

Western University

Scholarship@Western

The Organizational Improvement Plan at
Western University

Education Faculty

8-6-2021

Military-connected students in higher education: A Canadian approach

Darryl G. Cathcart
dcathca3@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Higher Education Commons](#)

Recommended Citation

Cathcart, D. G. (2021). Military-connected students in higher education: A Canadian approach. *The Organizational Improvement Plan at Western University*, 227. Retrieved from <https://ir.lib.uwo.ca/oip/227>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Abstract

Canadian military-connected students are adult learners who maintain a significant tie to the Canadian Armed Forces (CAF) and who enter higher education without the benefit of purposefully crafted academic and social supports. When CAF service members move from the collective nature of the military to individual pursuits in civilian society, transition difficulties occur. While there is a dearth of Canadian-specific research on military-connected students, the US context can help contextualize this higher education issue for a greater understanding of inclusion difficulties. Based on a transformative research paradigm, this Organizational Improvement Plan (OIP) looks to provide a voice to this underrepresented group of learners in order to lead to an organization-wide recognition of the heterogeneity of military-connected students. Enabled by a transformational leadership approach at the macro-level of University X and an adaptive approach at the meso- and micro-levels, the OIP presents an interconnected implementation plan. The problem of practice (PoP) that drives the investigation is aimed at recognizing the diverse needs of military-connected students and cultivating a sustainable positive learning environment. The OIP will employ successive quality improvement cycles of a plan-do-study-act strategy to address the PoP. The desired outcome of the OIP is to link military-connected students to a supporting learning environment, peer support, and the local community through a harmonized institutional approach across all levels of University X.

Keywords: Military-connected students, Canadian Armed Forces, higher education, Veterans, military, transformative research.

Executive Summary

The Canadian Armed Forces (CAF) employs a wide range of Canadians who volunteer for military service. For many, the act of volunteering for service in defense of Canada translates into forgoing civilian pursuits, such as working in industry, exploring commercial opportunities, or enrolling in post-secondary or higher education. Coupled with CAF service is the realization that many differences between uniformed members and civilian Canadians exist, including quality of life affected by geographic instability, family employment and education challenges due to a transient lifestyle, access to local services in one's first official language, and prolonged periods of separation from family and friends due to extended training and operational deployments. Further, CAF members experience a higher than Canadian average occurrence of mental and physical injuries along with lower than average post-secondary completion rates: 54.2% (CAF service member) versus 64.8% (Canadian civilians) (VAC, 2016). Finally, upon release from the CAF, many Veterans find that their military skills do not transfer to a civilian equivalent (nearly 41%; VAC, 2017). Recognizing that an opportunity for CAF military-connected students to pursue higher education exists and would contribute to a renewed sense of purpose, this Organizational Improvement Plan (OIP) addresses the lack of tailored programming for military-connected students at University X, a mid-sized Ontario university. Fostering an inclusive and customizable framework will better enable a multidimensional transition when service members leave the collective structure of CAF for the individual pursuit of a degree.

Chapter 1 of this OIP contextualizes the unique problem of practice (PoP) that drives a thorough investigation of military-connected student support leading to an improved organizational understanding at University X. The OIP employs an inclusive framework based

on a transformative research worldview (Mertens, 2009). Military-connected students are an underrepresented group of heterogeneous adult learners who represent all aspects of Canadian society. Additionally, military-connected students in Canada have not been studied in any meaningful manner since the mid-1950s (Neary, 2004; Neary & Granatstein, 1998), making it necessary to approach this social inquiry in a broad manner. Finally, Chapter 1 details how a vision for change will guide the investigation influenced by the outcome of an organizational change readiness questionnaire (Deszca et al., 2020).

Chapter 2 describes two leadership approaches present in the various university levels. At the macro-level (the strategic level), a transformational leadership approach (Bass & Riggio, 2006; Burns, 1978; Northouse, 2019) fosters an innovative and ethical mindset for change. At the meso- and micro-levels (university faculties and students), an adaptive leadership approach (Heifetz et al., 2009) challenges leaders to mobilize military-connected student initiatives within this environment. In having leadership approaches that are congruent with a transformational research worldview, the coalescence of ideas, initiatives, and innovation contributes to the long-term sustainability of the military-connected campus project. Rounding out Chapter 2 is a presentation of potential solutions to the PoP along with a discussion of the role of ethics and organizational change. By incorporating an ethic of care (Branson, 2010; Gilligan, 1982, 2014) into the OIP, the solution will include the voice of the underrepresented military-connected student population, thereby fostering authentic and meaningful inclusionary practices.

Chapter 3 shifts gears and focuses on the practical implementation of a series of interlocking strategies. Based on the solution identified in Chapter 2, the implementation plan provides the basis for organizational change at University X. Employing a number of existing campus services, this tuning change (Nadler & Tushman, 1989) brings together the outcomes

of a strengths-opportunity-aspirations-results (SOAR) analysis (Stavros & Hinrichs, 2019) and successive PDSA cycles to develop a tailored and scalable framework for military-connected student academic and social support. Incorporated into the implementation plan are key monitoring and evaluation events. This is backstopped by a developmental evaluation process (Patton, 2011, 2016; Peurach et al., 2016) that will be used to develop tailored programming for military-connected students. Finally, Chapter 3 presents a four-stage organizational communication plan (Deszca et al., 2020) that is harmonized with the three-phase implementation plan. It provides a robust approach to raise and sustain awareness for an underrepresented group of students. Chapter 3 concludes with a discussion of subsequent steps and future considerations.

The completion of this OIP leads to the consideration of next steps and future considerations. An omnipresent theme throughout is the lack of Canadian-specific data where a research opportunity is presented simultaneous with sharing the knowledge captured during this initial military-connected campus implementation. As a thought-leader in this area, knowledge mobilization becomes an essential element of future considerations. University X is poised to be a national-leader in the recognition and support of military-connected students; however, the sample size may be smaller than anticipated. This will lead to collaboration with other like-minded university leaders and researchers.

Acknowledgements

This doctoral journey has been fueled by the patience and support of my family, especially Natalie. This pursuit is as a result of a truncated career in the CAF due to a non-life-threatening medical diagnosis, Type 1 Diabetes, that precluded further military service. My family endured two simultaneous transitions: one from soldier-to-civilian and the other into an all-consuming scholarly adventure. Without their continued support, realizing a post-military goal and recapturing an individual sense of purpose could not have happened.

I would like to thank Dr. Peter Edwards for his sage guidance and enthusiasm in working with my nascent ideas. I would also like to recognize the hard work and dedication of Western University's Faculty of Education scholars who have shaped and inspired this work. Their enthusiasm and support helped me investigate a subject area that has not been studied in Canada for nearly 70 years.

Finally, I must acknowledge the CAF and, specifically, members of The Royal Canadian Regiment with whom I served. The majority of my adult life has been shaped by service at home and abroad in Canada's Army where the traits and characteristics I absorbed continue to influence my post-military life. I know first-hand the sacrifices soldiers, sailors, aviators, and operators who serve Canada's interest around the world are making. It is my hope that the OIP drives greater understanding and awareness of challenges of military-connected students throughout Canadian higher education.

Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgements	vi
Table of Contents	vii
List of Tables	xiii
List of Figures	xiv
Acronyms	xv
Definitions	xvi
Chapter 1: Introduction and Problem	1
Introduction and Problem	1
Organizational Context	2
Brief History	3
Values, Vision, and Mission	3
Purpose and Goals	4
Organizational Structure	4
Leadership Approaches	6
Section Summary	6
Leadership Position and Lens Statement	7
Leadership Problem of Practice	12
Gaps in Current Practice	13
Framing the Problem of Practice	14
Historical Overview	14

Key Organizational Theories	15
Self-Determination Theory	15
Transformative Learning Theory	16
Recent Theory—Veteran Critical Theory.....	17
PESTLE Analysis	17
Internal Audit	18
Relevant External Data	19
Guiding Questions Emerging from the Leadership Problem of Practice	20
Potential Challenges.....	21
Leadership-Focused Vision for Change	22
Vision	22
Gap	23
Priorities for Change	24
Drivers for Change.....	26
Organizational Change Readiness	27
Desire for Change	28
SOAR Analysis.....	29
Competing Forces	30
Chapter Summary	31
Chapter 2: Planning and Development	32
Leadership Approaches to Change	32
Transformational Leadership	33
Adaptive Leadership	35

Framework for Leading the Change Process	36
PDSA Cycle	36
Overview	37
PDSA at University X.....	38
Lewin’s Theory of Change	41
Critical Organizational Analysis.....	42
Types of Organizational Change.....	42
Organizational Congruence Model	44
Inputs.....	45
Work	46
People.....	47
Informal Organization.....	48
Formal Organization	49
Outputs	49
Section Summary	50
Possible Solutions to the Problem of Practice	50
Solution One: Social Support.....	51
Human Resources	51
Material Resources.....	52
Solution Two: Curriculum Focused.....	53
Knowledge Resources.....	53
Financial Resources	55
Time	55

Solution Three: Status Quo 56

 Human Resources 56

 Knowledge Resources..... 57

Solution Four: Measured Impact 57

Solution Comparison 58

Leadership Ethics and Organizational Change 60

Chapter Summary 64

Chapter 3: Implementation, Evaluation, and Communication..... 65

 Change Implementation Plan..... 65

 SMART Goals 65

 Engaging Stakeholders..... 69

 Personnel Empowerment 70

 Supports and Resources 72

 Timeline 72

 Personnel..... 72

 Financial..... 73

 Potential Implementation Issues 73

 Building Momentum..... 74

 Limitations 75

 Section Summary 76

 Change Process Monitoring and Evaluation..... 76

 Monitoring Progress..... 77

 Developmental Evaluation..... 80

Developmental Purpose	81
Evaluation Rigor	82
Utilization Focus	82
Innovation Niche.....	83
Complexity Perspective and Systems Thinking	83
Co-creation.....	83
Timely Feedback.....	84
Section Summary	86
Plan to Communicate the Need for Change and the Change Process	86
Raise Awareness	87
University Leaders	87
Military-Connected	88
Community	88
Communication Strategy	90
Pre-Change Approval.....	91
Developing the Need for Change.....	93
Midstream Change and Milestone Communication.....	94
Confirming and Celebrating Change Phase	96
Chapter Summary	97
Next Steps and Future Considerations.....	97
OIP Conclusion.....	99
References.....	99
Appendix A: University X—Conceptual Leadership Approach	117

Appendix B: University X PESTLE Analysis	118
Appendix C: University X—Change Priorities	119
Appendix D: Readiness Dimensions	122
Appendix E: University X—Military-Connected Student SOAR Analysis Results	122
Appendix F: Military-Connected Campus Framework	123

List of Tables

Table 1: Types of Organizational Change	43
Table 2: Solution Evaluation	59
Table 3: Smart Goals	66
Table 4: Implementation Timeline.....	68
Table 5: Phase Goals.....	75
Table 6: Data Collection and Evaluation Timeline.....	85
Table 7: Communication Plan—Orientation Phase, Months 1–4.....	92
Table 8: Communication Plan—Orientation and Activation Phases, Months 1–8	94
Table 9: Communication Plan—Activation and Realization Phases, Months 4–12	95
Table 10: Communication Plan—Realization Phase, Months 9–12.....	96

List of Figures

Figure 1: Organization Structure Overview: The Macro-Level of University X	5
Figure 2: University X—SOAR Analysis.....	30
Figure 3: Macro-Level Transformational Approach.....	34
Figure 4: Organizational Structure Overview	37
Figure 5: Organizational Congruence Model	46
Figure 6: Stakeholder Engagement.....	70
Figure 7: Key Monitoring Events During Implementation Phases.....	80
Figure 8: Key Awareness Raising Messages	89

Acronyms

CA (Canadian Army)

CAF (Canadian Armed Forces)

DND (Department of National Defence)

ETB (Education and Training Benefit)

First World War (FWW)

MOU (memorandum of understanding)

OIP (organizational improvement plan)

PoP (problem of practice)

PDSA (plan-do-study-act)

SDT (self-determination theory)

SISIP (insurance for CAF members, Veterans, and their families)

SMART (strategic, measurable, attainable, relevant, and time-bound)

SOAR (strengths, opportunity, aspirations, result)

SWW (Second World War)

TL (transformational leadership)

TLT (transformative learning theory)

VAC (Veterans Affairs Canada)

VCT (Veteran critical theory)

Definitions

Military-connected student: Students with significant ties to the Canadian Armed Forces, whether currently serving or retired. Military-connected students fall into one of these categories:

- a. Current serving, Regular Force (full-time),
- b. Current serving, Reserve Component (part-time),
- c. Veteran,
- d. Department of National Defence, civil servant,
- e. Immediate family of CAF member or Veteran, or
- f. Foreign military Veteran.

Military-connected campus: A campus with harmonized university resources to support military-connected students.

Reserve Component: (Mostly) part-time soldiers, sailors, and aviators. There are three classes of primary reservists: A, B, and C. Other components of the primary reserve include the Cadet Organization Administration and Training Service, the Canadian Rangers, and the Supplementary Reserve.

Regular Force member: A full-time member of the CAF.

Social support: The structure and mechanisms at University X that contribute to individual care and the realization of the challenges faced by military-connected students.

Stakeholders: Any group or individual who can affect or is affected by the implementation of the change project in question (Pelokorpi et al., 2007, p. 419).

Veteran: Any former member of the CAF who has successfully undergone basic training and been honorably discharged (VAC, 2019).

Adults generally become ready to learn when
their life situation creates a need to know.
–Knowles et al., 2015

Chapter 1: Introduction and Problem

The Canadian Armed Forces (CAF) is a learning organization that encourages professional development during service, and upon retirement robust education and training supports are available for those seeking upgrading, an expansion of their skills, or a degree in a field different from their military occupation. In 2018, Veterans Affairs Canada (VAC) announced a generous program that provides access to post-secondary funding for qualifying Veterans (VAC, 2018), a benefit that has been dormant since the mid-20th century (Neary, 2004). For service members who are medically released from the military, retraining assistance can be accessed through SISIP Financial, originally established as the Servicemen's Income Security Insurance Plan, under certain conditions (SISIP Financial, 2021). The education and training support offered by the triad of CAF, VAC, and SISIP provides military-connected students, those who continue to serve, and Veterans access to substantial stipends for post-secondary and higher education.

The dearth of Canadian-specific data of military-connected students leads to consideration of allied approaches, most notably the US military. Extensive US research has demonstrated that financial support alone does not guarantee academic success, which is reinforced by the consistent finding that Veterans often experience difficulty in pursuing higher education (Berg & Rousseau, 2018; Callahan & Jarrat, 2014; Naphan & Elliott, 2015). At the root of this investigation is the recognition that specially designed academic and social supports for Canadian military-connected students are rare, coupled with an understanding that a range of

financial sponsorship options are available. Therefore, this PoP addresses the lack of tailored programming for Canadian military-connected students at University X.

This chapter will set the stage for the investigation of military-connected students by outlining the organizational context, followed by focus on the leadership approach of the university inclusive of institutional values, vision, and mission, and identify the PoP. A key framing element of this problem of practice is the historical relationship between University X and the CAF; therefore, this will be discussed. In presenting the organizational outline and PoP, several guiding questions emerge where the articulated vision for change will set the conditions for a harmonized problem exploration. Finally, Chapter 1 will conclude with a presentation of the readiness of organizational change.

Organizational Context

The organizational context is predicated on the fusion of a traditional public university partnering with an independent consultant in order to investigate, resource, and implement a mutually desired initiative. The military-connected campus project is the coordination of efforts between the strategic, operational, and individual levels of University X that contribute to the academic and social well-being of military-connected students. This initiative is championed by the vice-provost and co-chaired by the dean of student affairs and myself; the three of us form the core of the institutional team. The trilateral approach contributes to a robust collaboration between senior leadership, administration, and myself, with subject-specific expertise.

University X is a mid-sized Ontario institution with a history that predates Confederation. To frame the organizational context of University X, a brief discussion of its history, values and mission, institutional purpose and goals, structure, and leadership approaches is presented. In doing so, an appreciation of the military-connected campus project unfolds.

Brief History

University X maintains a long, albeit wavering, relationship with the CAF. Ties have been closer during periods of global conflict and mass mobilization; the intersection of military-connected students and academia has taken many forms at this institution. In terms of personnel and academic impacts, University X contributed to education of officers during the First World War (FWW), to the point where buildings and curriculum were purposefully designed. The lessons learned during FWW enabled a more fulsome response at the outbreak of the Second World War (SWW), which included the implementation of early austerity measures that subsequently mitigated the financial impact of the war on the university. At this time, a meaningful connection with Canada's military was established through the creation of a student-cadet cadre, an initiative that was repeated in many universities across Canada. Following the SWW, a period of rapid and sustained academic growth occurred, leveling off in the late 20th century (University X, 2019). Currently, there are a number of tangential links between University X and the CAF. However, there is no synchronization of academic and social support efforts within the organization.

Values, Vision, and Mission

The core of University X's approach is predicated on scholarship and research. The foundational underpinning is centered on an ethical approach to research and supporting the knowledge growth of its students. Institutional value is fostered through the support of faculty, students, and staff in their academic endeavors through a substructure that considers respect, fairness, equality, and balance. This approach is coupled with the recognition that a collaborative environment contributes to individual and institutional success. In supporting a military-connected campus, the values and vision of University X would reinforce the development of a

framework for a group of heterogeneous, mature students. An essential element of University X's mission is to achieve excellence (University X, 2020a). This tenet is woven into the solution of the Organizational Improvement Plan (OIP) through deliberate and detailed consideration of military-connected student customizable supports, thereby addressing a unique group of under-researched and under-represented students.

Purpose and Goals

University X's strategic plan consists of a number of mutually supporting pillars outlining the purpose and goals of the organization (University X, 2020b). This model fosters the institutional realization of the desired goal of optimizing a balance between student support, research, financial stability, and continued growth. Included within these drivers are aspects of a military-connected campus that reinforces the drive of senior institutional leadership to fully develop a scalable, tailored academic and social support model. University X is committed to fostering the transformational power of education through institutional and faculty-wide programming. Stated differently, student success goals will be achieved through an increase in specialized credentials, tailored opportunities, innovative curricular initiatives, and collaboration that leads to a positive learning environment. The duality of purpose at University X is a focus on research excellence while simultaneously supporting students. Related to the military-connected student phenomenon, an opportunity exists to create an inclusive environment for this portion of the student body, while also implementing a research protocol. Although formal research is outside of the parameters of the OIP, the data gathered through this investigation will position University X to influence the phenomenon for years to come.

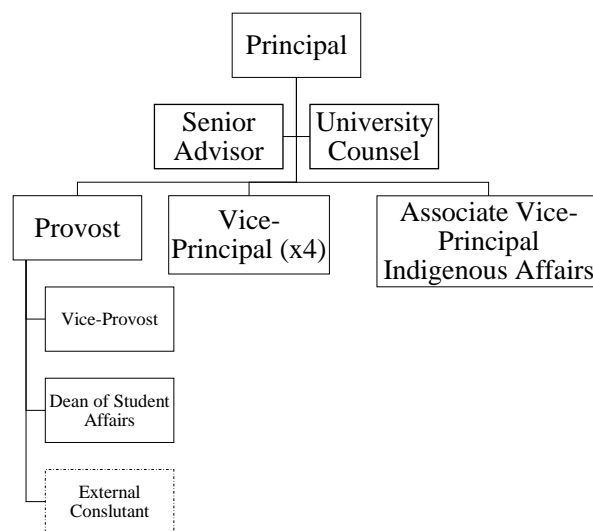
Organizational Structure

University X is a structural organization, operating in a functionalist environment,

meaning that OIP solutions have to be implemented simultaneously throughout the university. This is clearly a challenge but made possible by the support of senior leadership and inputs from the campus steering committee. Bolman and Deal (2013) have emphasized the importance of lateral integration within a university in support of strategic direction and guidance, meaning that a collaborate process must be used throughout the planning, development, and implementation of OIP-related initiatives. University X is considered to be organized in a hierarchical manner with the principal leading the institution. At the macro-level, the principal is supported by senior administrators that include the provost, vice-principals, university counsel representation, and Indigenous initiatives. The meso-level is represented by vice-provosts, deputy vice-principles, and faculty deans. Finally, the micro-level consists of faculty members and military-connected students. In sum, the cross-organizational harmonization of effort requires vertical and horizontal awareness to ensure organizational success (see Figure 1).

Figure 1

Organization Structure Overview: The Macro-Level of University X



Note. The macro-level of University X

By addressing the various levels of the university, the complexity of the project dissipates across multiple internal subsystems, making the initiative more manageable.

Leadership Approaches

The governance approach of University X is typical of Canadian higher education institutions. Policies, norms, and regulations ensure that responsibility and accountability are delegated to the appropriate level, leading to the necessary latitude to accomplish assigned tasks. To promote this approach, University X employs a transformational leadership style (Bass & Riggio, 2006; Burns, 1978; Northouse, 2019) that permeates every level of the institution. The transformational approach employed by University X encourages innovation enabled by an ethically informed investigation of relevant issues. In relation to the OIP, a transformational approach provides a structure from which the PoP can be investigated and analyzed. Further, as will be presented later in this chapter, the transformational approach to leadership at University X motivates and enriches the self-esteem and competence of followers, that is directly linked to the theory of self-determination (Ryan & Deci, 2017; Deci & Flaste, 1995), which supports the OIP. The transformational leadership at University X will be leveraged in the implementation of the OIP.

Section Summary

The exploration and establishment of a military-connected campus would be manifested differently depending on the institution and level of education. Canadian universities present unique and varied challenges in this regard, which are impacted through a number of locally influenced complexities. These hurdles, such as type of institutional leadership approach, category of military-connected student, willingness to change, and available local supports, must be independently considered. The overall result is that a tailored, customized model

should be employed in establishing a military-connected campus by University X. Doing so would lead to a collaborative and fulsome investigation between University X and myself. The desired outcome is the development of a sustainable academic and social support framework for military-connected students. In establishing such a framework, University X would be establishing the conditions for this underrepresented population to transform personally and pursue scholarship within an inclusive and supportive learning environment.

Leadership Position and Lens Statement

The unique nature of this PoP presents a non-standard alignment of interests between University X and myself. As an external consultant, I was contacted by University X to discuss approaches to an emerging and contextual phenomenon because the university did not have the necessary specialists. I provided the knowledge power (Deszca et al., 2020) for the OIP.

In 2017, I was forced to retire from the Canadian Armed Forces (CAF) as a result of a diagnosis of a non-life-threatening disease, Type 1 Diabetes, which precluded any further operational deployments and service in the military. This transformative and disorienting event propelled a personal decision-making process at a time when only fragmented and limited external supports were available to assist with my transition from uniformed service. After a career of 26 years that included austere and expeditionary deployments on four different continents in both hostile and permissive environments, an unexpected termination of my employment propelled an introspective search for a renewed sense of purpose. As a former senior officer in the Canadian Army (CA), I realized immediately that re-training and advanced education could have positive effects for myself, and with development, for all military-connected learners who pursue post-military options. The lack of an academic and social support

structure is a significant gap in current Canadian higher education and specifically at University X.

