent failure experiences with change?	Score -1
3. What is the mood of the organization: upbeat and positive?	Score +1
4. What is the mood of the organization: negative and cynical?	Score -2
5. Does the organization appear to be resting on its laurel's?	Score -1
Executive support	
6. Are senior managers directly involved in sponsoring the change?	Score +2
7. Is there a clear picture of the future?	Score +1
8. Is executive success dependent on the change occurring?	Score +1
9. Has management every demonstrated a lack of support?	Score -1
Credible leadership and change champions	
10. Are senior leaders in the organization trusted?	Score +1
11. Are senior leaders able to credibly show others how to achieve their collective goals?	Score +1
12. Is the organization able to attract and retain capable and respected change champions?	Score +2
13. Are middle managers able to effectively link senior managers with the rest of the organization?	Score +1
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Score +2
15. Will the proposed change be viewed as needed by the senior leaders?	Score +2
Openness to change	
16. Does the organization have scanning mechanisms to monitor the environment?	Score +1
17. Is there a culture of scanning and paying attention to those scans?	Score +1
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	Score -1
19. Does "turf" protection exist in the organization?	Score -1

Readiness change	Readiness score
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	Score -1
21. Are employees able to constructively voice their concerns or supports?	Score +1
22. Is conflict dealt with openly, with a focus on resolution?	Score +1
23. Is conflict suppressed and smoothed over?	Score -1
24. Does the organization have a culture that is innovative and encourages innovative activities?	Score +1
25. Does the organization have communications channels that work effectively in all directions?	Score +1
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Score +2
27. Will the proposed change be viewed as needed by those not in senior management?	Score +2
28. Do those who will be affected believe they have the energy needed to undertake the change?	Score +2
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	Score +2
Rewards for change	
30. Does the reward system value innovation and change?	Score +1
31. Does the reward system focus exclusively on short-term results?	Score -1
32. Are people censured for attempting to change and failing?	Score -1
Measures for change and accountability	
33. Are there good measures available for assessing the need for change and tracking progress?	Score +1
34. Does the organization attend to the data that it collects?	Score +1
35. Does the organization measure and evaluate customer satisfaction?	Score +1
36. Is the organization able to carefully steward resources and successfully meet the predetermined deadlines?	Score +1

Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T Cawsey, G.

Deszca, and C. Ingols, 2016, p. 108. Copyright 2016 by SAGE.

Appendix B: Change Implementation Plan for ABCU

Goals	Strategies for change (Chapter 2)	Action items	Supports and resources	Leadership responsibility	Possible limitations and challenges
Awakening through sense of urgency and agenda setting					
Build relationships and vision for change	Transformative and transformational leadership approaches; Capper's (2018) tenet of communication and engaging in dialogue about the PoP; critical intersectional reasoning.	Connect with stakeholders to convey PoP, urgency, goals, vision, and purpose; connect with ABCU external ¹ players to share vision of new policy and their role.	Time; SVPISV report.	SVPISV research team.	Possible resistance—in particular to recommendations; time.
Empower stakeholders	Transformational leadership: congruence model—people element (Nadler & Tushman, 1980); four frames model—human resources (Bolman & Deal, 2017).	Create subcommittees to lead various task; develop timelines for task completion.	Time	SVPISV research team; stakeholders.	Small stakeholder group = external help needed; time.
Formulation, mobilization, and adoption					
Reinforce relationships	Transformational leadership approaches; Capper's (2018) tenet of communication.	Frequent communication with stakeholders.	Time	SVPISV research team	Time
Revise policy draft	Congruence; four frames output #1 (Nadler & Tushman, 1980); policy-as-discourse (Bacchi, 2000; Shaw & Russell, 2012).	Subcommittee revises policy.	Time; SVPISV report ([Project Authors], 2020).	Sexual violence officer.	Conflicting views of how much revising is necessary.

Goals	Strategies for change (Chapter 2)	Action items	Supports and resources	Leadership responsibility	Possible limitations and challenges
Develop recommendations into policy artifacts	Congruence / four frames output #2 (Nadler & Tushman, 1980); policy to practice (McKenzie & Wharf, 2016).	Create one-page condensed version of policy; translate one-page version; plan and develop peer support liaison job responsibilities and training; develop materials and presentation for orientation; develop job description for peer liaisons and decide on training required.	Time; financial resources for translations and printing; SVPISV report ([Project Authors], 2020).	Designated subcommittees	Availability of financial resources; time.
Create marketing and communication strategy campaign	Capper's (2018) tenet of communication; transformational leadership approaches.	Create roll out plan for policy and artifacts.	Time; ABCU Marketing and Communications (MarComm).	SVPISV research team; sexual violence coordinator; MarComm managers.	Time; how COVID-19 impacts students on campus vs social media.
Implementation and acceleration					
Reinforce relationships	Capper's (2018) tenet of communication	Frequent communication with stakeholders	Time	SVPISV research team	Time
Launch revised policy and policy artifacts	Policy-as-practice (Brown, 2017).	Partner with Marketing and Communications for promotion campaign.	University media channels.	SVPISV research team.	How COVID-19 impacts students on campus vs social media.

¹ ABCU external players or stakeholders refers to ABCU employees outside of the stakeholders immediately responsible for this OIP.