The initial focus of this doctoral pursuit grew out of the realization that in Canada, Veteran re-training and education was receiving limited research and academic attention; the bulk of scholarly efforts focused on the military-to-civilian transition for those suffering physical or mental trauma (MacLean et al., 2016; Thompson et al., 2013; Thompson et al., 2015; Van Til et al., 2017). This area of research is certainly necessary, and corresponding areas of supportive well-being have been explored, such as the impact of military service on families (Cramm et al., 2015; Gribble et al., 2018; Manser, 2020; Veterans Ombudsman, 2016), a shift in identity (McCann & Herbert, 2017; Thompson et al., 2017), Veteran homelessness (Blackburn, 2016; Segaert & Bauer, 2015), and increasingly, transition impacts as related to gender (Eichler, 2017; Lane, 2017; Spanner, 2017). These domains of well-being highlight the challenges of military service as it relates to the push-pull factors in the transition to civilian life.

For those pursuing higher education while still employed with the CAF, a sense of discord may exist (Gibbs et al., 2019). The all-consuming aspect of CAF service has a profound impact on the serving member, their families, and their post-military employment options. However, noticeably absent is the role of training and education and the potential of military-connected students. The realization that training and education is not a research priority influenced my decision to add a personal voice of experience in this subject area.

My initial investigation into this subject area highlighted a lack of supports for all military-connected students in higher education. I define military-connected students as service members who remain employed as members of the CAF and pursue higher education as part of professional development, Veterans who have been honorably released and are seeking

upgrading, and, if they meet certain criteria, immediate family of service members who have died or have been seriously injured as a result of military service, and foreign military Veterans. Military-connected learners are also defined as mature students (Caruth, 2014; Scoppio & Covell, 2016).

Relatedly, a proposed definition of a military-connected campus is the harmonization of university resources in support of military-connected students. What further influenced this line of investigation was a recent announcement of a federal government investment in the training and education of CAF Veterans (VAC, 2018); a benefit of this magnitude has not existed since the mid-1950s (Neary, 2004). Given my military background and understanding of the transformative power of higher education, I recognized a need and began to work as a consultant for post-secondary and higher education institutions to investigate, develop options, and implement tailored, scalable academic and social support frameworks for military-connected students. My interest in this subject area and my experience coalesced and contributed to my recognition of a contextual and specific education issue.

The timing of the VAC announcement coupled with an increase in societal interest meant that more academic institutions began to investigate the phenomenon of military-connected students and consider its potential impact on their institution, the community, and students. Considering that 5,000 Regular Force (full-time) CAF members are released annually and that in 2019 over 75% of released Regular Force members did not possess post-secondary education (DND, 2019), the newly announced VAC education and training benefit (ETB) presented an opportunity for academic institutions to welcome a group of fully sponsored underserved students to their campuses. Fusing this educational opportunity with a willing university provides the backdrop against which I consider the phenomenon of military-connected students.

In our partnership, University X and I are cognizant that military-connected students form a heterogeneous grouping and represent all components of Canadian society. In other words, military-connected students cannot be explored from a single viewpoint. Therefore, I approach this investigation using a transformative research paradigm (Mertens, 2009). In relation to this inquiry, transformative research provides the lens through which military-connected students, a group pushed to the margins and not previously considered as a whole, can be broadly viewed. In part, this worldview enables a deliberate exploration of the marginalization of military-connected students while recognizing the challenges they face upon entering higher education, many for the first time.

A transformative research paradigm provides a framework that acknowledges the marginalization of students because of gender, race, culture, experience, and orientation who are also grouped as mature students with the added categorization of Veteran or a serving military member. Military-connected students rapidly become a complex grouping. In other words, in providing professional advice and leadership to University X on the inclusion of military-connected students, I raise the awareness that this group of students are underrepresented, come from unique and diverse backgrounds, and are undergoing a personal transformative change. Given the lack of Canadian-specific research in this subject area, a clear responsibility emerges with the OIP where the guiding epistemological assumptions generate legitimate and focused knowledge so that strategic decisions can be made.

As a former senior leader in the CAF, transformational leadership formed the backbone of my military approach. While a transformational approach is also employed at University X, these similarities do not extend much beyond the style of leadership. However, as I grow as a leader, I must consider additional perspectives in order to operate within this civilian

environment. Furthermore, as a change agent (Deszca et al., 2020), adaptive leadership (Heifetz et al., 2009) provides another approach that is aligned with my personal values, a transformative research paradigm, and allows me to consider how to mobilize constituents to thrive in new environments. Moreover, adaptive leadership links past events to current events with a view to exploiting successes and previously held knowledge. This will enable military-connected students to rely upon the myriad of soft skills they possess such as leadership, resilience, decision-making, work ethic, communication, and experience in their pursuit of higher education (McCaslin et al., 2013; Miller, 2015; Stone, 2017).

Influenced through years of leading large groups of soldiers in complex environments, my experience, approach, and perspective further shape my values and how I will lead organizational change at University X. The interconnection of transformational leadership and a transformative research paradigm enables an interrogative approach that questions the status quo. This approach will infuse leadership teams at the various levels of the organization.

In an effort to delineate how I will lead organizational change, I have divided the OIP into three mutually supporting phases that align with the macro-, meso-, and micro-levels of University X. The macro-level is the strategic level of University X that corresponds to the oversight and governance of this initiative. Relying on a career of transformational leadership experience, I will employ a transformational approach at the macro-level where the project is aligned with the university's strategic plan, thereby creating value (Koenig, 2018) for the institution. Further, recognizing the change-related challenges that lie before me, I will employ adaptive leadership at the meso-level, which includes faculties. At this level, I will explore appropriate curricular implications depending on the subject matter, delivery method, and scope to develop specialty programming. Finally, this adaptive approach is well suited in diverse

situations such as the micro-level of University X where faculty members, student services, and military-connected students intersect. My personal leadership approach, described above, is further supported through a social justice lens that underscores a transformative research paradigm. The leadership conceptual framework approach is detailed in Appendix A.

The cumulative effect of working as part of a strategic implementation team as the key advisor for military-connected students situates me as an influencer of the direction this contextual and multidimensional initiative will take. Employing knowledge power (Deszca et al., 2020) to increase the awareness of the cross-cultural competencies of academia and those in the military profession, situates University X at the cusp of inclusion for this underrepresented group. As an external advisor, I recognize the challenges that may be presented by a traditional and hierarchical university setting. Therefore, I will continue to highlight the unique issues faced by military-connected adult learners in academia where real and perceived barriers to education, biases against or misunderstanding about military-connected students, and competing aspects of life (e.g., financial commitments, family, and work-school balance) affect their studies in more ways than traditional students. Within this project, I have the agency to investigate and develop inclusive solutions that address the changes required to support an amorphous group who have disparate needs. Therefore, appropriate and sustainable strategies will be developed to foster a collaborative and positive learning atmosphere.

Leadership Problem of Practice

An emerging challenge for Canadian colleges and universities is the inclusion of financially sponsored military-connected students. As of 2018, certain CAF Veterans qualify for funded education (VAC, 2018), but they are poised to navigate the post-secondary landscape without a tailored academic support structure in place. For many Veterans, enrolment at

University X may be their first introduction to higher learning, a significant organizational shift from military service. The rapidity with which Veterans are embarking on the student life sets the conditions for a deliberate and fulsome consideration of the educational, social, and identity challenges that this underrepresented group has to confront (Berg & Rousseau, 2018; Callahan & Jarrat, 2014; Smith et al., 2018). Further, full federal sponsorship of Veterans' education has not existed for over six decades, resulting in a knowledge gap among researchers, organizational leaders, administration, and faculty. Additionally, my exploration of Veteran-students has uncovered that limited support is available for all military-connected students still in service. The inclusion of military-connected students on campus presents a simultaneous issue of subject understanding and fostering of organizational collaboration to ensure a shared perspective is developed throughout the institution (McCann & Heber, 2017). As an independent advisor within a Canadian university and co-leading this investigation, this PoP addresses the lack of tailored programming for military-connected students in higher education at University X.

Gaps in Current Practice

Canada has a long history of caring for wounded, ill, and injured service members but has lagged behind international partners in well-being supports in other areas; most relevant to the OIP is the US *Servicemen's Readjustment Act of 1944*, the G. I. Bill, which has been near-continuously funded since 1944 (US Department of Veterans Affairs, 2018). In effect, US higher education actively recruits military-connected students, employs full-time liaison staff, and develops customized curriculum for this portion of the student body (Elliott et al., 2011; Fernandez et al., 2019; Stone, 2017). Arguably, the US experience has demonstrated the incentivization of military-connected students. However, this is not a new practice in higher education as evidenced by the robust attraction strategies employed for international students.

The lack of Canadian-specific data is not limiting rather, it presents an opportunity to explore an organization-specific model in an unrestrained manner. The cautionary note remains a lack of institutional awareness and understanding at University X.

Currently, there are service members and Veterans enrolled in programming at University X, both on-campus and online, and academic policies and social support models do not consider the challenges of this group. A number of specialized partnerships exist between the Department of National Defence (DND) and University X, where full-time service members are enrolled. Additionally, there are a number of part-time primary reservists who are enrolled without the benefit of complete organizational awareness. Currently, the data on Veterans and immediate CAF family members registered at University X is lacking. As I describe in Chapter 2, the harmonization of inclusionary efforts will ensure protocols are established that unify institutional energies, identify and track military-connected students, and establish a framework for leading change. Without further investigation, these aspects remain a significant gap of understanding at University X.

Framing the Problem of Practice

In framing the PoP, this section orients the reader to historical, current, and contextual issues that shape military-connected student understanding at University X. In doing so, a greater awareness of the issue is generated, relevant factors for consideration are examined, and potential solutions offered.

Historical Overview

The CAF and University X operate in different spheres but are both within the public sphere. Therefore, aspects of each ecosystem overlap, most notably in reaction to societal pressures. During the FWW, the Khaki University taught more than 50,000 soldiers (Cook,

2002) in an effort to prepare Veterans for post-war employment, and during the SWW, pensions were used as a recruiting strategy (Cowen, 2005). These socio-economic benefits are a mere snapshot of provisions offered to service members in exchange for voluntary enlistment. The Cold War further shaped Canada's approach to service member well-being. While Veteran care was focused on meeting the needs of wartime service members, care for all wounded and ill Veterans remained an enduring responsibility resulting in a transactional relationship between Canada and its service members. The low- and mid-intensity conflicts of the 1990s and war in the 2000s exposed an overall gap in Veteran assistance. The result, in part, was the development of a modernized, long-term Veteran care strategy that was legally anchored in the 2005 *Veterans Well-being Act* (Government of Canada, 2019; VAC, 2014), colloquially referred to as the new Veterans Charter. In essence, this new act reaffirmed a national moral commitment to life after service for Veterans, which brought more attention to the well-being of all CAF members.

Key Organizational Theories

The landscape of higher education is influenced by a number of theories specific to the phenomenon under investigation; at the heart of the OIP lies the intersectionality of identity and motivation in education.

Self-Determination Theory

Self-determination theory (SDT) emerged from the study of Piaget (1971), who explored the developmental progress in relation to how individuals react to their environment. Based on this, Ryan and Deci (2017) developed six mini-theories, resulting in SDT. It interrogates the motivation of individuals through the key components of competence, relatedness, and autonomy with the intent of realizing a greater sense of purpose. Applied to military-connected students, it presents an opportunity through education to attain knowledge and acquire skills in the pursuit of

a pre-determined goal. Stated differently, the shift from professional military learning to higher education affords military-connected students the opportunity to achieve a greater sense of self, autonomy, and control. For Veterans, a new-found base of independence can be achieved with an increase in self-esteem, clarity of purpose, and well-being. These are key competencies that need to be nurtured when students leave the highly structured and controlled environment of CAF service. Finally, the psychological benefits of SDT align with a transformative research paradigm, given the centrality of knowing oneself and construction of meaning.

Transformative Learning Theory

Transformative learning theory (TLT) was developed by Mezirow (1978, 2012) and is central at the micro-level, with overlap at the meso-level at the university. TLT, coupled with SDT, provides the foundation upon which adult learners can reframe meaning making, thereby increasing individual motivation in education. When Mezirow (2012) described meaning making, he stated “there are no fixed truths or totally definitive knowledge, and because circumstances change, the human condition may be best understood as a continuous effort to negotiate contested meanings” (p. 73). Entering academia presents military-connected students with an opportunity to reframe learning in an intentional and deliberate manner and become a participative member in the education process. For faculty members, the implications are many, including providing more allowance for student ownership in learning as well as a faculty-level exploration of specialized curriculum and programming. TLT begins with a disorienting dilemma that takes on different meanings for varying students. In other words, Veterans who have experienced trauma—a disorienting dilemma—may focus their education on a new area as opposed to building on knowledge from their previous military occupation, whereas serving members who are pursuing continuing education may look at education that will bolster their

current professional knowledge. As viewed from a transformative research perspective, TLT supports a reinvestment in individuality, which is a clear departure from the collective nature of military service.

Recent Theory—Veteran Critical Theory

The nascence of scholarship on military-connected student in Canada has resulted in a lack of empirical research. While the conditions of military service of Canada and its allies are similar, national implications must be considered when interpreting data emanating from other countries. With a view to synchronizing support efforts, Phillips and Lincoln (2017) introduced veteran critical theory (VCT) to provide a lens through which Veteran care and student issues can be explored. VCT was developed out of necessity as there is no uniformity in the research approach to military-connected students in higher education. Currently, 4% of all students in US higher education are classified as Veterans (Phillips & Lincoln, 2017). In sum, given the emerging potential of VCT, it provides a touchstone for investigations at University X.

PESTLE Analysis

Higher education has always reacted to external pressures as witnessed throughout the “golden age” of education (Tagg, 2019, p. 51), the period after the SWW where post-secondary enrolment increased sharply, which continued for a number of decades. Today, the external environment surrounding military-connected well-being has significantly shifted. Prolonged military action and national awareness of the human cost of service has reawakened a number of political, economic, and societal interests in the CAF. Political support led to a \$133.9 million investment in Veteran education (VAC, 2017), which is separate from CAF funding allocated to current serving members for education, training continuation, and upgrading. While a number of funding options exist for traditional university students, military-connected students have access

to a number of dedicated supports, meaning there is economic viability in exploring a specialized framework for this unique group.

Furthermore, military-connected students can be sponsored at all levels of higher education from short courses to postgraduate learning. Tacit societal support is manifested in a number of ways. First, through government representation and recognition of programming such as the ETB. Second, University X recognizes the value of synchronizing military-connected efforts, given the number of separate memorandums of understanding it has with the DND, the local demographics that indicate a large population of Veterans, and the relative proximity to military establishments. Additionally, there has been an increase in charitable organizations that sponsor military-connected students. University X offers a number of online programs and courses that can benefit all students, but specifically those military-connected students who cannot access on-campus options. The ability to leverage existing offerings will better enable access for all military-connected students. Appendix B provides a complete PESTLE analysis.

Internal Audit

The underpinnings of the OIP emerge from a transformative research worldview (Mertens, 2009) that includes complete and unconstrained access to higher education, whether programs are offered on-campus or online, inclusive of a framework that supports the unique nature of military service and the potential personal demands placed on Veterans that are in addition to school work. Current US research has found that only 50% of students have been successful in their program (Alschuler & Yarab, 2018; Callahan & Jarrat, 2014; Williams-Klotz & Gansemer-Topf, 2017), implying that financial support alone does not increase the graduation rate. Exploring this OIP in aggregate, there is a requirement to identify military-connected students as a uniform group while simultaneously recognizing that they may be one group among

other marginalized populations. An extensive data set makes possible a more complete decision-making process (Dodman et al., 2019) in growing this project and will contribute to greater organizational awareness and increase equity across the student body. Finally, the ethically grounded approach of University X is reflected in the responses to the organizational change readiness questionnaire that will be presented later in this chapter.

The inclusion of military-connected students on campus presents an occasion to review procedures and policies as well as programing inequities. As will be presented in Chapter 3, the establishment of phases to manage the investigation and implementation of the OIP will focus on how the current organizational governance model supports this initiative. Currently, those students who remain in service are not supported by course extension or program hold policies, which is problematic when they attempt to fulfill domestic response duties or pursue prolonged military training opportunities that impact their career progression, as an example. Additionally, University X policy includes restrictions based on course attendance; for Veteran students, this may be a hurdle when dealing with physical rehabilitation or mental health treatments. As viewed through a military-connected student lens, a comprehensive review of academic support policies will empower students and lead to a more supportive learning environment.

Relevant External Data

Veterans Affairs Canada provides a significant amount of relevant grey literature, which frames the understanding of physical and mental health challenges experienced by Veterans, along with providing the qualitative setting for understanding transition to civilian life. Additionally, Veteran statistics on demographics, attitudes, employment, substance use, physical ailments, mental health status, comorbidities, employability, skills acquisition, and geographic disposition (this is only a partial listing) as surveyed through VAC, can inform University X

about the population of veterans within the traditional recruiting base. Current CAF education and training policies provide a comprehensive list of financial supports available. As the CAF consists of two components, the Regular Force (full-time) and the Primary Reserve (part-time), being familiar with the differences and similarities further informs the military-connected campus project. While researchers have not investigated Canadian military-connected students, the Canadian Institute for Military and Veteran Family Health (CIMVHR) provides a nationally connected network of researchers across 46 Canadian institutions who research health and well-being issues—an avenue for knowledge mobilization. The preceding section established the logic of this contextual and specific issue in higher education where this following segment sets the foundation for the continued exploration of the OIP.

Guiding Questions Emerging from the Leadership Problem of Practice

A number of guiding questions that will enable a fulsome investigation of military-connected students in higher education shape the OIP. These questions focus on the theoretical approach used, appropriate leadership styles, and organizational constraints:

1. What kind of academic and social supports are required to fully integrate military-connected-students into higher education?
2. What internal and external efforts are required to establish a military-connected campus at University X?
3. How can policies and programs be adjusted to create a sustainable vision for the future of military-connected students in higher education?
4. How can we better recognize the diversity of military-connected learners in a manner that reduces barriers to their higher education?

These guiding questions are posited with the intent to bring attention to a phenomenon that has neither been researched in great depth in Canada nor fully considered at University X. The heterogeneity of the military-connected student population implies that investigating this group as a unified collective would be misguided. Rather, this exploration must be collaborative in nature in order to result in a sustainable and fulsome outcome. The guiding questions are designed to support the direction delivered by the president of University X so that various options for including military-connected students in all faculties, including online delivery, can be investigated. Addressing the gap underscored by the guiding questions will increase the likelihood of academic success and the on-campus social integration of this underrepresented group.

Potential Challenges

A number of challenges emerge from this line of investigation: the lack of institutional knowledge about and understanding of military-connected learners, the need for specialization, speed of implementation, and reliance on students' self-identification. In designing this OIP, we must consider the lack of institutional knowledge of military-connected students, and faculty engagement and the centralization of efforts during the initial development of the project must be considered as possible solutions. In close conjunction, the absence of Canadian-specific military-connected student data should not be considered a problem, but rather an indication of the need for on-campus specialty advisors. This project has a dedicated external consultant, but we also must explore the possibility of military-connected faculty and staff contributing to this project. This is a key element when considering the long-term sustainability of a military-connected campus. As will be detailed later in this chapter, the organizational change readiness model highlights the need to identify institutional strengths and deficits prior to the full implementation

of the chosen solution. In other words, a balance between caring for military-connected students currently enrolled, managing employee expectations, and cultivating a stable foundation for the future needs to be maintained: a trilateral challenge. Finally, the OIP relies on military-connected students to self-identify, whether they are prospective students or currently enrolled in on-campus or online programming.

Leadership-Focused Vision for Change

Leading change in an adaptive setting requires a clear and future-focused vision that can evolve over the course of the project. The development of a carefully crafted conceptual framework must incorporate key university staff who share the vision, realize the current gap in programming, contribute to establishing the priorities, and communicate the drivers for change vertically to the implementation team and horizontally within their area of responsibility.

Vision

Losing employment because of circumstances beyond one's control impacts people differently. Facing this inevitability myself, I immediately began searching for a renewed sense of purpose and tried to reestablish control over my immediate future. Leading organization change in a hierarchical setting as an external consultant causes a dilemma in trying to influence University X staff and constituents to enable military-connected students searching for purpose and control. In an effort to clarify and establish philosophical markers that shape these efforts, I present a leadership vision statement here: To ensure military-connected students are immersed in an inclusionary learning environment, enabled through the provision of specialized, relevant, and credible programming. University X will foster the realization of excellence by supporting student potential.

This vision outlines the mindset that constituents and stakeholders can adopt when contributing to the campus-wide effort of building an inclusionary framework. Furthermore, the articulation of a concise, stable, and future-orientated vision provides signposts for any academic and social support efforts that are implemented (Kouzes & Posner, 2019). In effect, the desired objective is articulated in a manner that remains forward-looking within a positive learner-focused setting and can evolve with the needs of the identified student population. This vision is iterative in nature, meaning that while working towards long-term goals, there is a built-in flexibility to reassess the validity of the types of academic and social supports provided for military-connected students. In accomplishing this change, student potential can be realized.

Gap

Currently there are tangential links between University X and military-connected students, manifested in the form of a few contrasting memorandums of understanding (MOUs). Given the priority of research in University X's strategic plan, these MOUs are linked to various aspects of that agenda. Additionally, University X hosts executive leadership training where it is common to have senior federal government employees attend, including DND directors and CAF leaders. University X administration is aware of a large military-connected student population on campus, which is reflected in faculty reports to deans and discussions at steering committee meetings. Currently, there is no centralized effort surrounding military-connected students, which would take place at the faculty level with senior leadership approval. The intention of the OIP is to create greater central oversight of all military-connected activities from recruitment to specially designed programming.

The dearth in Canadian military-connected research presents another gap relevant to the OIP. While research is not the central focus of the OIP, a lack of dedicated data presents a

simultaneous challenge and opportunity. The primary outcome of the OIP is the realization of a sustainable and inclusionary framework; which, is a model that will continue to grow and adapt socially despite external organizational pressures. However, opportunities for future research can be identified during the exploration process. University X will have to identify the population under investigation, capture relevant demographics, determine their real and projected needs, and review organizational policy to ensure support initiatives are harmonized across the campus and throughout the targeted student body. The lack of Canadian-specific scholarly research can be addressed through the deliberate investigation of local implications, thereby achieving some evidence-based knowledge, albeit relative knowledge.

In implementing the OIP, University X will address a unique and contextualized problem in higher education, resulting in an equity-based framework, which is one that continues to grow and adapt to the changing military-connected student demographic while confronting real and perceived barriers to higher education. University X will move from a deficit of understanding to a learner-focused framework. This innovative platform must address risk factors throughout future inclusionary efforts to ensure knowledge gaps are closed in all levels of the OIP (Appendix A). Vodicka (2020) described this closure as “crossing the chasm” (p. 75), meaning that organizational change efforts must be synchronized, not necessarily temporally but efficaciously, thereby ensuring all departments in the university remain focused on the overarching vision. It is intended that in the future, the university will recognize military-connected students as a unique population with individual needs who may require specialized academic and social support throughout their higher education.

Priorities for Change

A balance must be achieved in serving current and future military-connected students in addition to positioning University X to develop a sustainable support model. Senior University X leadership has demonstrated their motivation to develop an approach that empowers and provides the platform to include the voice of military-connected students while addressing the current inequalities within organizational policy. Organizational change has been demarcated based on the level of the university that is responsible for the change in question. In other words, change requirements have been detailed at the macro-, meso-, and micro-levels in the OIP, thereby enhancing the ability to work simultaneously within each stratified domain. Appendix C provides a visual representation of this categorization.

Of the changes described in the OIP, several emerge that should be addressed immediately. To implement the vision of the OIP, the military-connected student population must be identified in a manner that accounts for all of the sub-categories of students; (a) current serving, regular force, (b) current serving, reserve component, (c) Veteran, (d) DND, civil servant, (e) immediate family of CAF member or Veteran, and (f) foreign military Veteran. Understanding the sub-categories of military-connected students provides a clear sense of the challenges they face. For students, challenges may include lack of funding, as not all military-connected students are financially sponsored, or unexpected deployment. Veteran-students may be dealing with military-to-civilian transition issues while immediate family of CAF members are caring for a seriously ill partner. Once the student population is defined, academic tracking measures will be implemented to gauge retention, program choice, and graduation rates. Christensen and Eyring (2011) have remarked that “the quality of the product [higher education] is hard to measure” (p. 17), but the success of graduates will remain a key metric. Additional OIP

metrics will include retention rates, program changes, course withdrawals, and post-university employment.

The second priority is to fully develop a strategic communication plan. The unique needs of military-connected students warrant consideration of external partnerships, community resources, and university-level awareness. This trilateral approach will increase the understanding of military-connected students for a number of stakeholders, while highlighting the priorities of the university principal. This approach is nested within the university's transformational leadership approach and helps frame the vision for change (Deszca et al., 2020).

The final initial priority is to launch a policy review. Considering that University X's policy review cycle is deliberate, protracted, and involves many stakeholders, assessments should be worked into the current evaluation sequence. Having the military-connected campus project supported by accurate and realistic policy will help stabilize it for years to come.

Drivers for Change

Drivers for change are those "factors that push for change" (Chance, 2013, p. 205) and this OIP is predicated on a recognized need, societal support, the political and economic environment, and establishing an innovative culture throughout University X. These elements provide the impetus to investigate the military-connected student phenomenon with the full backing of the university. The scale of this issue requires a multilevel, near simultaneous approach where the change agent must understand how to implement change and what needs to change (Deszca et al., 2020). To establish the groundwork for a through exploration, a strengths-opportunities-aspirations-results (SOAR) analysis will be conducted after completion of the organizational change readiness questionnaire. SOAR is a collaborative tool, which includes feedback from key institutional staff, for working towards a positive framing of this project and

shared meaning-making (Stavros & Hinrichs, 2019). A major benefit of SOAR is its inclusionary nature, meaning that a series of collaborators can be engaged at the macro-, meso-, and micro-levels of University X. Additionally, the positive nature of SOAR enables the proven strengths of University X to be leveraged in the examination of the aforementioned drivers for change. Finally, conducting a SOAR analysis as an orientation mechanism underscores that existing elements of University X can be incorporated into this project.

University X strikes a strategic balance between being a research-focused institution and maximizing the student experience. This crossroads of interests positions the change agent, myself, to consider the existing framework as a viable and relevant starting point from which an investigation can be fostered. University X has a robust plan that considers students who are underrepresented, marginalized, and have accessibility concerns (University X, 2020b) and that has been crafted with careful consideration for the needs of each of these population groups. Prioritization of efforts must be informed through careful analysis in order to develop a reasonable and effective strategy. The developers of this framework must remain cognizant of the ethical desire to support military-connected students: this will be further discussed in Chapter 2, along with articulating clear measures of effectiveness. Without longitudinal data, University X cannot forecast the expected dispersion of military-connected students across campus, therefore a cyclical revision of applicable strategies must be incorporated. The organizational change readiness tool, discussed below, has the flexibility to account for the drivers of change.

Organizational Change Readiness

At the heart of the OIP is an inclusionary issue that warrants attention if organizational change is to occur in a deliberate and effective manner. University X has identified a social issue surrounding a unique group of underrepresented students, where a confluence of factors must be

considered in an attempt to leverage organizational strengths while building a tailored framework. Implementing change at University X requires synchronization, an ability to coordinate activities across multiple sectors, and a balance between change commitment and efficacy (Weiner, 2009). The very nature of organizational change implies that many facets of the university will be implicated in the support efforts and implementation of the proposed project. In other words, attention must be paid to the intra-organizational impact of change while sharing a common vision of the desired transformation. As senior leaders recognize the scope of the military-connected phenomenon, a planned change (Deszca et al., 2020) can be initiated. Given this emergent issue and lack of Canadian-specific empirical data, the OIP remains focused on the desired outcome along with ensuring that knowledge is shared across the campus. The OIP will use Deszca et al.'s (2020) change readiness questionnaire to assess University X's readiness for change (see Appendix D).

Desire for Change

Similar to many other Canadian higher education institutions, University X, as a result of societal evolution, has recently implemented governance modifications in an effort to bring greater equity to education. A number of diversity and inclusionary policies have been implemented that are positive responses to the Truth and Reconciliation Commission of Canada Calls to Action (2015), specifically regarding the marginalization of Indigenous peoples in post-secondary and teacher education. Additionally, policies such as first-generation undergraduate entry, sex and gender equity, and ensuring access for students with disabilities continue to be reviewed and updated (University X, 2020a). Current University X education equity policy aims to inform potential changes and program and policy adaptation, and resource the needs of equity seeking groups. The lack of historical consideration for military-connected students is not as a

result of systemic failures, however there are unintentional gaps that may inadvertently this group to unintended harm.

To accurately assess the readiness for change and articulate reasons for change, I employed Deszca et al.'s (2020) rating of organizational change questionnaire that is based on six readiness dimensions: (a) previous change experience, (b) executive support, (c) credible leadership and change champions, (d) openness to change, (e) rewards for changes, and (f) measures for change and accountability. These provide the foundation for assessing organizational change awareness and readiness. The results of the questionnaire indicate that University X possesses a willingness to change, including recognizing the positive benefits of previous transformation initiatives combined with the overt support of senior university leadership. The successful inclusionary efforts of other projects surrounding underrepresented students at University X can act as a template for the OIP. Scores in this part of the assessment questionnaire were low. The multidimensional aspect of the OIP requires that I remain aware of constituent concerns at the meso- and micro-levels in order to provide universal support and awareness of the need for change.

SOAR Analysis

The inclusion of a SOAR analysis, the completed SOAR is listed at Appendix E, within the OIP provides a means to identify strengths, opportunities, aspirations, and meaningful results. Employing a SOAR analysis as an organizational orientation mechanism will result in the identification of relevant aspects that will shape the proposed plan. This may mean including areas of close coordination, leveraging existing university assets, and synchronizing the OIP vision leading to the desired outcome of students realizing their potential. Figure 2 presents the SOAR analysis.

Figure 2*University X—SOAR Analysis*

<p style="text-align: center;"><u>Results</u></p> <ul style="list-style-type: none"> • What are the best ways to measure success? • What resources are needed to bolster the development of a military-connected campus? • Do we articulate our success criteria? • Was the plan successful? 	<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • How do we leverage institutional credibility? • How do we continue to meet the goals of our strategic framework? • How do we build on our external partnerships?
<p style="text-align: center;"><u>Aspirations</u></p> <ul style="list-style-type: none"> • Can we combine this initiative with other strategic objectives? • Can the university be more inclusive? • Can we maintain our ethical beliefs and organizational values? • Can we become the university of choice for military-connected students? 	<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • How do we meet the needs of the students? • What are the main elements of the framework we must focus on? • What new skills/training does university staff need to welcome students?

Note. Adapted from Stavros and Hinrichs, 2019 to present areas of OIP interest

The intended outcome of implementing a SOAR analysis is to highlight drivers for change while identifying the potential cost and risk of this project. The SOAR analysis will be used to methodically analyze current university strengths, uncovering information that contributes to greater institutional value (Koenig, 2018). This approach is intended to lead to bold ideas and positive impact.

Competing Forces

Competition for resources such as time, expertise, finances, and physical space remains an omnipresent threat to new initiatives. The combination of a SOAR analysis and the plan-do-study-act (PDSA) cycle (Cleary, 2015; Deming, 1982, 2013; Moen, 2009) is intended to frame and inform the essential elements of the proposed plan and then guide its implementation in a deliberate and measured manner. The PDSA cycle will be further described in Chapter 2.

Together with the organizational change readiness approach, the established feedback loop involving the university steering committee is intended to mitigate intra-departmental concerns. Furthermore, given the unique nature of military-connected students, community services such

as physical and mental health experts, industry sponsorship, military associations, and advocacy groups will be investigated as potential community partners. We will not be able to identify the scope of organizational competition, such as vying for resources, until its impact on the population is observed. Therefore, mitigation plans must evolve commensurate with the size of the military-connected student body. This section provided the backdrop and readiness for organizational change providing the foundation for the deliberate inclusion of military-connected students

Chapter Summary

Chapter 1 detailed the specific contextual issue that University X must address in order to improve institutional understanding of military-connected students, enhance their student experience, and contribute to their positive learning environment. This work is not a binary process and will evolve commensurate with the number, composition, and identified needs of military-connected students. The OIP aims to foster an inclusionary environment for a heterogeneous group of mature students, and Chapter 2 will further develop the potential solution to the OIP.

Chapter 2: Planning and Development

In Chapter 2, I interpret and synthesize data to best affect solutions to the PoP. In doing so, I build upon the contextual framework established in Chapter 1, such as the exploration of military-connected students and their shift in meaning making when they enter higher education. Identifying the real and perceived needs of military-connected students remains a central requirement that will determine how the desired leadership approaches will be implemented to enable change in University X's multidimensional environment. Determining the university's change readiness is enabled by the completion of the organizational change readiness questionnaire (Deszca et al., 2020) and a SOAR analysis (Glovis et al., 2014). In this chapter, I discuss transformative and adaptive approaches to leadership, determine the efficacy of change, and analyze what institutional elements are required to ensure reasonable and sustainable change. This chapter concludes with a discussion of the desired solution and the role of organizational ethics.

Leadership Approaches to Change

The OIP addresses the lack of tailored programming for military-connected students at University X with implications across multiple levels of University X, impacting academic, finance, student services, and research departments. Addressing this complexity on only one level would be ineffective, whereas this OIP will adopt strategies across all three levels of University X. As noted in Chapter 1, University X is a structural organization that operates within a functionalist environment (Morgan, 1980), which poses a challenge for the investigation and implementation of a military-connected student support framework. In other words, organizational change must permeate every level of the university. Consequently, one leadership approach is not adequate, resulting in the use of transformational and adaptive leadership

approaches at the appropriate levels of the university. The use of two congruent leadership styles will best enable the desired outcome of the OIP.

Transformational Leadership

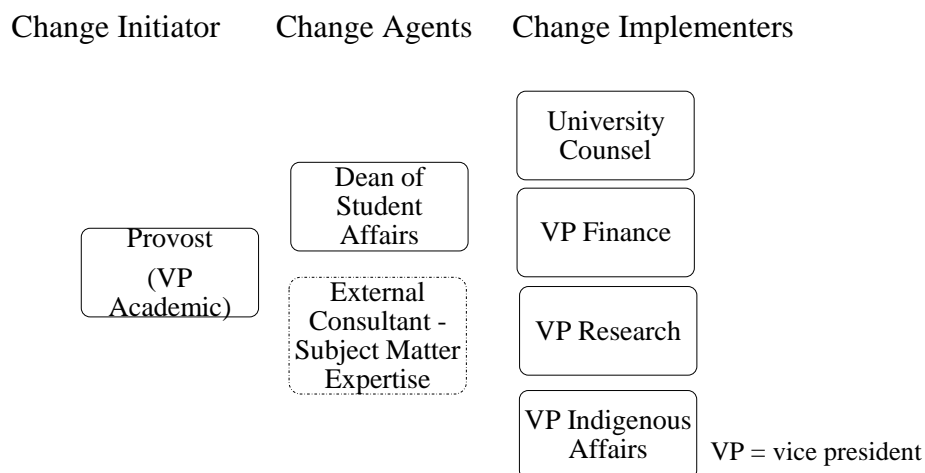
Transformational leadership (TL) (Antonakis et al., 2017; Bass and Riggio, 2006; Burns, 1978; Fischer et al., 2017) is the desired approach across the campus of University X, and this method will be used at the macro-level of the university, that is, the strategic level. Bass (1999) stated that “transformational leadership enhances commitment, involvement, loyalty, and performances of followers” (p. 11). Further, Hamad (2015) stated that “transformational leaders pay much attention [to] the common goals” (p.2), meaning at the macro-level a broader institutional perspective is fostered through this approach. At University X, the macro-level is where strategic leadership, oversight, and governance are located, meaning that shared organizational understanding and change is facilitated through this senior level (Andersen et al., 2018). Gilbert et al., (2016) found that a positive relationship exists TL and follower motivation, meaning this approach contributes to fostering positive and independent behaviours across the campus.

Initially, the authentic leadership (George, 2003) approach was considered at the macro-level given the emphasis that this style places on cultivating relationships, positive values, and developing a shared purpose. George stated that through the formation of trusting relationships “commitment is strengthened so that any obstacles can be overcome” (p.41); a potential asset with the introduction of a new initiative. However, with the moral component of this OIP being central to leading an effective implementation, I felt that transformational leadership served as a more complimentary approach with a transformative research paradigm and adaptive leadership approach.

Burns (1978) originally visualized transforming leadership as “shap[ing] and alter[ing] and elevat[ing] the motives and values and goals of followers” (p. 425). Informing the OIP is a unique social issue that necessitates that university procedures be adapted, education equity policies reviewed, and sustainability interwoven into solutions to have the desired effect of empowering followers. In essence, transformational leadership at the macro-level enables the key stakeholders to look internally within their departments and have the intellectual freedom to achieve the stated objective. As the external change agent, it is my responsibility to provide a contextual understanding of the strategic vision for senior leaders at the macro-level (see Figure 1). Figure 3 presents a visual of where transformational leadership approach will be applied at the macro-level.

Figure 3

Macro-Level Transformational Approach



Note. University X managerial roles adapted from Deszca et al. (2020).

Organizationally, the change initiator and change implementers are on the same level. However, the vertical and horizontal investigation and implementation of the military-connected student initiative is the arrangement most favored by the principal. Moreover, the current

structure of University X enables this style of cooperation for new initiatives. Transformational leadership is central in this configuration given the critical role of the change implementers (Deszca et al., 2020). In other words, reliance on the traditional university approach to leadership at the macro-level ensures an ability to leverage the transformational leadership components of (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration (Bass and Riggio, 2006). Moreover, this transformational approach to leadership is in line with Deszca et al.'s (2020) change readiness questionnaire and the SOAR (Stavros & Hinrichs, 2019) strategic planning framework (Appendices D and E).

Adaptive Leadership

Adaptive leadership is the “practice of mobilizing people to tackle tough challenges and thrive” (Heifetz et al., 2009, p. 14). In other words, the cross-campus reach of the OIP requires an approach that stimulates constituents in a manner that encourages engagement between the change agent and the change recipients. Adaptive leadership will be employed at the meso-level (deputy vice-principals, faculty deans) and micro-level (faculty, military-connected students, student services), meaning that the concerns arising from exploring military-connected student inclusion will be technical problems and adaptive challenges. The foundational aspect of adaptive leadership is a focus on process (Randall & Coakley, 2007), meaning that the investigation of military-connected students will involve organizational shifts at the meso-level and modifications at the micro-level, to address the needs of this group of students. It is at these two levels where promoting adaptive leadership will result in more responsive and diagnosing actions (Govindarajan, 2016) through the enablement of adaptive leaders who possess an ability to couple organizational change and leverage collective knowledge (Korengel, 2019).

The OIP addresses the creation of tailored programming for military-connected students where adaptive leadership enables this focus in a manner that is congruent with a transformative research worldview. For both the meso- and micro-levels, the current organization of University X is organized to achieve similar goals, albeit through different spheres of influence. An example of this surrounds the faculty use of adaptive leadership by with “organizing and coordinating group and team assignments” (Woolard, 2018, p. 398) to best cultivate a tailorable learning environment for this unique group of students. In sum, the meso-level is focused on technical and adaptive challenges whereas the micro-level is centered on addressing adaptive challenges (Heifetz et al., 2009).

The approach of transformational and adaptive leadership enables a more precise application of the appropriate multi-level strategy throughout the university. In viewing University X on three mutually supportive levels, knowledge is created across campus and tailored programming can be identified. This dual approach to leadership enables a more accurate and fulsome investigation of military-connected students, allowing for a robust interrogation of the responses to the OIP guiding questions (Chapter 1).

Framework for Leading the Change Process

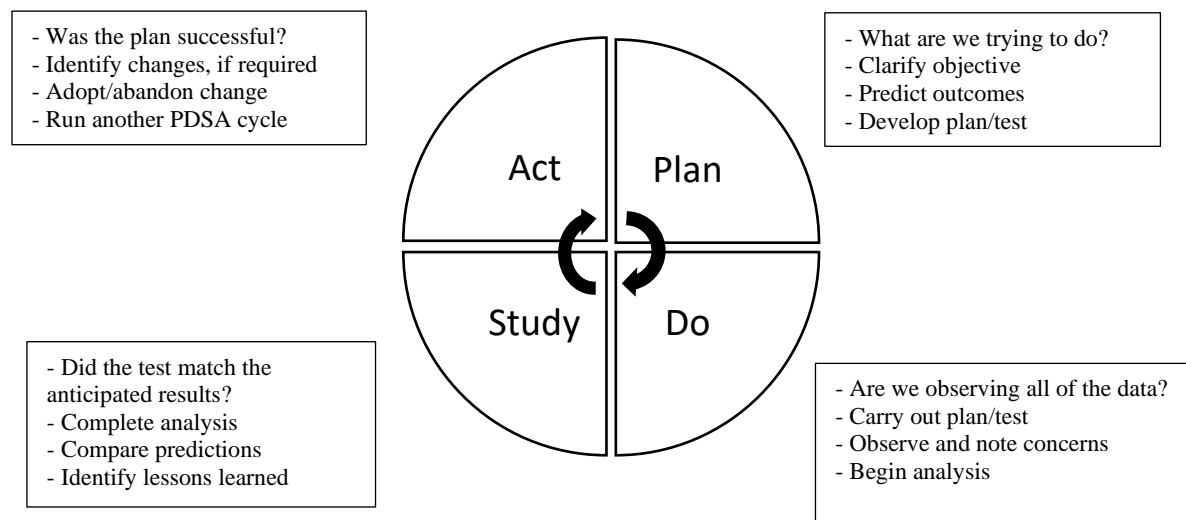
A number of changes need to be explored in order to address the PoP in the development of tailored programming for military-connected students in higher education. What is needed is to establish a deliberate, iterative, and bounded framework to define, dissect, and develop potential solutions to the PoP: for University X, the framework chosen to lead change is the plan-do-study-act (PDSA) cycle (Moen, 2009).

PDSA Cycle

The PDSA cycle is an organizational improvement framework that grew out of the work of Shewhart in 1939 (Deming, 1982), adapted by Deming in 1950, and then refined in 1993 (Moen, 2009). This evolution provides the foundation upon which informed decisions can be made that are centered on how to lead organizational change (Deszca et al., 2020). The flexibility of the PDSA cycle enables complex and informal change to be studied and implemented, inclusive of opportunities to gather information and test various approaches. Further, the use of the PDSA cycle in the OIP supports the phased implementation plan that will be presented later in this chapter. The deliberate implementation of the interconnected and near-simultaneous activities proposed in the OIP is further enhanced by the quality improvement nature of the PDSA cycle. The cycle is described in more detail in Figure 4.

Figure 4

Organizational Structure Overview



Note. Adapted from Moen, 2009.

Each step of the PDSA cycle will be discussed in the following paragraphs.

Overview

During the planning phase, a clear objective will be established and the benchmarks articulated. The organizational improvement model has the capacity for a segment of the overall plan to be tested prior to full-scale investment. An implementation test can be carried out either by tracking the progression of a complete cohort of military-connected students in one faculty. The lack of a self-identification mechanism may warrant an academic-year assessment of a cohort to gain as much information as possible during the exploratory phase. Sequential or simultaneous PDSA cycles can be run once the initial scope of the student body is identified.

The second phase, “do,” or implementation, is centered on accomplishing the goals posited in the academic and social support framework, as will be presented in Chapter 3. In phase 2, the plan will be carried out. Here, internal communication and observation will be essential in an effort to record outcomes and anomalies to track success and identity concerns. During the study phase, accurate and fulsome descriptions of the test are required so as to compare them to the outcomes established in the planning phase (Christoff, 2018). This stage is the most important as the deep analysis of the results will provide the context for the final step. PDSA stage 4 is dedicated to determining if the plan should be “adopted, adapted or abandoned based on the evaluation of the data in the prior phase” (Christoff, 2018, p. 199). In sum, incorporating the test prior to a campus-wide implementation will provide senior leadership with a wide variety of initiative options.

PDSA at University X

As indicated above, the PDSA cycle begins with the planning phase. Considering the nascent nature of the investigation and the dearth of knowledge of military-connected students at University X, this exploration should not be impeded by ill-informed notions or misunderstandings of this underserved group of learners. The implementation team has begun

the planning phase of the PDSA cycle by articulating the desired objective and outcome of the OIP, posited the planning assumptions, and developed a plan to examine the actionable strategies.

The objective of the OIP is to address the PoP, the lack of tailored programming for military-connected students in higher education, which was reaffirmed prior to moving forward by revisiting the initial planning assumptions to ensure they remain valid. Bass and Riggio (2006) have stated that transformational leaders motivate their followers by “questioning assumptions, reframing problems, and approaching old situations in new ways” (p. 7). The implementation team took time to address what was known and unknown about fostering an inclusive foundation for this targeted group of learners. The planning assumptions that are influenced by the OIP guiding questions are:

1. Not all military-connected students self-identify as such,
2. Military-connected students possess a wide range of lived experiences,
3. First-year faculty have the greatest exposure to undergraduate military-connected students,
4. Military-connected post-graduate students are independent and older,
5. The intake cycle is not consistent.

By articulating planning assumptions, a greater depth of investigation can occur.

Deming (2013) stated that the planning cycle is the “foundation of the whole cycle” (p. 165), so developing a test to address the PoP must be carefully considered. Deming (1982) also advocated for the use of multiple tests. Based on this, the OIP suggests instituting two simultaneous tests, one in a faculty (Faculty of Arts and Science) and the other in a department (Student Wellness Services). The expectation is that the preponderance of military-connected

undergraduates will be enrolled in the humanities and that their transition to academia will require additional access to well-being services.

The second phase of the PDSA cycle is to conduct the tests and observe the student-institutional interactions. This stage of the cycle will begin with the fall semester. On-campus identification tools will include an option to self-identify on the university landing page, a military-connected student questionnaire distributed via campus email to all students, and an active social media campaign to encourage self-identification and increase awareness of this initiative. Further, faculty members of the Faculty of Arts and Science will be encouraged to attend pre-semester workshops on military-connected student concerns and their transition to academia, the roles and mission of the CAF, and discuss the likely lived experience of military-connected students. These workshops will be based on the philosophical assumptions of a transformative research worldview and inclusivity (Mertens, 2007, 2009). An expected outcome is that faculty members will employ a transformative learning (Mezirow, 1978, 1990) approach, given the shift this group of adult learners will experience in meaning making.

In the third step, “study,” planning assumptions will be compared to the projected results. Given that the initial test is slated for only one semester, the analysis will be conducted, *inter alia*, simultaneously with preparations for a subsequent test during the winter semester. Deming’s PDSA model encourages subsequent or near-simultaneous cycles of testing (ACT Academy, 2018). In other words, the expected outcome of the initial test is that it will produce a small sample size that will need to be further supported before large-scale changes can be adopted. This approach contributes to the deliberate nature of the OIP by ensuring that the organizational climate will foster sustained change.

“Act” is the final stage of the PDSA cycle, where changes can be implemented with a view to finalize the original plan to increase institutional knowledge and develop academic and social support programming. A reasonable expectation is that the initial PDSA cycle will provide avenues for further exploration, confirm the planning assumptions, and deliver key indicators of the types of social support military-connected students are accessing. The PDSA framework remains a quality improvement tool through which the constant theme of the continuous expansion of efforts emerges, reinforced by stage 4. Stated differently, “completion of one change sets the stage for changes that lie ahead” (Deszca et al., 2020, p.111). This change is not a static process nor is the chosen organizational change model limited to one improvement cycle.

Lewin’s Theory of Change

As a comparison, Lewin’s (1951) three-stage organizational change model, unfreeze-change-refreeze, does not provide ample depth to deal with the multidimensional PoP at University X. Given the need to address this issue without the benefit of historical data, the use of Lewin’s model would result in a misplaced organizational diagnosis and inability to develop a fulsome academic and social support model. Furthermore, as Deszca et al. (2020) noted, the “system must be disrupted or broken in order to permit conditions for change to develop” (p. 44). The fact that University X has an adequate track record in developing supports for marginalized and under-represented student groups, using Lewin’s model would erode the university’s historical achievements and negatively impact the interconnectedness of the university’s structure.

Deming’s PDSA model remains an effective tool in dealing with an unknown student population with divergent needs. The PDSA enables an exploration coupled with initiative

support, where University X can define the unique student population while simultaneously meeting their academic and social support needs. This is the desired future state of University X.

Critical Organizational Analysis

This next section will analyze “the what” of change using Nadler and Tushman’s (1989) congruence model. In presenting this model, Deszca et al. (2020) stated that the use of this approach enables an understanding of “what gaps exist between where the organization is and where we want the organization to be” (p. 69). Presented differently, we must recognize what the scope of the change can be: Will this be a large change affecting a wide swath of the organization or a small one impacting certain elements? How is large defined? Will this change require the allocation of internal or external resources? At this point in the OIP, a foundation has been established that is predicated on articulating a need for change inclusive of the identification of tailored programming for military-connected students. The intent is not only to address this singular contextual phenomenon but to have an “impact on the value of the whole system” (Koenig, 2018, p. 53). The aforementioned approach is juxtaposed against other models such as an awareness, desire, knowledge, action, and reinforcement (ADKAR) (Hiatt, 2006) but was deemed too robust for the desired level of change required at University X as this will not be a “large scale transition” (Wong, 2019, p. 30). Conducting an analysis of University X will address gaps, articulate the “what” of change, and lead to a more inclusive and positive student learning environment.

Types of Organizational Change

In part, the impetus for investigating this PoP was a federal capital investment in Veteran education and training (VAC, 2018) along with increased societal recognition of the post-military challenges of CAF service members. In effect, the historical connection between the

university and the CAF will recognize that this organizational change will recognize a cultural shift (Schein & Schein, 2017) which is tied to the implementation of a military-connected campus. In an effort to understand the required organizational change, elements of Buller's (2015) visionary view of change was considered, where collaboration is at the forefront of this approach. Further, this OIP is confronting a resource competition within the university where Quinn and Rohrbaugh's (1983) detailed study on organizational analysis explored internal and external concerns. As this rationale is superimposed on this OIP, Zeb et al. (2019) observations that the project coordinator will monitor the "organization's atmosphere" (p. 662), lead to the realization an overall project balance is required in the framing analysis.

In aggregate, these external influences prompted University X, enabled through my subject matter expertise and scope afforded by senior university leadership, to begin an organizational analysis using Nadler and Tushman's (1989) typology. This was useful in determining the scope of the organizational change needed at University X. The impact of this for the OIP is to determine a class of change, based on Nadler and Tushman's (1989) four categories (see Table 1).

Table 1

Types of Organizational Change

Anticipatory	Tuning	Reorientation
Reactive	Adaptation	Re-creation

Note. Adapted from Nadler and Tushman, 1989.

I have classified the necessary organizational change at University X as anticipatory and, specifically, as reorientation. Reorientation change is a strategic initiative that builds on external influences and uses past successes as a benchmark (Nadler & Tushman, 1989). Anecdotal evidence suggests there is a population of military-connected students currently enrolled at University X. Further, the implementation team has determined that a fall launch of this project is achievable. In other words, the launch is a shift of strategies entailing student inclusivity, student attraction, and tailored supports, and it is expected that University X will build upon existing student-centric successes, thereby falling within the parameters of Nadler and Tushman's definition.

Identifying the type of organizational change required leads to an interpretation of the military-connected campus project under investigation and an understanding of Nadler and Tushman's typology. Tuning implies a structure is already in place and only minor changes are expected. Adaptation is a reaction to similar actions in other institutions; University X does not face the need for adaptation and is poised to become a regional and national leader in supporting military-connected students. Finally, re-creation is the most extensive of these changes because inaction can lead to the demise of the institution (Nadler & Tushman, 1989). University X, when it comes to military-connected students, is not at this stage.

Organizational Congruence Model

The OIP employs the organizational congruence model presented by Nadler and Tushman (1989). The model is designed to examine applicable influencing factors and key elements of organizations. In managing change at University X, the analysis enabled through this model will consist of a deliberate examination of inputs and their relationship to the university. While this may be an oversimplification, the strength of this model lies in the interrelation of

tasks, people, and the organization. Finally, the outputs produced when using this model will be matched to the three levels of the university, thereby enhancing congruency.

Inputs

In understanding the type of change required, a critical organizational analysis is best positioned to assess gaps. Nadler and Tushman's (1989) congruence model provided a suitable framework for reviewing the development of University X's military-connected campus. Chapter 1 provided a synopsis of a completed PESTLE analysis (Appendix B), where the findings underscored the external influences of the OIP with the realization that the military-connected student population will potentially impact various faculties throughout the university.

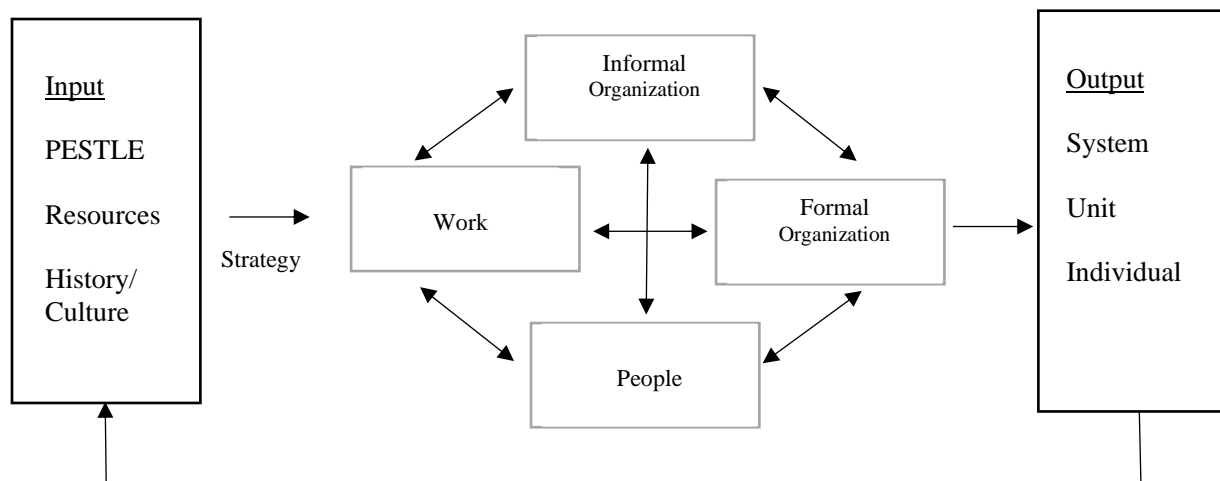
The allocation of resources, including time, personnel, and finances, must be done immediately for the successful development of this project. In concert with the principal of University X, the vice-provost has requested a fall implementation of the military-connected campus. The impact on resources is immediate, which means there is a time constraint. However, through the use of the change readiness questionnaire and a SOAR framework, the elements of change have been recognized and this constraint is mitigated. Given the knowledge power (Deszca et al., 2020) I have provided as the consultant who advises on DND and CAF policies and the relationship between higher education, military career advancement, and Veteran transition, the outsourcing of this project is reasonable.

The final input, history and culture, requires deliberate and sustained attention. While historically University X has an established track record of innovation and adaptation, a military-civilian divide exists at University X. Within Canada there is no empirical data on this subject that can be analyzed. Therefore, its impact on University X remains unpredictable because no suitable forecasting tool is available. Some uncertainty surrounds the size of the military-

connected population, there is a lack of educator awareness, and the cultivation of an appropriate climate (Chance, 2013) needs to be fully interrogated. Figure 5 depicts the organizational congruence model, including the previously highlighted inputs.

Figure 5

Organizational Congruence Model



Note. Adapted from Nadler and Tushman, 1989.

The analysis of these inputs contributes to the change strategy of the OIP.

Work

Deszca et al. (2020) have stated that work is the “basic task” (p. 73) of an organization being studied. While this is an oversimplification of the task at hand, complexities arise in synchronizing the many efforts in a multidimensional organization. University X’s ability to synchronize rated low on the change readiness questionnaire (Appendix D). Therefore, the organization of tasks will be made more manageable by structuring the OIP along the functional elements of University X at the macro-, meso-, and micro-levels. Doing so will facilitate the assignment of work and the leadership approach used.

At the macro-level, a transformational leadership approach will be employed where the efforts will be managed, institutional cohesiveness based on the vision for change, and freedom to maneuver encouraged. This approach inspires thought, initiative, and action in each element of the university. Being energized and focused at the macro-level will contribute to the overall change commitment of the organization when “top management inspire[s] a shared vision” (Bass & Riggio, 2006, p. 34). Focusing the work at the macro-level will energize and engage a cross-campus workforce.

At the meso- and micro-levels of University X, an adaptive leadership approach is well suited to handle the technical and adaptive challenges. Work at these two levels will have two mutually supporting tracks: to define the current military-connected population and determine and address the needs of this population. For leaders at the meso- and micro-levels, being able to problem-solve is considered a valuable asset of adaptive leadership and will contribute to the simultaneous growth of individuals and the organization (Heifetz et al., 2009). The concept of discovery and action is well nested throughout the OIP, but gaps may be exposed if cross-level coordination is not maintained.

People

The OIP is focused on different groupings of individuals at various levels of the university. At the macro-level, attention will be paid to senior institutional leaders. The focus at the meso-level will be on departmental leaders and at the micro-level, individual relationships and interactions. Explored together, there is an intra-organizational dependence that needs to be synchronized for the greatest OIP impact. In practical terms, this requires that education ensures the diverse needs of the military-connected student body are met, which, in this case is influenced by a transformative research paradigm. When previous University X initiatives were

analyzed on the change readiness questionnaire, a resulting in a low rating was noted (Appendix D). In other words, the implementation team must ensure that university employees are well equipped and positioned to effect change at their level. The desired outcome is to increase institutional knowledge of military-connected students, which will then ensure a more competent and confident workforce.

Informal Organization

As the external advisor and key member of the implementation team, my lack of understanding of the informal organization of University X is a gap. While I have been advising at this university for some time, my work arrangements have precluded a complete appreciation of its day-to-day organizational culture. Further contributing to this gap is the need for University X to commit to this line of investigation beyond the implementation target. In developing specialized programming for veterans in the US, Hart and Thompson (2020) underscored the need to identify a post-military sense of purpose “as one worthy of serious and sustained intellectual engagement regardless of any explicit connection to armed conflict and warfare” (p. xxvi). That is to say, dedicated efforts must be taken to ensure that university employees are educated and informed about military-connected students in an effort to breach the cultural distance between military service and academia. In other words, as the external consultant, I must pay sustained attention to strengthening relationships throughout the university. These relationship aspects were rated low on the change readiness questionnaire (Appendix D).

In discussing macro-cultures, Schein and Schein (2017) noted that a hierarchy presents unique challenges because complex issues can be manifested through various misunderstandings. The implication is that the implementation team must recognize the impact of a cultural shift

experienced by military-connected students. This gap will require additional attention during all phases of exploration and implementation of the OIP.

Formal Organization

In an effort to address pre-existing gaps, two central ideas relevant to the formal structure of University X percolate: an appreciation of the university's values and the desire to provide barrier-free access to higher education for all students. Organizationally, this project is situated within the university's Student Affairs Department, as it was determined to be the best organizational fit. This positioning enables contact with senior leadership and supervisors to address a number of potential short-term concerns. Stated another way, Student Affairs can enable campus-wide impact without a significant shift in its current structure. Looking forward, careful consideration will have to be given to where this project will permanently reside and what will be its organizational status. The weight of permanent positioning is directly tied to how University X sees this project fitting within its existing organizational values.

Outputs

Deszca et al. (2020) posited a number of tangible elements that indicate the success of an initiative. For the OIP, the desired goals are student inclusion and achievement, not only graduation, but an increase in self-esteem, a recaptured sense of purpose, and post-degree employment. Goal achievement was rated high on the readiness questionnaire (Appendix D). Additionally, given the lack of Canadian universities exploring military-connected students, there is a risk that the university's reputation and the well-being of students will be negatively impacted if the implementation is not successful. University X must remain proactive and forward-looking throughout the growth of this project, working towards a campus-wide

synchronization of efforts, the desired end state as established by the SOAR analysis. The OIP will benefit from the creation of an appropriate method to measure the scale of success.

Section Summary

The preceding analysis identified gaps and addressed how change at University X would be led through the use of an appropriate model. The use of PDSA cycles, a SOAR analysis, and the organizational congruency model sets the conditions for the inclusion of a unique group of adult learners. Harmonization between the macro-, meso-, and micro-levels of this project will directly contribute to an asset-based and sustainable academic and social support framework for addressing the needs of military-connected students.

Possible Solutions to the Problem of Practice

In this section, I address possible solutions to the PoP, followed by a discussion of the role of ethics. Four potential solutions, as viewed through a transformative research paradigm, will be addressed by comparing the various courses of action with each other. Each model contains conceptual approaches to this unique and contextual educational issue at University X. The OIP recognizes that barriers, real and perceived, impact access, learning, and the motivation of military-connected students and that an ethical approach to leadership provides the foundation upon which any solution must be implemented.

All potential solutions must include some planning fundamentals. These basic principles are informed by the OIP guiding questions and ensure solutions can be implemented. The solutions presented must be realistic and achievable, as outlined in the initial project direction. To ensure the potential solutions are distinct yet address the PoP, each potential course of action will be rated against the following criteria:

1. Suitability: Presents an inclusive framework.

2. Feasibility: Addresses academic and social supports.
3. Acceptability: Explores the internal and external relationships of the university.
4. Completeness: Ensures military-connected students are represented (undergraduate, post-graduate, on-campus, online).

All potential solutions are developed employing design thinking (Deszca et al., 2020). A solution comparison chart (Table 2) is presented later in this section.

Solution One: Social Support

The longevity of US military-connected education (Hammond, 2017) provides a reasonable aperture through which University X could investigate the social support requirements for this group of adult learners given the significant number of data collected and research studies conducted. In this context, I define social support as University X's structure and mechanisms that contribute to the care of individual students and pay attention to the challenges of military-connected students. Based on US research, University X can expect that military-connected learners will face adjustment issues (Elliott et al., 2011; Smith et al., 2017), a shift in identity (Brunger et al., 2013; Smith et al., 2017; Thompson et al., 2017), and an increased reliance on peer encouragement (Hart & Thompson, 2020; Sherbert et al., 2017). With these considerations in mind, this solution is aimed at developing a robust social support framework to alleviate the real and perceived challenges associated with moving from a highly disciplined, collective, and structured environment to the individual pursuit of a degree. This solution is based on a social support framework.

Human Resources

The central element of change in this solution is the role of individuals. This solution employs Elnitsky et al.'s (2017) ecological model of military service member and Veteran

integration, and is based on the interconnection of the physical, psychological, cultural, demographic, and productivity domains, to ensure tailored programming is developed. To meet this solution, the following elements would need to be implemented:

1. Creation of peer support groups. This could be broached in a number of ways: as a whole group of students, at the program or faculty level, or based on the various sub-categories of military-connected students.
2. Develop a community of practice. This informal collective would be aimed at bringing together faculty and students in a manner that would support interaction and foster authentic relationships.
3. Allocation of physical space for social gatherings and networking.
4. Organize recognition opportunities. There is a long-standing set of military traditions and values that shape the experiences of CAF members. Occasions (surveys, focus groups) would need to be programmed to recognize their lived experience through policy amendments and to ceremonially honor sacrifices of the profession of arms.
5. Deliver workshops. Transitions are challenging, and workshops to educate military-connected students about the shift to higher education would need to be provided. Simultaneously, as part of the Centre for Teaching and Learning, a professional development series of staff and faculty workshops would need to be delivered as a mechanism to increase campus-wide awareness.

Material Resources

The social support solution would require additional allocation of time, funds, and infrastructure to ensure its success. University X would need to apportion time to the development of social supports in terms of identifying students who would participate and lead

the peer aspects of the program. Further, the development of a self-identification mechanism, recruitment strategies, and outreach efforts that contribute to social support would need to be synchronized. This solution would require additional financial and technological support so that materials that mobilize knowledge for on-campus and online learners could be developed. Finally, the physical space allocated for the meeting of military-connected students would need to be adequate and in a centralized area.

Solution Two: Curriculum Focused

The majority of US military-connected students are enrolled in an undergraduate social science degree (Hart & Thompson, 2020; Morris et al., 2018; Steele et al., 2018). The US Department of Education found that over 1.1 million military-connected students were enrolled in undergraduate programs in 2011 as compared to only 160,000 such students enrolled in graduate programs (Walton Radford et al., 2016). In 2015, undergraduates accounted for just over 90% of US military-connected students (Postsecondary National Policy Institute, 2019). The number of undergraduates continues to increase; the Postsecondary National Policy Institute (2019) found that 600,000 million military-connected students had used military benefits for higher education in 2018 alone. Despite having submitted an access to information request to VAC, which has not yet been actioned, there are no publicly available statistics concerning military-connected students in Canada at this time, but it is a reasonable planning assumption that Canadian military-connected students will be enrolled in undergraduate programs at University X. This solution is focused on developing a specialized curriculum at the undergraduate level.

Knowledge Resources

In exploring the relationship between University X and military-connected students, a number of relevant intersections are impacted by the OIP solution. Greenfield (1973) stated that a “strategy for organizational improvement . . . demands the shaping of organizations in terms of human needs rather than organizational requirements” (p. 552), meaning there is an opportunity for specialty curricular adaptations to meet the anticipated needs of military-connected students. For this solution to be effective, the following curricular modifications will need to be implemented:

1. Develop specialty degrees to attract military-connected students. Curricular areas could include disaster and emergency management, cybersecurity, air and space strategic studies, health care administration.
2. Develop fast-track degrees that maximize military training and expertise in conjunction with a revitalized process to recognize prior learning assessment. Fast-track degrees would reduce the amount of time required to graduation and could be marketed in conjunction with specific military specialties.
3. Develop military-centric, short, professional development courses and micro-credentials, awarded with a certificate in professional inquiry. This includes contemporary leadership, decision-making in practice, critical thinking in higher education, and developing professional resilience.
4. Conduct a systematic policy review informed by a military-connected lens.

To foster a specialty degree strategy, University X will have to ensure these offerings are available both on-campus and online to meet the needs of a geographically dispersed student body. Furthermore, the implementation of these curricular additions would contribute to a transformative learning theory approach that is in line with the OIP. Specifically, these

modifications would “support a learner-centered approach and promote student autonomy” (Taylor, 2000, p. 5). Increasing campus-wide knowledge of military-connected students spans the three levels of the university and is a strategy that is directly aimed at the projected learner needs.

Financial Resources

The development and modification of specialty degrees would require additional subject matter expertise, organizational approval, marketing, and professor allocation. The additional time required to fully implement a curricular-focused model would translate to a greater number of university staff being allocated. The labor costs would be increased, yet the anticipated span of influence would much greater.

Time

This solution would require an increase in allotted time, given the number of activities and personnel involved. While the immediate impact would require an adjustment in the length of the project, this would be mitigated though an increase in personnel allocated to the implementation team. In doing so, time-based pressures to meet the original guidance as established by the principal would be alleviated.

The development of a curriculum-focused solution would place the implementation emphasis on developing academic supports, thereby addressing the PoP. This solution would be people-focused and highlight the key relationship of the OIP, that of the faculty and military-connected students. Stated differently, the undergraduate intake point would be crucial considering that the goal of this higher education would be an increased individual sense of purpose. Killam and Degges-White (2018) found that some faculty “seemed to devalue veterans’

experience” (p. 86). Concentrating attention in this area would mean addressing this educational issue from a social equity viewpoint.

Solution Three: Status Quo

Part of University X’s strategic framework is a dual commitment to research and student experience (University X, 2020b), meaning that both aspects are equally considered when investigating new projects where there is an absence of empirical data, such as the investigation of military-connected students in Canada. The lack of Canadian-specific research (Card & Lemieux, 1998; Neary, 2004) provides an opportunity to investigate military-connected students extensively and leads to evidence-based recommendations to support tailored programming. In doing so, the development of tailored programming for military-connected students will be considered an outcome of research, meaning a delay in achieving academic and social support for current learners, which is not the intent of the principal.

As the external consultant, I am partnered with the dean of student affairs, which limits the capacity to conduct large-scale studies. Additionally, the department is not structured for an extended research project, which means that a shift in human resources is required to maintain the status quo. This solution explores the current structure of University X and how the organization can approach this initiative.

Human Resources

Morgan (2006) stated that “new contexts can be created by generating new understandings of a situation, or by engaging in new actions” (p. 259). Therefore, to build a research-centric approach, a review of the current personnel structure must be done deliberately. University X has engaged me as an outside consultant to provide knowledge power to better inform the development of a military-connected campus. The creation of my position and my

role as the consultant impacts the university's financial commitment to the military-connected student project as this shift will mean an expanded role for me to accomplish the desired outcome.

Knowledge Resources

The duality of strategic focus at University X places a strain on the development of military-connected student programming, thereby impacting the PoP. Maintaining the status quo at University X will impact the requirement to synchronously advance knowledge to reduce barriers to education for this group of students, at the macro-, meso-, and micro-levels of the university. In effect, the OIP solution would be operating from a deficit-based approach in an attempt to harmonize military-connected efforts for current students.

Solution Four: Measured Impact

The PoP addresses a contextual educational issue at University X: the lack of an adequate framework for appropriate academic and social support. The measured impact solution is a hybrid that combines the best features of the previous three solutions. The impetus for a hybrid solution is in part influenced by Taalia (2017), who stated that students are “an integral part of the inspiring community that exists for the surrounding region to succeed” (p. 107). What is meant by this statement is that an interdependence is fostered between the university, students, and society. Successful organizational shifts in higher education would account for the synchronization of all three of these elements. This idea is particularly relevant to military-connected students as they have demonstrated a significant tie to Canadian society given the unique demands of military service. This solution would consist of developing and implementing the following elements:

1. All elements described in solution one.

2. All elements described in solution two.
3. Community outreach to include involvement of Veteran groups and the local military community and liaison with local specialty health care such as operational stress injury clinics, post-traumatic stress disorder specialists, and traumatic physical care experts.
4. A memorandum of understanding with local higher education institutions for the development of a joint program.

In a transformative research paradigm, the exploration of a measured impact solution would greatly enhance the viewing of this organizational change through a critical lens. Solution four, by incorporating key elements from the previous three solutions, leverages the current organizational approach to address underrepresented students' concerns, and by building upon historical success, a measured approach would provide an equitable worldview when developing policy, research priorities, and student well-being initiatives. By advocating for a greater interdisciplinary approach to Veteran studies in US institutions, Hart and Thompson (2020) argued that this field "reaches across traditional academic disciplines" (p. 6). With this in mind, significant benefits would emerge from employing a balanced and collaborative approach at University X. In the OIP, the complete measured approach implementation plan is broken into manageable phases and is detailed in Chapter 3, Table 4.

Solution Comparison

To determine the appropriateness and rating of each potential solution, I have rated the solution criteria (see Table 2). Weighing the proposed solutions against each other provides a unique opportunity to reflect on the merits of each potential course of action. By carefully examining the solutions, a clearer picture emerges as to what would be best suited for the OIP.

Table 2*Solution Evaluation*

Potential Solution	Suitability	Feasibility	Acceptability	Completeness	Ranking
Social Support	<ul style="list-style-type: none"> • Supports a transformative research approach • Medium impact on existing resources 	<ul style="list-style-type: none"> • Student care is placed at the forefront • Reliance on self-identification and student participation 	<ul style="list-style-type: none"> • Leverages current internal and external partnerships 	<ul style="list-style-type: none"> • Addresses individual shifts in identity 	3
Curriculum Focus	<ul style="list-style-type: none"> • Supports a transformative research approach • Medium impact on existing resources • No evidenced-based recommendations • Greater reliance on adaptive leadership 	<ul style="list-style-type: none"> • Requires additional time for implementation • Primarily undergraduate focused • Enhances academic policies 	<ul style="list-style-type: none"> • Requires greater subject matter expertise • Informed by reasonable US findings 	<ul style="list-style-type: none"> • Develops unique programming • Positions University X as a regional leader in specialty offerings 	2
Revised Status Quo	<ul style="list-style-type: none"> • Supports a transformative research approach* • Provides evidenced-based recommendations • Greater reliance on transformational leadership 	<ul style="list-style-type: none"> • Individual supports are not the priority • Does not support development of social supports 	<ul style="list-style-type: none"> • Leverages current external partnerships • Supports University X's strategic framework 	<ul style="list-style-type: none"> • Has the potential to represent all students equally • Does not meet all PoP requirements 	4
Measured Impact	<ul style="list-style-type: none"> • Supports a transformative research approach • Limited impact on existing resources • No evidenced-based recommendations • Equal reliance on transformational and adaptive leadership 	<ul style="list-style-type: none"> • Achieves a balance between curricular adjustments and social support 	<ul style="list-style-type: none"> • Campus-wide influence • Leverages internal and external partnerships 	<ul style="list-style-type: none"> • Addresses all students equally 	1

Note. Comments in bold indicate the strengths of the presented solutions.

Based on the planning criteria, a measured impact is the preferred solution to the PoP.

This section explored potential solutions where the next section focuses on how the OIP will ethically lead change and address the barriers, real and perceived, that impact access, learning, and the motivation of military-connected students.

Leadership Ethics and Organizational Change

In framing the OIP, we must not assume a homogenous approach but ensure greater diversity is reflected in the supporting programs and policies and procedures in the move to higher education. Military-connected students represent all cultures, races, orientations, and sexes, and the intra-CAF organizational difference recognizes that each learner has a different lived experience. In an effort to co-construct a positive leaning environment that supports military-connected students, the voice of this underrepresented population must be recognized and considered when fostering organizational change. Moreover, the lived experience, age, and post-secondary background of military-connected students is different than traditional undergraduates, where better organizational understanding improves their educational experience. To contribute to the self-efficacy of military-connected learners, University X is determined to do so in an ethical manner, thereby placing ethics at the center of the implementation (Ciulla, 2014; Ciulla et al., 2018). The OIP considers the complex cultural shift from soldier-to-student, emphasizing an ethic of care (Gilligan, 1982) where moral action is at the forefront through the development of meaningful relationships between military-connected students and faculty, thereby lessening the regional and national knowledge gap about this group of underrepresented students.

To situate this project within the ethical principles of University X does not require a radical organizational shift. The transformative research paradigm is embedded within the ethical goals of University X; diversity and inclusion are listed among the most important considerations, which also include integrity-informed actions and treating all persons with respect. The inclusion of this underrepresented group is a socially constructed education issue, where the intersection of race, sex, gender, ageism, disability, religious beliefs, and identity are

manifested in military-connected students (Heidari et al., 2016; Mertens, 2009). Through the realization of University X's ethical responsibilities in leading this organizational change, trust is built in a community not previously considered.

Immediately upon enrolment in the CAF, military members undergo an extensive period of indoctrination, aimed to ingrain a certain mindset, develop a sense of duty, and advance rudimentary skills. This results in the creation of the foundation upon which military culture is nurtured for years to come (Blackburn, 2016). Upon leaving CAF service, there is no counter-program for successful reintegration into civilian life. Part of this military identity formation is what Bolman and Deal (2013) referred to as the creation of a symbolic frame, and how Schein and Schein (2017) described culture as a stabilizing force that enables forecasting. The implication is that the shift from military service, replete with symbols, dress, and uniformity, to higher education results in a change of culture where governing moral beliefs impact student behavior. Schein and Schein (2017) underscored the reflective aspect needed to learn culture, which is nested within the philosophical worldview and organizational change tools that support this investigation. Stated differently, a transformative research paradigm enables the integration of University X's ethical principles into the development of an academic and social support framework. Understanding and acknowledging the role of identity during this transition puts students at the center of an ethic of care.

Contributing to an ethic of care entails leveraging existing confidence with partners for the care of marginalized students. Military-connected students represent the breadth of Canadian society, and on-campus and external groups can provide a significant source of support. In other words, the OIP would not be operating from a complete deficit perspective (Mertens, 2009) where new relationships and programs would need to be developed. Rather, it

can capitalize on existing successes that can be adapted to include military-connected students. Elements of external support also include welcoming veteran advocacy groups, tailoring physical and mental health programs to the needs of CAF members and veterans, and enhancing ties to local and regional CAF communities. Steps must be taken to ensure an ethical alignment occurs when working with external agencies through ongoing liaison and communication. These aspects are included in the preferred solution (Table 4).

The comprehensive investigation of the OIP provides University X leadership with a deeper understanding of the selfless nature of military service and contributes to a social support discussion among a wide range of stakeholders. To enable this conversation and synchronize efforts, the ongoing exploration must be undertaken through an ethic of care (Branson, 2010; Gilligan, 1982, 2014). In doing so, further emphasis is placed on building authentic and empathetic relationships between underrepresented military-connected students and University X faculty (Keeling, 2014) through the co-creation of communities of practices and workshops, as outlined in Table 4. Deliberate reflection contributes to the outlining of second- and third-order consequences so that the needs of a diverse student body are addressed. It also contributes to developing mitigation plans, thereby contributing to a positive, inclusive learning environment.

University X is continuously faced with decisions about apportioning finite resources across the campus. While strategic decisions are made with a moral purpose in mind (Tuana, 2014), inherent complexities can obfuscate leadership actions and may hinder the complete integration of military-connected students. In this context, fostering a shared moral perspective between University X and military-connected students as supported through dedicated programs and services, creates an authentic, morally grounded environment that contributes to

a long-term relationship. In essence, unified ethical decision-making coupled with synchronized implementation throughout the macro-, meso-, and micro-levels of the university nourishes organizational moral consistency and lessens marginalization. This ethic of care approach shaped the SOAR and will shape PDSA analyses through a shared understanding that greater moral emphasis will be expected in strategic decisions surrounding military-connected students. In other words, an ethic of care is woven into the processes of identifying concerns, developing strategies, and adjusting organizational approaches.

As I view the OIP through a transformative research lens, which is bolstered through an ethic of care approach to organizational change, a greater inclusionary approach is fostered for military-connected students. While the impetus of this investigation emerged from an opportunity created through federal financial sponsorship and societal support, the overarching desire of University X is to create a sustainable program that leads to continued transformative change (Mertens, 2009).

Several key ethical considerations emerge from this long-term view: becoming a regional university of choice for military-connected students, attracting faculty and researchers with a military background, and contributing to the successful transition of military-connected students to civilian life through academic development. In summary, fostering an inclusive campus, recognizing military-connected student complexities, and developing specific educational motivation initiatives will support student confidence and success. The dearth of Canadian military-connected research has several organizational ethical implications, some of which have already been resourced, such as senior leadership support and the initial efforts to define this population. This initial research uncovered additional institutional areas for ethical consideration

such as student recognition, community partnership, outreach, retention, and gender marginalization.

Within a transformative research paradigm, axiological assumptions guide the investigation of the distinctive and complex challenges of identity shift and the role of culture in moving from the profession of arms to academia. Because of the lack of empirical data on Canadian military-connected students, a knowledge gap exists, and this may sideline the concerns of this group of adult learners. Simultaneously, acknowledging and understanding this deficiency provides the advisory team with the occasion to shape the design of an academic and social support framework that incorporates the voices of military-connected students in the program development. These inclusionary steps will enable a shift from deficit- to asset-based thinking (Mertens, 2009). A grounded ethical approach to change is nested within University X's commitment to excel in academic programming and support, thereby graduating students who will contribute to the community and Canadian society, while renewing an individual sense of purpose.

Chapter Summary

In Chapter 2, I conducted an impartial and balanced assessment of four possible solutions to the PoP, supported by a transformational and adaptive approach to leadership. This exploration of solutions favored a deliberate military-connected campus approach to develop an all-encompassing plan. Additionally, this chapter explored the central role of organizational ethics and how a transformative research paradigm has influenced the OIP. Further, this ethical approach to change requires being mindful of the heterogeneity of military-connected students (Mertens, 2009). In the following chapter, I will detail how the organizational change will be implemented, measured, and communicated, and future considerations will be presented.

Chapter 3: Implementation, Evaluation, and Communication

Chapter 1 contextualized the PoP, which I identified as the lack of tailored programming for military-connected students in higher education at University X, framed the subject by offering historical data, defined the relationship between University X and myself, and presented the structure of University X. Chapter 2 provided the leadership approach required for change, a detailed organizational analysis coupled with a framework for change, and concluded by identifying an OIP solution through a detailed analysis. In Chapter 3, I define and articulate the implementation plan in three distinct phases in concert with establishing benchmarks to monitor progress and gauge success, followed by a comprehensive communication plan. Finally, Chapter 3 concludes with a look ahead at future considerations surrounding this area of study.

Change Implementation Plan

In Chapter 2, employing Nadler and Tushman's (1989) organizational congruence model, I determined that a tuning change was required for University X to accomplish its goal of creating a tailored and scalable academic and social support framework for military-connected students, which was further strengthened by the use of the PDSA cycle (Deming, 1982). Stated differently, I established the foundational congruence and strengths in Chapter 1 through the combination of a SOAR analysis (Stravos & Hinrichs, 2019) and PDSA cycles, with priorities identified through three mutually supportive phases. Viewed through a transformative research lens, this combination will enable a thorough investigation of the responses to the OIP guiding questions. The expected benefit for University X is the implementation of a customizable framework for a unique and underrepresented group of students, as detailed in the plan below.

SMART Goals

To establish the foundation on which to base the implementation plan, the identification of goals that will lead to the desired objective will be facilitated through the use of SMART goals (Johnson et al., 2014), consisting of five interconnected pillars. (This approach to establishing organizational goals was initially developed by Doran et al. (1981)). They are (a) specific, (b) measurable, (c) attainable, (d) relevant, and (e) time-bound. Table 3 presents the SMART goals for the OIP.

Table 3

Smart Goals

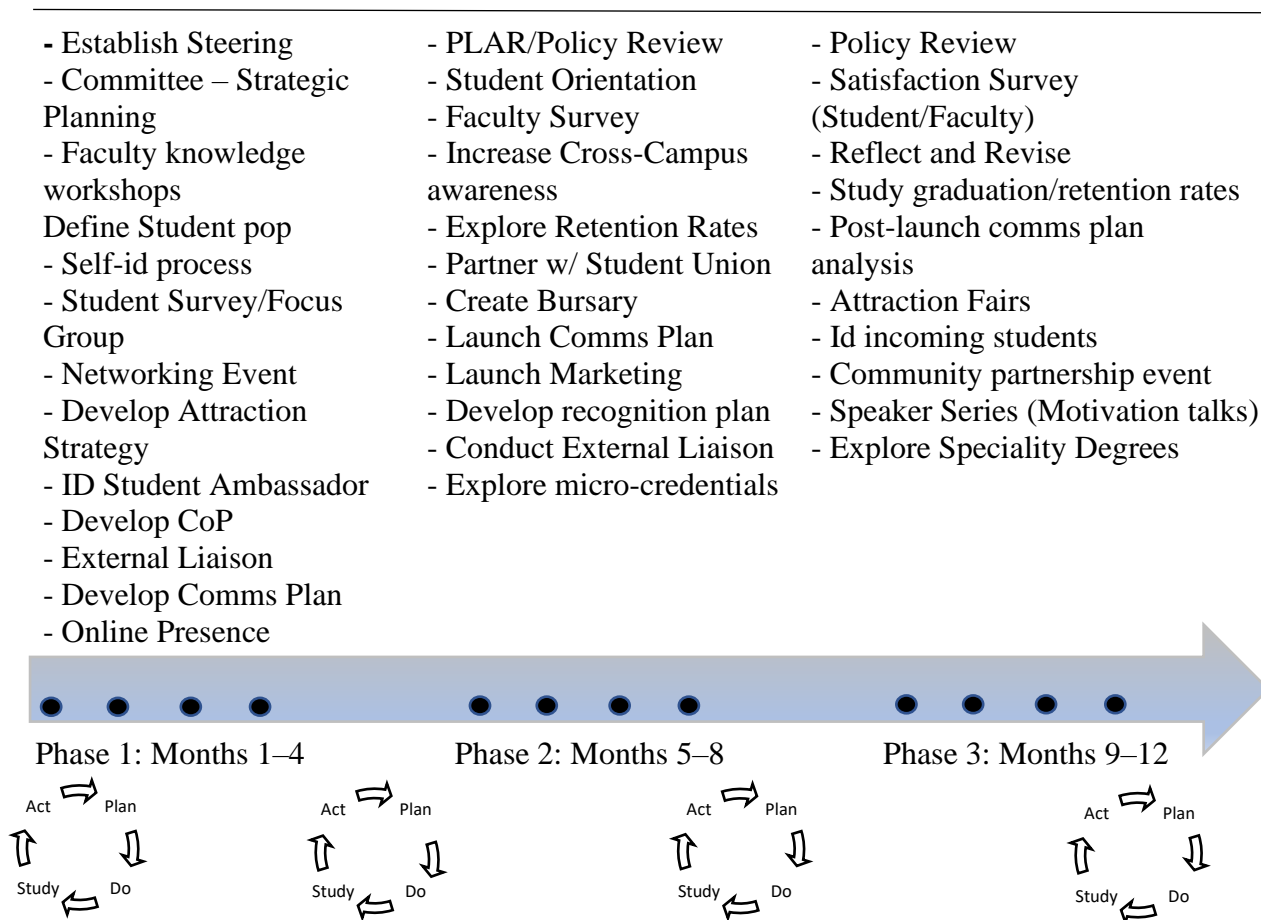
Specific	Measurable	Attainable	Relevant	Time
Address the implications for university leaders (cost, allocation, reputation)	Pre- and post-plan implementation surveys will be delivered to students	Funding and time have been allocated (external consultant)	This goal is in line with the values and ethos of the university	Phases 1–3
What are the training needs for faculty?	Faculty awareness survey/workshops to be developed	Campus-wide interest remains high	This goal targets the intersection of faculty, staff, and students. Contributes to well-being and sustainability.	Identify and implement during Phases 1 and 2
What resources are required to develop the initial plan?	Self-identification tool to be developed	Defining the student population focuses efforts	Enables the organizational awareness of student activity, programs, and needed social supports	Phases 1 and 2
Does the implementation compromise any other student-inclusion projects?	Retention and graduation rates will be tracked	Cross-departmental communication is encouraged; ongoing with the external consultant at the center	Military-connected student inclusion must not be at the expense of other programs	Phases 1–3

Note. Adapted from Johnson et al. (2014). Phase 1 implementation is simultaneous with the commencement of the fall semester.

These goals establish a solid foundation on which supporting tasks can be built to add organizational value (Koenig, 2018). Later in this chapter, I link these goals to the monitoring of the OIP and evaluation framework.

The emphasis of the change implementation plan is focused at the meso-level, the faculty, where harmonization of efforts between the macro- and micro-levels is best achieved. In effect, the meso-level is about strategic direction to facilitate the realization of student objectives. Superimposed on the three levels of the university, the implementation plan comprises three condition-based phases: Phase 1—orientation, Phase 2—activation, and Phase 3—realization. The strength of this implementation plan is built on a strategy that categorizes related activities in the three phases. Coupled with the PDSA cycle, the sequencing of the change implementation plan produces a number of positive effects, one of which is the ability to conduct tests while overseeing the proposed plan (ACT Academy, 2018). The tailored and scalable elements of the proposed academic and social support framework are designed by delineating the macro, meso, and micro areas of emphasis. This methodology is further underscored by the posited transformational (Bass, 1999; Bass & Riggio, 2006) and adaptive leadership (Heifetz, 2009) approaches employed at the appropriate university levels.

Within the implementation plan, corresponding activities are presented that, when viewed together, illustrate the interconnectedness of the implementation approach. The activities connected to the implementation plan are not designed to be lockstep, meaning one must be completed before moving to the next. Rather, a strength of this plan is the ability to conduct concurrent implementation activities. While this plan may appear aggressive in terms of the initial implementation timeline, there are dedicated personnel to oversee its execution. University X acknowledges that establishing the military-connected campus project throughout all faculties will take from two to five years. Table 4 provides the implementation timeline where activities are synchronized to achieved the best possible effect.

Table 4*Implementation Timeline*

Note. Phase 1 commences with the start of the fall semester with a PDSA cycle occurring after each phase.

While the steering committee has been established, implementation will begin in September, 2021, through the sequenced completion of activities in Phase 1. In accomplishing the ‘how’ of each implementation activity listed above, we recognized that there will be carry-over into subsequent phases; meaning this is not a lock-step approach. We acknowledge that not all Phase 1 events will be complete before moving to follow-on actions in Phase 2 and 3.

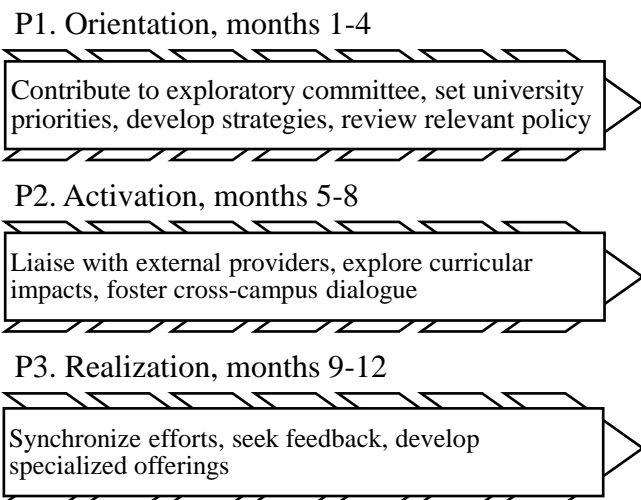
Leading each initiative falls to the dean of student affairs and myself, with appropriate section leadership engagement which is commensurate to the directed activity. Supporting this

implementation timeline is a conceptual military-connected campus framework – a synchronization tool that harmonizes institutional consideration and efforts. Appendix F is the military-connected campus framework.

The management of the OIP implementation is presented in greater detail below, with discussions of the organizational perspective of the stakeholders, the university steering committee, the required supports, identification of potential areas of concern, gaining momentum, and known limitations.

Engaging Stakeholders

Pelokorpi et al. (2007) have defined stakeholders as “any group or individual who can affect or is affected by the implementation of the change project” (p. 419). This definition is used in the OIP to identify the stakeholders at each corresponding level, as previously identified. Due to this stratification and the alignment of the three phases, stakeholder engagement is commensurate with the level at which the desired impact is aimed. In Phase 1—orientation, key stakeholders include the deputy provost, registrar, and the director of teaching and learning. In Phase 2—activation, the stakeholders are faculty deans, administration, and student services. Staff engagement in phases 1 and 2 will be accomplished during the monthly steering committee meeting. In Phase 3—realization, key stakeholders are military-connected students and the provost. Military-connected students will be engaged through satisfaction surveys, and the provost will provide feedback in the quarterly evaluation report. The outcome of this layered approach sets the stage to gauge cross-campus response and adjust and refine approaches as required through successive PDSA cycles. Figure 6 presents the key stakeholder engagement activities during the implementation phases.

Figure 6*Stakeholder Engagement*

Note. Stakeholder engagement is meant to be persistent and be nested throughout each phase.

The identification of stakeholder efforts during each phase is intended to produce a shift in University X staff from change recipients to “willing implementers” (Deszca et al., 2020, p. 253). This approach is intended to reduce stakeholder resistance, increase influence, and motivation throughout University X (Pelokorpi et al., 2007). The desired outcome is to facilitate clear communication, build trust, and increase cross-campus knowledge of military-connected students, thereby building and fostering a truly collaborative environment (Ford & Ford, 2009).

Personnel Empowerment

As the change implementation plan is predicated upon the PDSA cycle (Deming, 1982), a continuous revisiting of the integral aspects of the model will be required to frame the overall approach. In Chapter 1, the key elements of the planning phase were articulated. This included clarifying the overall objective, predicting outcomes, and developing the organizational plan. As discussed earlier, a cross-cultural shift occurs for military-connected students when they begin academic life. The lack of awareness of this across University X warranted a team that could

positively shape the development of tailored academic and social supports for this underrepresented student group.

The military-connected student project at University X is championed by the president, who has empowered the provost and myself to be change agents (Deszca et al., 2020). As the key external advisor, my role is to employ knowledge power to lead change, seek input, and execute the solution within the framework of a university-wide steering committee. The steering committee consists of the provost, deputy-provost, registrar, faculty deans, director of the Centre for Teaching and Learning, and myself. Committee members are in senior leadership positions in their departments, which allows for an influential connection to be cultivated between departmental staff, while simultaneously emphasizing the university's core values and mission through the implementation of a dedicated military-connected student program.

The formation of the university steering committee contributes to the desired organizational end state: the academically and socially supported inclusion of military-connected students. Within the OIP, the participation of the committee members is central to successfully implementing change in line with the model, that is, the PDSA cycle. Steering committee members provide balancing feedback (Senge, 1990), which enables the flow of non-traditional ideas and approaches. This type of feedback is advantageous in circumstances where the system is meant to remain stable and “planning creates longer-term balancing processes” (Senge, 1990, p. 85). The steering committee is encouraged to present ideas which further shapes the organizational culture and establishes the conditions for project sustainability. This preferred avenue of gaining knowledge further enables a transformative research worldview (Mertens, 2007, 2009) to be woven into the OIP solution.

Supports and Resources

This change implementation plan requires a number of resources: time, personnel, and financial. Here I present an outline of the activities related to these resources, which is best viewed in concert with Table 4, Implementation Timeline.

Timeline

As described in Table 4, the articulation of an organizationally achievable timeline has multiple advantages for implementation. These implementation activities have been distilled from the change priorities outlined in Appendix C. This programmatic approach (Deszca et al., 2020) is aligned with the tuning change I identified using Nadler and Tushman's (1989) organizational congruence model. A criticism of a programmatic approach is the threat of developing a one-size-fits-all approach, but undertaking successive PDSA cycles and focusing on inclusion through a transformative research paradigm will mitigate this problem and will broaden the overall approach. As these observations are superimposed on the implementation timeline, the establishment of condition-based phases will contribute to a comprehensive solution. Finally, this programmatic method provides more control over implementation.

Personnel

At University X, we decided to first implement the project in the Faculty of Arts and Science, given that this faculty will likely see the greatest number of newly enrolled military-connected students. In concert with this assumption, we expect that there will be a demand for the assistance offered by Student Wellness Services. Therefore, this department will also be part of the initial implementation. The impact on resources is initially focused on these two university departments, save cyclical reviews of academic policies, focused during year one of

implementation. The implication is that phenomenon-specific knowledge must be infused in these two departments as preparation for the activation phase.

US military-connected student research has emphasized the importance of cultivating authentic relationships between faculty and students. Sherbert et al. (2017) found that the early establishment of “a goal promoting sustainable and holistic efforts to engage faculty, students, and staff, in creating new knowledge, approaches, and practices” (p. 201) led to greater organizational inclusion and awareness. By empowering university personnel at the meso- and micro-levels early in this process, they will be encouraged to share responsibility for the future state of University X, and “cross-functional problem solving [will become] routine (Heifetz et al., 2009, p. 103). This will further fuel the adaptive leadership approach. Finally, this inclusionary method mitigates resistant to change (Bareil, 2013; Ford & Ford, 2009).

Financial

The financial commitment for this project is centered on hiring myself as the external consultant. This translates to one additional salary for two years from the beginning of Phase 1. This positions me to work with the in-situ University X resources such as marketing, research, personnel, and curriculum development staff. The implication is that many university departments will be involved to differing degrees throughout the implementation phases. Save actual in-class and online costs of program delivery (this will occur irrespective of the involvement of military-connected students) and the consultant fee, the projected cost of implementation is 20 personnel hours per week for three university employees.

Potential Implementation Issues

The flexibility of the implementation plan is an important strength of the proposed solution. However, several potential risks have emerged through this investigation. The OIP

solution has been delineated by time through the use of conditions-based phases, but in reality, subsequent phases may be launched before the previous one has been completed. A tenet of transformational leadership is the willingness to empower followers to accomplish the task at hand (Bass & Riggio, 2006), meaning that at the macro-level, vice-principals have the autonomy to engage implementation priorities within the allocated time of the phase. With the Faculty of Arts and Science selected as the initial site of change, efforts may have to be taken to counter “social loafing” (Bass & Riggio, 2006, p. 204) in other faculties as a precursor to full university implementation. To address this issue, workload and faculty outputs will be monitored at the senior level.

Another issue in implementation could occur at the micro-level. Research has identified hesitancy among some military-connected students to self-identify upon enrolment in higher education (Andrewartba & Harvey, 2019). Without an adequate understanding of the military-connected student population, the effectiveness of the various elements of the implementation plan could be in jeopardy. To counter this concern and in keeping with the adaptive leadership approach at the micro-level, consistent communication and the higher purpose (Hiefetz et al., 2009) of the military-connected student project will be emphasized to all students and faculty.

Building Momentum

The clear identification of goals provides benchmarks for University X to gauge success in building a military-connected campus. Kotter (1995, 2012) wrote extensively on the gains of momentum, specifically short-term ones: “subtlety won’t help” (2012, p. 125). While the PDSA cycle remains the foundation of organizational change in the OIP, recognizing the ability to be bold and insert quick wins to gain momentum in the “do” portion of the cycle will positively contribute to implementation. The secondary effect of generating short-term success is increased

awareness (Ford & Ford, 2009) within the university and externally in the greater military community. Table 5 presents short-, medium-, and long-term goals.

Table 5

Phase Goals

Time	Goal	Desired Effect
Short-term: Phase 1	Generate awareness	An increase in student, faculty, and community interest
Medium-term: Phase 2	Establish proof of concept for a military-connected campus	Public announcement, increase in attention and enrolment
Long-term: Phase 3	Identify Graduation and/or retention rate	Institutional commitment to excellence

Note. The articulation of goals contributes to a transformational approach to leadership and enables the project vision.

The articulation of goals enables University X to self-monitor progress and cultivate efforts throughout the implementation.

Limitations

The OIP has a number of limitations that must be acknowledged and monitored during all three phases of implementation. With the dearth of empirical research of Canadian military-connected students, caution must be taken during the collection and analysis of organizational data as it will be difficult to identify meaningful relationships between learners and faculty. Mid- to long-term observation must be carried out to determine the success of the support programs. Moreover, military-connected students are not a homogenous group with a known and consistent intake. Therefore, longitudinal data must be captured for the program to be representative. In concert with a lack of Canadian-specific studies, it is important to recognize that new classification and research typologies may need to be explored. The current reliance on student self-identification and self-categorization within the military-connected student body may present the need for further refinement and development. Finally, the scale of implementation at

University X, moving from one to all faculties, may mean that the timeline will need to be revisited. This limitation is based on not understanding the current size of the military-connected student population, while simultaneously recognizing that competition with other disadvantaged groups on campus for finite university resources may arise.

Section Summary

The preceding change implementation plan was developed in concert with the monitoring and evaluation plan to ensure a transformative research worldview remains a guiding force. The following sections outline how implementation will be monitored and evaluated, and identifies areas that need adjustment. The targeted and strategic organizational change will be monitored and evaluated using a developmental evaluation process (Patton, 2011; Peurach et al., 2016).

Change Process Monitoring and Evaluation

The following section outlines how the change process will be monitored and evaluated. This is presented in a manner that synchronizes the organizational change tools with leadership approaches throughout the implementation. This section also details how organizational change will be monitored, assessed, and refined through a developmental evaluation (Patton, 2016a) as supported by the steps of the PDSA cycle (ACT, 2018; Deming, 1982). Further, evaluation is viewed in the context of the three implementation phases of orientation, activation, and realization. The delineation of phases provides an occasion to monitor implementation, set the conditions for a thorough evaluation, and gauge implementation progress. Figure 7 provides a complete monitoring and evaluation matrix.

Monitoring and evaluation are not synonyms and can present organizational challenges if not adequately considered. For the OIP, monitoring and evaluation are defined as “both a planning process and a written product designed to provide guidance to the conduct of

monitoring and evaluation functions over the life span of a program or other initiative” (Markiewicz & Patrick, 2015 p. 1). In effect, monitoring is the oversight of the implementation plan, and evaluation is focused on the performance of the planned interrogations. This is a balance that requires discipline on the part of the change agent, continued alignment with the vision, and a capacity to qualify the desired outcome.

Monitoring and evaluation are enabled through successive PDSA cycles. While Taylor et al. (2013) stated that “no formal criteria for evaluating the application or reporting of PDSA cycles currently exist” (p. 291), this does not mean the crucial steps of monitoring and evaluation are discounted. Rather, this statement implies that deliberate steps must be taken to ensure planning is consistent and the desired objective is achieved. Deming (2013) stated that “a necessary ingredient for improvement of quality is the application of profound knowledge” (p. 39). This speaks to the requirement of diligently monitoring progress and conducting an unbiased assessment of the academic and social support elements included in the implementation plan.

OIP implementation evaluation will occur through developmental evaluation (Gopal et al., 2015; Patton, 1994), which is an evaluation method that immerses the evaluator in a process of “collaborat[ing] to conceptualize, design, and test new approaches in a long-term, on-going process of continuous improvement, adaptation, and intentional change” (Patton, 1994, p. 317). Developmental evaluation is effective in emergent areas of study, where the “use of data for continuous program improvement” (Fagen et al., 2011, p. 645) is a cornerstone of project development. This process is congruent with both PDSA cycles and adaptive leadership and will strengthen the overall implementation approach to the inclusion of military-connected students at University X.

Monitoring Progress

Hall (2013) found that a strong relationship exists between the change facilitator and the outcome, meaning that there are several implications for monitoring the implementation of the OIP. Using an adaptive leadership approach at the meso- and micro levels, which is nested within the evolution of a PDSA cycle, the implementation team is best positioned to monitor and diagnose potential issues (Heifetz et al., 2009). Approaching this implication in an observatory capacity strengthens the connection between the change agents and change facilitators as well as reinforcing the elements of an adaptive approach to leadership.

Another implication of building a relationship with the change facilitators is predicated on the espoused planning assumptions presented in Chapter 1 (see Figure 3). During the “do” portion of the PDSA cycle, the key element of observation occurs when the implementation team is focused on its assigned tasks. In other words, the close observation of the implementation plan either supports the initial assumptions or provides data to modify later iterations. Ostensibly, the “do” part of the PDSA produces information that provides the opportunity to slow down or readjust change in the event concerns arise. Moen (2009) even suggested that the early analysis begins at this point. In sum, monitoring at the appropriate time is an essential aspect of developmental evaluation (Patton 2011, 2016a).

The micro-level where faculty and military-connected students are engaged in learning presents an opportunity to witness military-connected students regain an individual sense of purpose, in line with self-determination theory (Ryan & Deci, 2017). While the need for specially designed military-connected student supports was presented in Chapter 1, reinforcing these ideas are relevant at this point. Military-connected students face real and perceived barriers to higher education, and faculty who approach their learning through an SDT lens will contribute to the learning potential of students. Monitoring the interaction between faculty and military-

connected students will make it possible to observe behaviors such as listening and providing the opportunity to talk, making time for independent work, being responsive, offering encouragement, acknowledging military-connected student experience, and gaining perspective (Deci et al., 1991; Ryan & Deci, 2017). This monitoring during all three phases will be done through student surveys comprising open- and closed-ended questions, observation during networking events, and analysis of graduation and retention rates.

Finally, when SDT is supported by transformative learning theory (Mezirow, 2012), faculty are at the forefront of establishing a positive learning environment, which is the collective realization of university efforts. While learning in a transformative environment occurs in a number of ways, the essence of TLT occurs when meaning making is reframed. Monitoring the OIP implementation is meant to recognize occasions where the conditions are purposefully set for military-connected students to grow. Mezirow (2012) stated that “transformations in habit of mind may be epochal—a sudden, dramatic, reorienting—or incremental, involving a progressive series of transformations in related points of view” (p. 86). During the activation phase, monitoring of student and faculty approaches will take place during workshops through the use of observation of faculty-student interaction, exit surveys, and programmed post-workshop feedback loops.

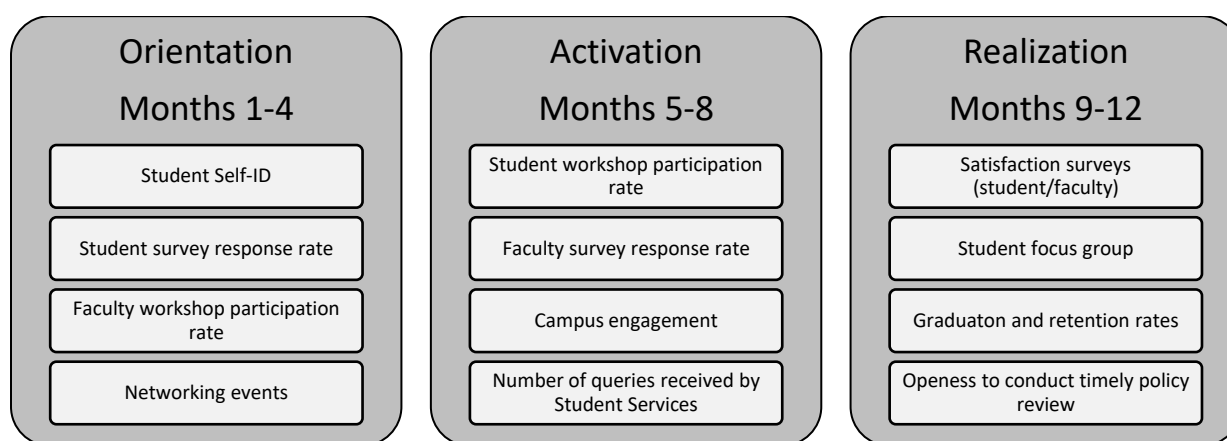
While the scope of this part of the observation is extensive, it is a crucial step in fostering an inclusive and supporting environment. The reinforcement of the theoretical foundations of the OIP during the monitoring phase focuses the observation on the relationship between faculty members, student service providers, and military-connected students, thereby providing key indicators of success in the cross-cultural shift of the students. Furthermore, the monitoring phase provides the implementation team the fruitful opportunity to witness this

social innovation project, which is tied to public service, unfold in a manner that is backstopped by a transformative research paradigm. Monitoring at each stage is guided by benchmarks and provides a check to ensure the theoretical foundations are being applied.

Figure 7 presents the monitoring benchmarks during each phase of the implementation of the OIP.

Figure 7

Key Monitoring Events During Implementation Phases



Note. Identification of key monitoring events contributes to building a foundational data set.

Monitoring in these key areas will be conducted by myself and the dean of student affairs at events at the end of each phase and through feedback received during monthly steering committee meetings. The expectation is that emerging qualitative and quantitative data will positively influence the success of the OIP. These monitoring targets are focused on the engagement of the military-connected students and the faculty, as it is central for the long-term success of this initiative. In sum, these activities will be monitored to gauge commitment to the military-connected student project, identify staff and student interest changes between phases, and track overall progress.

Developmental Evaluation

The cornerstone of the OIP is the inclusion of a group of underrepresented students. Gilligan (1982) described the ethic of care in part as ensuring that the “other will be treated as of equal worth . . . that no one will be left out” (p. 63). Without dedicated and tailored interventions, military-connected students are in jeopardy of being pushed to the fringe of higher education at University X. In an effort to gauge the success of the inclusionary plan, a developmental evaluation (Patton, 2016a) approach will be employed, which will occur in concert with the “study” and “act” (ACT, 2018; Deming, 1982; Moen, 2009) stages of the PDSA cycle. This crucial step links the PDSA cycle to developmental evaluation. Patton (2016b) was emphatic about this: “let me be clear: *No data, no evaluation—developmental or otherwise*” [emphasis original] (p. 296). While there is no prescribed process in developmental evaluation, there are eight guiding questions that “constitute a mindset—a way of thinking about evaluation’s role in the development of social innovations” (Patton, 2016b, p. 291). In essence, it is the relationship between these principles, how they are addressed, and the project that contribute to the developmental evaluation process. These guiding principles are detailed below to provide an overview of the developmental evaluation mindset that will be employed throughout the implementation of the OIP.

Developmental Purpose

The inclusion of military-connected students in higher education is an emerging area of investigation that will require University X to develop new interventions and adapt others. To frame this investigation, I revisited the OIP grounding principles, including a reaffirmation of the project rationale, to ensure that organizational interventions will foster an increase in self-esteem. Cross-campus communication will be enabled through monthly steering committee meetings, updates in the staff newsletter, and a quarterly evaluation report. This will reinforce

the purpose of this new and innovative project at University X. The developmental aspect of the OIP is intended to contribute to increased organizational understanding of the overarching project rationale while reducing resistance to change. This will be monitored through observation at networking events.

Evaluation Rigor

While there is no prescribed developmental evaluation process, the need for monitoring, collecting, and analyzing data is an absolute must. In doing so, intellectual rigor is essential when considering and exploring the data gathered through monitoring. This analysis needs to be weighed against the planning assumptions and guiding questions (Chapter 1) of the OIP. Rigor will be achieved by tracking responses and participation levels of military-connected students and faculty during all three implementation phases along with conducting semi-structured interviews. To increase the trustworthiness and credibility of this approach, results will be published monthly in the university staff newsletter, and an evaluation report will be published quarterly, coinciding with the end of each implementation phase.

Utilization Focus

The OIP is dependent on a transformative research paradigm that includes an internal evaluation process. Mertens (2009) challenged researchers with five evaluative questions that were aimed at ensuring the desired outcome of the given project, accounted for multiple viewpoints, and was sustainable. Patton's (2016b) developmental evaluation framework reinforces this approach through a deliberate focus on military-connected students and an emphasis on applicability. In essence, the OIP is not well suited to traditional formative assessments, given the underdevelopment of research of military-connected students in Canada. Therefore, the utilization focus employs purposeful efforts that are concentrated on

the students and faculty. This aspect will be evaluated during each phase with methodical checks to ensure the OIP purpose is honored. This evaluation will take the form of a qualitative analysis of survey comments, which will be followed by semi-structured interviews along with determining the type and number of student services accessed, thereby providing empirical data for further qualitative analysis.

Innovation Niche

With the groundbreaking nature of including military-connected students, a challenge is presented that confronts the status quo at University X. Westley (2008) stated that “social innovation is an initiative, product or process or program that profoundly changes the basic routines” (p. 1). This supports the need to evaluate the impact of the OIP in the areas of intake, retention, graduations rates, and well-being supports accessed by military-connected students. The desired outcome is to determine what effect is being achieved in the aforementioned areas. This analysis will be completed and presented as part of the quarterly evaluation report.

Complexity Perspective and Systems Thinking

As there is no prescribed developmental evaluation process, I have grouped perspective and systems thinking together, given that the complexity of the PoP is influenced by the strength of the relationships within University X. To evaluate these aspects, it is necessary to determine whether the project can be implemented beyond one faculty and Student Services to the remainder of the university. Further, this assessment is intended to establish the feasibility of a campus-wide implementation without significantly revisiting the plan. Evaluating these two principles will be based on the faculty survey, roundtable session with senior university leaders during the realization phase, and all quarterly reports.

Co-creation

The principle of co-creation in the developmental evaluation approach places the evaluators, myself and the vice-provost, at the center of project assessment. Developmental evaluation does not separate evaluation from innovation, thereby ensuring greater alignment of project goals. This fusing is intended to create trust between myself as the external consultant, senior university leadership, and faculty where the evaluation goal is project effectiveness and efficiency that contributes to a systematically predictable and reliable implementation plan. While this is a subjective assessment that occurs in all three phases, it is based on the OIP vision presented in Chapter 1.

Timely Feedback

This innovative and emergent project is without precedent at University X, and timely feedback is a cornerstone of its evaluation. Bolstering the iterative aspect of the OIP and infusing evaluation with both programmed and event-specific feedback will ensure sustainable organizational change is fostered. This approach places an emphasis on relevancy and meaningfulness. While there is a timeline of data collection and evaluation (see Table 6), a general inquiry email address will be available to students and faculty to provide input in real time during the project's implementation. Salient observations will be investigated and included in written updates. All development evaluation principles will be incorporated into the collection and evaluation.

Table 6*Data Collection and Evaluation Timeline*

Phase 1, Orientation: Months 1–4			
September	October	November	December
Student self-identification/ Track and capture # of students			
	Student survey/ Analyze results		Student interviews
Faculty workshop participation/ Capture # of faculty, review participant comment cards			
Monthly newsletter update	Monthly newsletter update	Monthly newsletter update	Quarterly evaluation report
Phase 2, Activation: Months 4–8			
January	February	March	April
Student workshop rate/ Capture # of faculty, review participant comment cards			
	Faculty survey/ Analyze results		Faculty interviews
Campus engagement/ Capture # of email/social media inquiries			
Student services queries/ Capture # of students engaged, employee interviews			
Monthly newsletter update	Monthly newsletter update	Monthly newsletter update	Quarterly evaluation report
Phase 3, Realization: Months 9–12			
May	June	July	August
Student focus group/ Analyze transcripts			
Student satisfaction survey/ Analyze results			
	Determine grad & retention rates/ Analyze results	Policy review/ Roundtable engagement with senior leaders	
		Project reflection/ Implementation team report	
Monthly newsletter update	Monthly newsletter update	Monthly newsletter update	Quarterly evaluation report

Black=Monitoring Events, **Bold**=Evaluation Activities

Note. The establishment of a baseline will aid in program decision making and contribute to sustainability.

A consistent and deliberate focus on the monitoring and evaluation plan will provide actionable data during the use of successive PDSA cycles, contribute to gaining and maintaining project momentum, and establish the foundation upon which the military-connected campus project can develop a University X. Further, the combination of a PDSA cycle and a developmental evaluation will provide the foundation upon which deliberate, thorough, and sustainable monitoring and evaluation can be cultivated.

Section Summary

Given the layering of the implementation phases across three institutional levels, the developmental evaluation approach is appropriate as there are built-in allowances for change to unfold at different rates. The result is a thorough plan based on collaboration across University X. The following section will lay out the deliberate approach of the OIP's communication plan.

Plan to Communicate the Need for Change and the Change Process

In the following section, I will link the pending organizational change and the need to raise awareness and present a phased communication plan that synchronizes efforts across University X. The OIP will use the Deszca et al. (2020) four-stage organizational communication plan, which will be synchronized with the three-phase project implementation plan (Table 4). Employing the communication strategy in this manner will better enable strategic messaging between each OIP phase, thereby nesting key concepts within each step are highlighted while ensuring that gaps are created. This approach provides tailorability in the event project implementation speeds up or slows down. Delivering key messages to all University X students, faculty, and administration through the harmonization of the implementation and communication plans will achieve what Uslu (2018) described as “a well-designed communication system [that] is an essential component of a collaborative environment and interdisciplinary connections” (p.

43). This communication plan is grounded in raising awareness of an underrepresented group of students across a variety of audiences, highlights key gateways to be achieved, and presents the communication strategy and tactics employed. At the end of this section, I will present next steps and future considerations.

Raise Awareness

The heading “raise awareness” has a double meaning. First, as has been established throughout the OIP, there is limited empirical data of Canadian military-connected students, which needs to be addressed. Second, sustained efforts must be taken by University X, together with supportive community agencies, to generate awareness of its planned organizational changes. Identifying specific audiences, articulating the desired response, and emphasizing the purpose of this communication establishes the foundation of the overall strategy, thereby contributing to raising organizational awareness. The central theme of the OIP communication plan is to address the question why University X is developing an inclusive approach for military-connected students. To realize this vision, there are three inter-connected audiences that are the focus of the communication strategy: (a) university leaders, (b) military-connected students, and (c) the community.

University Leaders

While the university principal initiated the exploration of military-connected students in higher education, there is very little knowledge about them in the rest of the organization. This meant that one of the first tasks was to develop, communicate, and reinforce the project rationale. In part, this was accomplished through the creation of a steering committee. However, leaders at all levels of the university needed to be engaged. This realization led to the consideration of how best to communicate relevant military-connected student information at the macro-, meso-, and

micro-levels of University X. This takeaway presented an opportunity to identify the key leaders at each level with whom engagement was required: vice-principles, faculty deans, program directors, student services directors, and the student union president. Finally, a comprehensive communication strategy was needed to define the key messages for this audience. Strategic messages are presented in Figure 8 below.

Military-Connected Students

Generating awareness among military-connected students will be conducted simultaneously on two mutually supporting planes. These planes are internal and external to University X, meaning the overall communication strategy must account for these two related audiences. The desire of University X is to attract new military-connected students while concurrently supporting students who are enrolled. To accomplish this, a persuasive communication strategy (Armenakis & Harris, 2009) must consider the appropriate tactics needed to engage these two groups while ensuring the consistency of the message. Externally, the approach will emphasize the benefits of a military-connected campus, while the internal focus will be centered on awareness of available academic and social support programs. Figure 8 outlines the key messages for military-connected students.

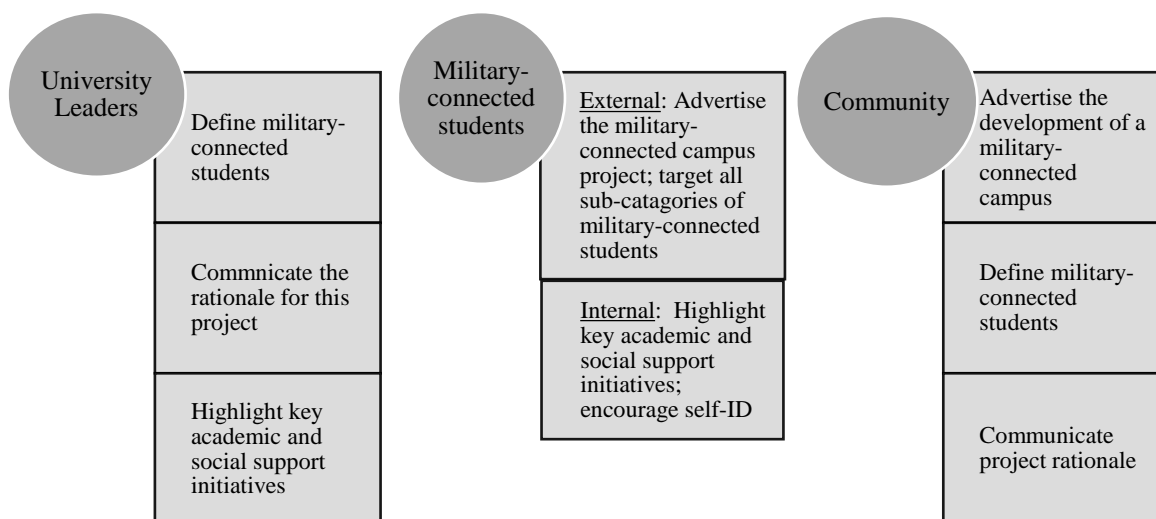
Community

Canada maintains a long-standing, albeit fractured, relationship with CAF service members and Veterans, which becomes obvious when exploring specific education issues (Card & Lemieux, 1998; Neary, 2004; Neary & Granatstein, 1998). Given the public aspect of military service in that benefits are funded through tax revenue, coupled with the fact that University X is publicly funded, an analysis of the communication strategy revealed that local and regional communities are an important audience. In this context, community is defined as local and

regional service providers such as not-for-profit, for profit, industry, and government-led bodies. In an effort to generate awareness among public stakeholders and mitigate any resistance to change, a deliberate engagement strategy is part of the communication plan. The expected outcome is to “confront strategic tensions” (D’Enbeau et al., 2020, p. 4) that may percolate during the establishment of a military-connected campus. The community as an area in which to raise awareness is nested within the transformative research paradigm (Mertens, 2009), which has highlighted the under-representation of military-connected students in higher education and this initiative is in the public interest. Figure 8 presents the key messages for raising awareness in the community.

Figure 8

Key Awareness Raising Messages



Note. The consistent use of key messages will contribute to project buy-in and understanding. Continuity will be fostered and the underlying spirit of the OIP vision reinforced if continuity is maintained across these messages, specifically, highlighting elements that lead to the immersion of military-connected students in an inclusionary learning environment enabled through the provision of specialized, relevant, and credible programming.

In raising awareness for this project, there is an expectation that there will be some reservation about the efficacy of the initiative and that the implementation team will be faced with a number of queries. To address hesitancy and to provide an avenue for questions, a general email address will be created to allow stakeholders to contact the implementation team without the burden of engaging the greater organizational hierarchy.

Communication Strategy

Depending on the subject area, strategy can be defined in a multitude of ways. Military strategists impart upon the student of war the necessity to separate strategy from tactics. Von Clausewitz (1874/2013) wrote that “strategy is the employment of the battle to gain the end of the war” (p. 113), meaning that the overall plan is separate from the actions of combat, or the tactics. The United States Marine Corps (Department of the Navy, 1997) has provided a succinct definition of strategy: “the process of interrelating ends and means” (p. 37). In a less military fashion, Morgan (2006) emphasized that “the challenge of course, is to ensure the strategic and operational dimensions are in sync, and this is where the problems often arise. Strategic development may run ahead of organizational reality” (p. 90). Here the need for organizational alignment is reinforced, but caution is applied to ensure strategy and tactics do not converge. Finally, Schein and Schein (2017) expressed that “strategy concerns the evolution of the basic mission, whereas operational goals reflect the short-run tactical survival issues that the organization defines” (p. 157). In sum, the development of an organizational strategy must be considered for long-term survivability, while ensuring the methods employed to accomplish the desired effect remain separate. University X must ensure that the end, ways, and means of a communication strategy are clearly delineated.

Deszca et al. (2020) outlined a four-phase communication approach that enables users to clearly define the objective while simultaneously encouraging the separation of strategy and tactics. The project's communication strategy is designed to engage internal and external audiences while attracting students and fostering public relations related to the inclusion of an underrepresented group of adult learners in higher education. The OIP communication goals are to generate and sustain (a) cross-organizational awareness of faculty, staff, and administration, (b) awareness of currently enrolled military-connected students, (c) awareness of potential military-connected students, (d) community and partner awareness, and (e) regional and national interest in the military-connected campus project. To realize the implementation of an appropriate communication plan, Deszca et al.'s (2020) four-phase plan will be employed: (a) pre-change approval, (b) developing the need for change, (c) midstream change and milestone communication, and (d) confirming and celebrating the change success (p. 349). The proposed communication approach is based on a strategy of participation and involvement (Deszca et al., 2020), which further supports the transformative research paradigm underpinning the OIP.

Pre-Change Approval

During the pre-change approval stage, the primary audience will be university leaders who are designated as the recipients of communication efforts. The communication strategy is nested within both the university and the OIP vision. University X's vision is to achieve excellence, and the OIP expands on this by including a previously unexplored group of learners. Raising awareness in a neglected area of understanding warrants additional consideration when engaging leaders at the macro-, meso-, and micro-levels. At this stage, Deszca et al. (2020) stated, efforts should be directed towards "individuals with influence and/or authority to approve a needed change" (p. 350). In other words, given the multidimensional requirement to achieve

campus-wide endorsement, communication tactics must consider which vehicle would best deliver the range of messages.

The pre-change approval phase will be facilitated by the appropriate leadership approach, commensurate with the stage of the implementation plan. At the macro-level of senior institutional leaders, a transformational approach to leadership facilitates “charismatic leaders [who] both build enthusiasm and inspire commitment toward a strategic goal” (Bass & Riggio, 2006, p. 130). The communication plan will encourage senior university leaders to espouse the benefits of developing a military-connected campus while encouraging faculty leadership to explore credible inclusionary options. At the meso- and micro-levels, an adaptive approach to leadership emboldens leaders to ensure “communication and interaction are nurtured across all formal and informal boundaries” (Heifetz et al., 2009, p. 106). This approach encourages non-traditional groupings to unite and contribute to raising awareness of military-connected students. Table 7 describes the communication needs during the orientation phase, which are linked to the goals of each phase presented in Figure 6.

Table 7

Communication Plan—Orientation Phase, Months 1–4

Key Message	Target Audience	Method	Desired Effect
• Deliver initial concept and change strategy, articulate timeline	• University leaders	• Information session, line of authority meetings, in-person meetings	• Raise awareness, generate interest and establish support
• Deliver initial concept/rationale, encourage self-ID, detail key benchmarks	• Military-connected students	• Email, social media, Information session, print products	• Identify potential students
• Engage strategic partners, detail key benchmarks	• Community	• Social media, In-person meetings	• Re-affirm government and local service support

Note. Initial orientation messaging is to establish an open and transparent foundation.

Leaders and supervisors at all levels will be empowered to deliver the key messages.

Developing the Need for Change

While the military-connected campus initiative is championed by the president of University X, not all change recipients are aware of the project or have been immediately supportive. The communication plan must “explain the issues and provide a clear, compelling rationale for change” (Deszca et al., 2020, p. 350). De Jager (2009) stated that “if you’re attempting a change, then being able to define the change is great, almost boring details is a prerequisite” (p. 31). Evidence reinforces the need to be precise in language, create a sense of necessity, and be detailed when communicating a change. In outlining the reasons for change, an opportunity is presented for strategic communications to intertwine existing university values and ethics within this emergent, student-centric initiative. This approach will allow for a transformative research paradigm to be infused into the investigation from the onset.

At this point in the communication strategy, the need for change is concentrated in the organizational stakeholders with the desired outcome of interaction being to encourage them to shift from being change recipients to “willing implementers” (Deszca et al., 2020, p. 253). The overt and continued articulation of a multi-phased plan that is linked to each level of the organization increases university leaders’, military-connected students’, and the community’s knowledge of this project, ensuring that these key audiences will “be knowledgeable about how to implement appropriate organizational changes” (Armenakis & Harris, 2009, p. 128). The implication is that the messages that convey organizational change and employed by senior leadership must be matched to an appropriate method. In others words, the communication strategy and chosen tactics should be dependent on the desired level of engagement. In achieving this balance, the ends and means of the strategy remain linked. This stage will occur

simultaneously with phases one and two of the implementation plan. Table 8 describes the communication needs during the orientation and activation phases.

Table 8

Communication Plan—Orientation and Activation Phases, Months 1–8

Key Message	Target Audience	Method	Desired Effect
• Deliver rationale and projected outcomes linked to university values	• University leaders	• Line of authority meetings, in-person meetings	• Detailed project awareness, identify with stakeholders
• Define academic and social supports available	• Military-connected students	• Email, social media, information sessions, student union	• A recognizable framework
• Deliver project blueprint	• Community	• Social media, media, in-person meetings	• Existing support is viewed through military-connected lens

Note. The stage links the foundational communication efforts with operationalizing the overall strategy.

At this stage, the aim is to link and inform the action taken concurrently with achieving established project goals.

Midstream Change and Milestone Communication

The communication strategy is not an approach that is left to the wayside upon the launch of an initiative, rather, persistent interaction with all audiences informs stakeholders in a number of fundamental areas. While the desire of the OIP implementation plan is to unfold as planned, the implementation team must expect some friction throughout. Given the lack of empirical data about Canadian military-connected students, the OIP may have to be changed as a result of greater or less than anticipated self-identification. By maintaining programmed gateways, informed by the monitoring and implementation proposal, stakeholders will be informed on progress so that project adjustments can be made. In keeping university leaders, military-connected students, and the community up-to-date on the project, the OIP systematically informs

progress (Deszca et al., 2020). Gherardi (2019) described this approach as establishing a “trajectory of practice” (p. 114). This description invokes a visualization of a pre-planned communication path, where targeted audiences can anticipate pre-determined outcomes and manage expectations.

A crucial result of the anticipated outcome of midstream change and milestone communication is stakeholder feedback. Given the focus on the trilateral audience and phased-based implementation plan, the expectation is that participant feedback will be multidimensional. Schein and Schein expressed that “feedback is useful only if the learner has asked for it” (p. 345), where the implementation team will ask military-connected students for observations on project implementation. This tactic is further encouraged through transformational and adaptive leadership styles. This stage occurs simultaneously with phases two and three of the implementation plan (Table 4). Table 9 describes the communication needs during the activation and realization phases.

Table 9

Communication Plan—Activation and Realization Phases, Months 4–12

Key Message	Target Audience	Method	Desired Effect
• Review progress, identify risks and gaps, enforce rational	• University leaders	• Status report at project milestones, online bulletin, social media	• Recognize plan deviations, track concerns
• Maintain momentum	• Military-connected students	• Email, social media, face-to-face engagement	• Increase participation
• Cooperation and coordination of efforts	• Community	• Social media, media, in-person meetings	• Solicit feedback, quantify services accessed

Note. This stage sets the conditions for communicating project sustainment.

Feedback in this crucial period is important and will lead to improved efficiency in project implementation.

Confirming and Celebrating Change Phase

The final stage of the communication strategy is the validation of the implementation plan as measured against the key areas of interest articulated in the monitoring and evaluation strategy. At this nascent stage, traditional key performance indicators have not yet been articulated in terms of demographics, cohort gaps, retention and graduation rates, student acceptance, and transfer frequency (this is a truncated list), as this would be premature. However, the OIP is focused on establishing a framework so that current and future military-connected students can pursue higher education in an inclusive environment. Therefore, elements such as student engagement, program selection (in the Faculty of Arts and Science), administrative costs per military-connected student, and sustainability will be confirmed. This contributes to the use and informative aspects of subsequent PDSA cycles at the end of each phase. Table 10 describes the communication needs during the realization phase.

Table 10

Communication Plan—Realization Phase, Months 9–12

Key Message	Target Audience	Method	Desired Effect
<ul style="list-style-type: none"> • Highlight successes, project review, confirm project outcomes 	<ul style="list-style-type: none"> • University leaders 	<ul style="list-style-type: none"> • Line of authority meetings, in-person meetings, status report, social media 	<ul style="list-style-type: none"> • Sustainment of project, address gaps
<ul style="list-style-type: none"> • Reinforce achievements 	<ul style="list-style-type: none"> • Military-connected students 	<ul style="list-style-type: none"> • Speaking engagements, social media, testimonials 	<ul style="list-style-type: none"> • Capture voice of military-connected students
<ul style="list-style-type: none"> • Highlight successes 	<ul style="list-style-type: none"> • Community 	<ul style="list-style-type: none"> • Press release, social media, continued partnerships 	<ul style="list-style-type: none"> • Increased awareness in local/regional areas

Note. The final stage celebrates success and focuses on the military-connected student.

In summary, the aforementioned elements of the communication plan, as represented in Tables 7–10, provide the foundation upon which the military-connected campus project will be

disseminated in the university, across the military-connected student population, and throughout the surrounding community.

Chapter Summary

In Chapter 3, I presented a practical and pragmatic look at how implementation will occur when enabled by mutually supportive plans. These plans include how implementation will be monitored, evaluated, and communicated. This triad describes an interconnected and congruent approach that is designed to contribute to the desired outcome of the OIP. These plans inform and assess the holistic and inclusive strategy of University X. Each one of them remains grounded in a transformative research worldview and founded on an ethic of care approach, thereby interconnecting a military-connected student-first agenda. In doing so, Chapter 3 provided a detailed look at how military-connected students will be considered in the development of a scalable and tailored academic and social support framework that positively contributes to their learning.

Next Steps and Future Considerations

The employment of a deliberate communication strategy for military-connected students at University X reinforces the importance of a synchronized OIP that needs to be adaptable to unanticipated inputs and feedback. The OIP implementation timeline is set to one academic year and the proof of concept is limited to one faculty and Student Support Services. Moving to full implementation across University X is the focal point of the next steps and future considerations.

The use of successive PDSA cycles during implementation will better enable the creation of a “stable system” and “improvement downstream,” as espoused by Deming (1982). Therefore, emphasis is placed on considering the outcomes of the proof of concept and identifying learnings from the initial OIP implementation. Communicating the lessons learned will aid university

leaders when making the OIP implementation fully operational. Supported by the ongoing and transparent communication plan, this continuous learning process will empower leaders to encourage transformational influence at the macro-level and adaptive modifications at the meso- and micro-levels during the expansion of this project. This approach directly shapes the next steps of the OIP implementation. While the types of programming and level of enrolment of military-connected students remains unknown, it is expected that the project will be implemented differently across faculties. This will create an iterative atmosphere and foster a drive for project sustainment.

A transformative research worldview (Mertens, 2009) was adopted for the OIP as a result of investigating an underrepresented, heterogeneous, nontraditional higher education student population. The continued emphasis on the importance of organizational acceptance, recognizing the need to speed up or slow down change, and further linking this change to meaningful representation will be vital to the overall sustainability and refinement of this project (Mertens, 2009). Canadian history has demonstrated that education benefits for military-connected students are fleeting and influenced by periods of high intensity operations and war (Card & Lemieux, 1998; Neary, 2004; Neary & Granatstein, 1998), when in reality this population looks to explore higher education irrespective of the international security situation. Military-connected students are influenced by the exigencies of service regardless of potential operational employment. Future considerations for University X include the development of a long-term strategy for the inclusion of military-connected students that is not linked to periods of national attention as is the case during high profile deployments of the Canadian military. The work of developing an inclusive framework for military-connected students will not be complete when the OIP has been implemented. Rather, future considerations must entail identifying greater opportunities and

exploring linkages between higher education and the role of shifting identities among military-connected students. Finally, given the lack of Canada-specific research in this subject area, there is a prime opportunity to conduct primary research with this military-connected student population. The implementation of the OIP will position University X as a national leader in the inclusion of military-connected students through the use of a customizable support framework.

OIP Conclusion

The OIP was driven by the PoP, which addresses the lack of tailored programming for military-connected students in higher education at University X. The implementation plan espoused a series of nested academic and social support initiatives to tackle the current lack of tailored supports for a group of underrepresented students. Founded on a transformative research paradigm, the development of a framework that encourages discourse while providing fully harmonized solutions will contribute to the development of a barrier-free and positive learning environment for a unique group of learners at University X. Using transformational and adaptive leadership approaches, senior leaders, faculty, and staff will contribute to the learning and self-efficacy of these students. The OIP tackled a contextualized education issue in a deliberate and synchronized manner in order to improve understanding across University X and, thereby, positively impact the scholarship outcome of students. For nearly 70 years, military-connected students have not been considered in higher education; University X is leading a national resurgence of interest, compassion, and care for members of Canada's Armed Forces and Veterans.

References

- ACT Academy. (2018, January 18). *Online library of quality service improvement and redesign tools: Plan, do, study, act (PDSA) cycles and the model for improvement*. NHS Improvement.
- Alschuler, M., & Yarab, J. (2018). Preventing student veteran attrition: What more can we do? *Journal of College Student Retention: Research, Theory & Practice*, 20(1), 47–66.
<https://doi.org/10.1177/1521025116646382>
- Andersen, L. B., Bjornholt, B., Ladegaard Bro, L., & Holm-Petersen, C. (2018). Achieving high quality through transformational leadership: A qualitative multilevel analysis of transformational leadership and perceived professional quality. *Public Personnel Management*, 47(1), 51-72. <https://doi.org/10.1177/1750635219899110>
- Andrewartba, L., & Harvey, A. (2019). Supporting military veterans in Australian higher education. *Journal of Veterans Studies*, 4(1), 94–109.
- Antonakis, J., House, R. J., Simonton, D. K. (2017). Can super smart leaders suffer from too much of a good thing? The curvilinear effect of intelligence on perceived leadership behavior. *Journal of Applied Psychology*, 102(7), 1003-1021.
<https://doi.org/10.1177/1750635219899110>
- Armenakis, A. A., Harris, S. G. (2009). Reflection: our journey in organizational change research and practice. *Journal of Change Management*, 9(2),
<https://doi.org/10.1177/1750635219899110>
- Bareil, C. (2013). Two paradigms about resistance to change. *Organization Development Journal*, 31(3), 59–72.

- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32.
<https://doi.org/10.1080/135943299398410>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
- Berg, P. E., & Rousseau, J. (2018). The effects of combat stress on women in a military academic environment. *Journal of Military Learning*, 2(1), 29–43.
- Blackburn, D. (2016). Transitioning from military to civilian life: Examining the final step in a military career. *Canadian Military Journal*, 16(4), 53–61.
- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. John Wiley & Sons.
- Branson, C. (2010). Ethical decision making: Is personal moral integrity the missing link? *Journal of Authentic Leadership in Education*, 1(1), 1–8.
- Brunger, H., Serrato, J., & Ogden, J. (2013). “No man’s land”: The Transition to civilian life. *Journal of Aggression, Conflict, and Peace Research*, 5(2), 86-100.
- Buller, J. L. (2015). *Change leadership in higher education: a practical guide to academic transformation*. Jossey-Bass.
- Burns, J. M. (1978). *Leadership*. Harper & Row Publishers.
- Callahan, R., & Jarrat, D. (2014). Helping student service members and veterans succeed. *Change: The Magazine of Higher Learning*, 46(2), 36–41.
<https://doi.org/10.1080/00091383.2014.897189>

- Card, D., & Lemieux, T. (1998). Education, earning and the “Canadian GI Bill.” *National Bureau of Economic Research*. Working Paper No. 6718.
<https://doi.org/10.1177/1750635219899110>
- Caruth, G. D. (2014). Meeting the needs of older students in higher education. *Participatory Educational Research*, 1(2), 21-35.
- Chance, P. L. (2013). *Introduction to educational leadership and organizational behavior: Theory into practice* (2nd ed.). Routledge.
- Christensen, C. M., & Eyring, H. J. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. Jossey-Bass.
- Christoff, P. (2018). Running PDSA cycles. *Current Problem in Pediatric Adolescent Health Care*, 48, 198–201.
- Ciulla, J. B. (2014). *Leadership ethics: The heart of leadership* (3rd ed.). Prager Publishers Inc.
- Ciulla, J. B., Knights, D., Mabey, C., & Tomkins, L. (2018). Philosophical contributions to leadership ethics. *Business Ethics Quarterly*, 28(1), 1-14.
<https://doi.org/10.1017/beq.2017.48>
- Cleary, B. A. (2015). Design thinking and PDSA: Don’t throw out the baby. *Journal for Quality and Participation*, 38(2), 21–23.
- Cook, T. (2002). From destruction to construction: The khaki university of Canada, 1917–1919. *Journal of Canadian Studies*, 37(1), 109–143.
- Cowen, D. (2005). Welfare warriors: Towards a genealogy of the solidier citizen in Canada. *Antipode: A Radical Journal of Geography*, 37(2), 654–678.
<https://doi.org/10.1111/j.0066-4812.2005.00520.x>

- Cramm, H., Norris, D., Tam-Seto, L., Eicher, M., & Smith-Evans, K. (2015). Making military families in Canada a research priority. *Journal of Military, Veteran, and Family Health*, *1*(2), 8–12. <https://doi.org/10.3138/jmvfh.3287>
- Deci, R., & Flaste, R. (1995). *Why we do what we do: Understanding self-motivation*. Penguin Books.
- Deci, R., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, *26*(3), 325–346.
- De Jager, P. (2009). 7 ways to communicate change. *Municipal World*, *119*(2), 31–32.
- Deming, W. E. (1982). *Out of crisis*. Massachusetts Institute of Technology.
- Deming, W. E. (2013). *The essential Deming: Leadership principles from the father of quality*. (J. N. Orsini, Ed.). McGraw-Hill.
- D'Enbeau, S., Mesmer, K., & Socha, D. (2020). Discursive strategies and dilemmas of institutionalizing social justice in higher education. *Western Journal of Communication*, 1–20. <https://doi.org/10.1080/10570314.2020.1798496>
- Department of National Defence. (2019). *Access to information request A-219-00712*. Officer of the Information Commissioner.
- Department of the Navy. Headquarters United States Marine Corps. (1997). *Strategy. MCDP 1-1*. United States Government.
- Deszca, G., Ingols, C., & Cawsey, T. F. (2020). *Organizational change: An action-oriented toolkit* (4th ed.). Sage Publications.
- Dodman, S. L., DeMulder, E. K., Vuw, J. L., Swalwell, K., Stibling, S., Ra, S., & Dallman, L. (2019). Equity audits as a tool of critical data-drive decision making: Preparing teachers

to see beyond achievement gaps and bubbles. *Action in Teacher Education*, 41(1), 4–22.

<https://doi.org/10.1080/01626620.2018.1536900>

Doran, G., Miller, A., & Cunningham, J. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35–36.

Eichler, M. (2017). Add female veterans and stir? A feminist perspective on gendering veterans research. *Armed Forces & Society*, 43(4), 674–694.

<https://doi.org/10.1177/0095327X16682785>

Elliott, M., Gonzalez, C., & Larsen, B. (2011). US military veterans transition to college: Combat, PTSD, and alienation on campus. *Journal of Student Affairs Research and Practice*, 48(3), 279–296. <https://doi.org/10.2202/1949-6605.6293>

Elnitsky, C. A., Blevins, C. L., & Fisher, M. P. (2017). Military service member and veteran reintegration: A critical review and adapted ecological model. *American Journal of Orthopsychiatry*, 87(2), 114–128. <https://doi.org/10.1037/ort0000244>

Fernandez, F., Merson, D., Ro, H. K., & Rankin, S. (2019). Do classroom interactions relate to considerations of institutional departure among student veterans and service members? *Innovation Higher Education*, 44(3), 223–245. <https://doi.org/10.1007/s10755-019-9460-8>

Fischer, T., Dietz, J., & Antonakis, J. (2017). Leadership process models: A review and synthesis. *Journal of Management*, 43(6), 1726–1753. <https://doi.org/10.1007/s10755-019-9460-8>

Ford, J. D., & Ford, L. W. (2009). Decoding resistance to change. *Harvard Business Review*, April, 1–9.

- George, B. (2003). *Authentic Leadership: Rediscovering the secrets of creating lasting value*. Jossey-Bass.
- Gherardi, S. (2019). Organizational communication in practice: Does it really work? *Management Communication Quarterly*, 33(1), 112-116.
<https://doi.org/10.1177/0893318918808938>
- Gibbs, C. E., Lee, C. J., & Ghanbari, H. (2019). Promoting faculty education on needs and resources for military-active and veteran students. *Journal of Nursing Education*, 58(6), 347–353. <https://doi.org/10.3928/01484834-20190521-05>
- Gilbert, S., Horsman, O., & Kelloway, E. K. (2016). The motivation for transformational leadership scale. An examination of the factor structure and initial tests. *Leadership & Organization Development Journal*, 37(2), 158-180. <https://doi.org/10.1108/LODJ-05-2014-0086>
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Harvard University Press.
- Gilligan, C. (2014). Moral injury and the ethic of care: Reframing the conversation about differences. *Journal of Social Philosophy*, 45(1), 89–106.
<https://doi.org/10.1111/josp.12050>
- Glovis, M. J., Cole, M. L., & Stavros, J. M. (2014). SOAR and motivation as mediators of the relationship between flow and project success. *Organization Development Journal*, 32(3), 57–73.
- Gopal, S., Mack, K., & Kutzli, C. (2015). Using developmental evaluation to support college access and success. In M. Patton, K. McKegg, & N. Wehipeihana (Eds.), *Developmental evaluation exemplars: Principles in practice* (pp. 45–62). Guilford Publications.

- Government of Canada. Justice Laws Website. (2019). *Veterans Well-being Act, S. C. 2005, c21*.
<https://laws-lois.justice.gc.ca/eng/acts/C-16.8/page-1.html>
- Government of Canada. Veterans Ombudsman. (2016). *Support to military families in transition: A review*. <http://www.ombudsman-veterans.gc.ca/eng/reports/reports-reviews/support-family-review>
- Govindarajan, V. (2016). Adaptive leadership 101. *Leader to leader*, 81, Summer, 42-46. <https://doi.org/10.1002/ltl.20244>
- Greenfield, T. B. (1973). Organizations as social inventions: Rethinking assumptions about change. *Journal of Applied Behavioural Science*, 9(5), 551–574.
- Gribble, R., Mahar, A., Godfrey, K., Muir, S., Albright, D., Daraganova, G., Spinks, N., Fear, N., & Cramm, H. (2018). *What does the term “military family” mean? A comparison across four countries*. Military Families Working Group. Canadian Institute for Military and Veteran Health Research. <https://cimvhr-cloud.ca/reports/Military-families-definitions.pdf>
- Hall, G. E. (2013). Evaluating change processes: Assessing extent of implementation (constructs, methods and implications). *Journal of Educational Administration*, 51(3), 264–289.
<https://doi.org/10.1108/09578231311311474>
- Hamad, H. B. (2015). Transformational leadership theory: Why military leaders are more charismatic and transformational? *International Journal of Leadership*, 3(1). 1-8.
- Hammond, S. (2017). Student veterans in higher education: A conversation six decades in the making. *New Direction for Institutional Research*, 171.
<https://doi.org/doi:10.1002/ir.20191>

- Hart, D. A., & Thompson, R. (2020). *Writing programs, veterans studies, and the post-9/11 university*. National Council of Teachers of English.
- Heidari, S., Babor, T. F., De Castro, P., Tort, S., & Curno, M. (2016). Sex and gender equity in research: rationale for the SAGER guidelines and recommended use. *Research Integrity and Peer Review, 1*(2), 1-9. <https://doi.org/10.1186/s41073-016-007-6>
- Heifetz, R., Grashow, A., & Linksy, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Review Press.
- Hiatt, J. (2006). *ADKAR: A model for change in business, government and our community. How to implement successful change in our personal lives and professional careers*. Prosci Research
- Johnson, C., Moore, E., & Thornton, M. (2014). A SMART approach to motivating students in secondary physical education. *Journal of Physical Education, Recreation and Dance, 85*(4), 42–44. <https://doi.org/10.1080/07303084.2014.884839>
- Keeling, R. P., (2014). An ethic of care in higher education: Well-being and learning. *Journal of College & Character, 15*(3), 141–148. <https://doi.org/10.1515/jcc-2014-0018>
- Killam, W. K., & Degges-White, S. (2018). Understanding the education-related needs of contemporary male veterans. *Adultspan Journal, 17*(2), 81–96. <https://doi.org/10.1002/adsp.12062>
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Koenig, D. R. (2018). *Governance reimagined: Organizational design, risk, and value creation*. (b)right Governance Publications.

- Korengel, J. (2019). Adaptive leadership. Surviving the shifting sands of change. *Coalition on Basic Adult Education*, 8(2), 96-98.
- Kotter, J. P. (1995). Why transformation efforts fail. *Harvard Business Review*, 74(2), 59–67.
- Kotter, J. P. (2012). *Leading change*. Harvard Business Review Press.
- Kouzes, J. M., & Posner, B. Z. (2019). *Leadership in higher education: Practices that make a difference*. Berrett-Koehler Publishers, Inc.
- Lane, A. (2017). Special men: The gendered militarization of the Canadian armed forces. *International Journal*, 72(4), 463–483. <https://doi.org/10.1177/0020702017741910>
- Lewin, K. (1951). *Field theory in social science*. Harvard Business School.
- MacLean, M. B., Campbell, L., Poirier, A., & Sweet, J. (2016). Military occupation and post-military employment and income outcomes. *Life After Service Studies Secondary Analysis, Research Directorate Technical Report*, Veterans Affairs Canada.
- Manser, L. (2020). Canadian military family demographics. *Journal of Military, Veteran and Family Health*, 6(1), 9–12. <https://doi.org/10.3138/jmvfh-2019-0003>
- Markiewicz, A., & Patrick, I. (2015). *Developing monitoring and evaluation frameworks*. Sage Publications.
- McCann, M., & Heber, A. (2017). Military to civilian career transitions. *Canadian Journal of Career Development*, 16(2), 24–29.
- McCaslin, S. E., Leach, B., & Armstrong, K. (2013). Overcoming barriers to care for returning veterans: Expanding service to college campuses. *Journal of Rehabilitation Research and Development*, 50(8), vii–xiv. <http://dx.doi.org/10.1682/JRRD.2013.09.0204>
- Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research*, 1(3), 212–225. <https://doi.org/10.1177/1558689807302811>

- Mertens, D. M. (2009). *Transformative research and evaluation*. Guildford Press.
- Mezirow, J. (2012). Learning to think like an adult: Core concepts of transformation theory. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning. Theory, research, and practice* (pp. 73 – 95). Jossey-Bass.
- Mezirow, J. (1978). Perspective transformation. *Adult Learning*, 28, 100–110.
<https://doi.org/10.1177/074171367802800202>
- Mezirow, J. (1990). A guide to transformative and emancipatory learning. In J. Mezirow & Associates (Eds.), *Fostering critical reflection in adulthood* (pp. 1–20). Jossey-Bass.
- Miller, M. A., (2015). Academic advisor of military and student veterans: An ethnographic study. *Journal of Continuing Higher Education*, 63(2), 98–108.
<https://doi.org/10.1080/07377363.2015.1042997>
- Moen, R. (2009, September 17). *Foundation and history of the PDSA cycle*. Proceedings of the Asian Network for Quality conference, Tokyo.
- Morgan, G. (1980). Paradigms, metaphors and puzzle solving in organization theory. *Administrative Science Quarterly*, 25(4), 605–622.
- Morgan, G. (1980). Paradigms, metaphors, and puzzle solving in organizational theory. *Administrative Science Quarterly*, 25(4), 605-622. <https://doi.org/10.2307/2392283>
- Morgan, G. (2006). *Images of organization*. Sage Publications.
- Morris, P., Gibbes, C., & Jennings, S. (2018). An examination of student veteran education pathways at an American university. *Journal of Geography in Higher Education*, 42(2), 1466–1845. <https://doi.org/10.1080/03098265.2018.1436533>

- Naphan, D. E., & Elliott, M. (2015). Role exit from the military: Student veterans' perceptions of transitioning from the U. S. military to higher education. *The Qualitative Report*, 20(2), 36-48.
- Nadler, D. A., & Tushman, M. L. (1989). Organizational frame bending: Principles for managing reorientation. *Academy of Management Executive*, 3(3), 194-204.
- Neary, P. (2004). Sixty years of veterans affairs. *Beaver*, October-November, 11-12.
- Neary, P., & Granatstein, J. (1998). *The Veterans Charter and post-World War II Canada*. McGill-Queen's University Press.
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). Sage Publications.
- Patton, M. Q. (1994). Developmental evaluation. *American Journal of Evaluation*, 15(3), 311-319.
- Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.
- Patton, M. Q. (2016a). State of the art and practice of developmental evaluation: Answers to common and recurring questions. In M. Patton, K. McKegg, & N. Wehipeihana (Eds.), *Developmental evaluation exemplars: Principles in practice* (pp. 1-24). Guilford Press.
- Patton, M. Q. (2016b). The developmental evaluation mindset: Eight guiding principles. In M. Patton, K. McKegg, & N. Wehipeihana (Eds.), *Developmental evaluation exemplars: Principles in practice* (pp. 289-312). Guilford Press.
- Pelokorpi, A., Alho, A., Kujala, J., Aitamurto, J., & Parvinen, P. (2007). Stakeholder approach for evaluating organizational change projects. *International Journal of Health Care Quality Assurance*, 21(5), 418-434.

- Peurach, D. J., Glazer, J. L., & Winchell Lenhoff, S. (2016). The developmental evaluation of school improvement networks. *Educational Policy*, 30(4), 606–648.
<https://doi.org/10.1177/0895904814557592>
- Phillips, G. A., & Lincoln, Y. S. (2017). Introducing veteran critical theory. *International Journal of Qualitative Studies in Education*, 30(7), 656–668.
<https://doi.org/10.1080/09518398.2017.1309586>
- Piaget, J. (1971). *Biology and knowledge: An essay on the relations between organic regulations and cognitive process*. University of Chicago Press.
- Postsecondary National Policy Institute. (2019). *Factsheets: Veterans in higher education*.
<https://pnpi.org/veterans-in-higher-education/>
- Quinn, R.E. & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: towards a competing values approach to organizational analysis. *Management Science*, 29(3), 363-377.
- Randall, L. M., & Coakley, L. A. (2007). Applying adaptive leadership to successful change initiatives in academia. *Leadership & Organization Development Journal*, 28(4), 325–335. <https://doi.org/10.1108/01437730710752201>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guildford Press.
- Schein, E., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
- Scoppio, G., & Covell, L. (2016). Mapping trends in pedagogical approaches and learning technologies: Perspectives from the Canadian, international, and military education contexts. *Canadian Journal of Higher Education*, 46(2), 127–147.

- Segaert, A., & Bauer, A. (2015). *The extent and nature of veteran homelessness in Canada*. Employment and Social Development Canada. <https://publiccentre.esdc.gc.ca/>
- Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. Doubleday Currency.
- Sherbert, V., Thruston, L. P., Fishback, J., & Briggs, K. (2017). Creating and sustaining a college-wide military-connected learner community of practice. *Journal of Continuing Higher Education*, 65(3). <https://doi.org/10.1080/07377363.2017.1368664>
- SISIP Financial. (2021). *CAF long term disability insurance*. <https://sisip.com/Products-Advice/Insurance/Disability-Insurance>
- Smith J. G., Vilhauer, R. P., & Chafos, V. (2017). Do military veteran and civilian students function differently in college? *Journal of American College Health*, 65(1), 76–79. <https://doi.org/10.1080/07448481.2016.1245193>
- Smith, S. J., Farra, S. L., Ulrich, D. L., Franco, S., Keister, K. J., & Chatterjee, A. (2018). The Veteran-student experience: Lessons for higher education. *Journal of Military Learning*, 2(1), 17–28.
- Spanner, L. (2017). Governing “dependents”: The Canadian military family and gender, a policy analysis. *International Journal*, 72(4), 484–502. <https://doi.org/10.1177/0020702017740606>
- Steele, J. L., Buryk, P., & McGovern, G. (2018). Student veterans’ outcomes by higher education sector: Evidence from three cohorts of the baccalaureate and beyond. *Research in Higher Education*, 59(7), 866–896.
- Stravos, J. M., & Hinrichs, G. (2019). *The thin book of SOAR: Creating strategy that inspires innovation and engagement* (2nd ed.). Thin Book Publishing Company.

- Stone, S. L. M. (2017). Internal voices, external constraints: Exploring the impact of military service on student development. *Journal of College Student Development*, 58(3), 365–384. <https://doi.org/10.1353/csd.2017.0028>
- Taalia, V. (2017). Paradigm shift in higher education? *On the Horizon*, 25(2), 103–108. <https://doi.org/10.1108/OTH-06-2016-0030>
- Tagg, J. (2019). *The instruction myth: Why higher education is hard to change, and how to change it*. Rutgers University Press.
- Taylor, E. (2000). Fostering Mezirow's transformative learning theory in the adult education classroom: A critical review. *Canadian Journal for the Study of Adult Education*, 14(2), 1–18.
- Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bell, D., & Reed, J. E. (2013). Systematic review of the application of the plan-do-study-act method to improve quality in healthcare. *BMJ Quality & Safety*, 23(4), 290–298. <https://doi.org/10.1136/bmjqs-2013-001862>
- Thompson, J. M., Hopman, W., Sweet, J., Van Til, L., MacLean, M. B., Van Den Kerkhof, E., Sudom, K., Poirier, A., & Pedlar, D. (2013). Health-related quality of life of Canadian forces veterans after transition to civilian life. *Canadian Journal of Qualitative Health*, 104(1), 15–21.
- Thompson, J. M., Lockhart, W., Roach, M. B., Atuel, H., Belanger, S., Black, T., Castro, C. A., Cooper, A., Cox, D. W., de Beor, C., Dentry, S., Hamner, K., Shields, D., & Truusa, T. (2017, June 1). *Veterans' identities and well-being in transition to civilian life—A resource for policy analysts, program designers, service providers, and researchers*. (Report of the Veterans' Identities Research Theme Working Group, Canadian Institute

for Military and Veteran Health Research Forum 2016). Veterans Affairs Canada.

<https://www.cimvhr.ca/documents/Thompson%202017%20Veterans%20Identities%20Technical%20Report.pdf>

Thompson, J. M., Pranger, T., Sweet, J., Van Til, L., McColl, M. A., Besemann, M., Shubaly, C., & Pedlar, D. (2015). Disability correlates in Canadian Armed Forces regular force veterans. *Disability and Rehabilitation*, 37(10), 884–891.

<https://doi.org/10.3109/09638288.2014.947441>

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. National Centre for Truth and Reconciliation.

http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

Tuana, N. (2014). An ethical leadership development framework. In C. M. Branson & S. J. Gross (Eds.), *Handbook of ethical educational leadership* (pp. 195–209). Routledge.

University X. (2019). *Campus plans*. Citation information withheld for anonymization purposes.

University X. (2020a). *Policy library*. Citation information withheld for anonymization purposes.

University X. (2020b). *Strategic framework*. Citation information withheld for anonymization purposes.

US Department of Veterans Affairs. (2018, November 21). *Education and training: History and*

timeline. <https://www.benefits.va.gov/gibill/history.asp>

Uslu, N. (2018). The components of communication systems in universities: Their influence on academic work life. *Tertiary Education and Management*, 24(1), 34–48.

<https://doi.org/10.1080/13583883.2017.1359662>

- Van Til, L. D., Sweet, J., Poirier, A., McKinnon, K., Sudom, K., Dursun, S., & Pedlar, D. (2017). *Well-Being of Canadian Regular Force Veterans, findings from LASS 2016 Survey*. Research Directorate Technical Report. Veterans Affairs Canada.
- Veterans Affairs Canada. (2014). *New Veterans Charter evaluation, phase 1*.
<http://www.veterans.gc.ca/eng/about-us/reports/departmental-audit-evaluation/2009-12-nvc>
- MacLean, M. B., Campbell, L., Poirier, A., & Sweet, J. (2016). *Military occupation and post-military employment and income outcomes*. Research Directorate Technical Report. Veterans Affairs Canada. https://publications.gc.ca/collections/collection_2016/acc-vac/V32-269-2016-eng.pdf
- Veterans Affairs Canada. (2017). *Government of Canada details enhanced support for veterans and their families*. News Release. https://www.canada.ca/en/veterans-affairs-canada/news/2017/04/government_of_canadadetailsenhancedsupportforveteransandtheirfam.html
- Veterans Affairs Canada. (2018). *Education and training benefit*.
<http://www.veterans.gc.ca/eng/services/transition/education-training-benefit>
- Veterans Affairs Canada. (2019). *Mandate, mission, vision, values, and ethics*.
<https://www.veterans.gc.ca/eng/about-vac/what-we-do/mandate>
- Vodicka, D. (2020). *Learner-centered leadership: A blueprint for transformational change in learning communities*. Impress Publishing.
- Von Clausewitz, C. (2013). *On war* (J. J. Graham, Trans.). Skyhorse Publishing. (Original work published 1874.)

- Walton Radford, A., Bentz, A., Dekker, R., Paslov, J., & Simone, S. A. (2016, August). *After the post-9/11 GI bill: A profile of military service members and veterans enrolled in undergraduate and graduate education*. (NCES 2016-435) US Department of Education. <https://nces.ed.gov/pubs2016/2016435.pdf>
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(67), 1–9. <https://doi.org/10.1186/1748-5908-4-67>
- Westley, F. (2008). *The social innovation dynamic*. (Report from the Institute for Social Innovation and Resilience). University of Waterloo. <http://sigeneration.ca/blog/wp-content/uploads/2010/07/TheSocialInnovationDynamic.pdf>
- Williams-Klotz, D. N., & Gansemer-Topf, A. M. (2017). Military-connected student academic success at 4-year institutions: A multi-institutional study. *Journal of College Student Development*, 58(7), 967–982. <https://dx.doi.org/10.1037/ort0000244>
- Wong, Q., Lacombe, M., Keller, R., Joyce, T. & O'Malley, K. (2019). Leading change with ADKAR. *Nursing Management*, 50(4), 28-35. <https://doi.org/10.1097/01.NUMA.0000554341.70508.75>
- Woolard, N. A. (2018). Rethinking management group projects with the adaptive leadership model: The lesson is the process. *Journal of Education for Business*, 93(8), 392-402. <https://doi.org/1080/08832323.2018.1496895>
- Zeb, A., Akbar, F., Hussain, K., Safi, A., Rabnawaz, M., Zeb, F. (2019). The competing value framework model of organizational culture, innovation and performance. *Business Process Management Journal*, 27(2), 658-683. <https://doi.org/10.1108/BPMJ-11-2019-0464>

Appendix A

University X—Conceptual Leadership Approach

	<u>Macro level</u> Transformational leadership (idealized influence, inspirational leadership, intellectual stimulation, individualized consideration)	<ul style="list-style-type: none"> • Strategic leadership • Governance and policies • Decanel influence • External stakeholder engagement
	<u>Meso level</u> Adaptive leadership (technical and adaptive challenges)	<ul style="list-style-type: none"> • Faculty approach and climate • Delivery methods • Programs and services • Cross-departmental appointments/liasion
	<u>Micro level</u> Adaptive leadership (adaptive challenges)	<ul style="list-style-type: none"> • Faculty members and staff • Students • Student services • Social support

Appendix B

University X PESTLE Analysis

Factors	Proactive Implications	Reactive Implications
Political		
<ul style="list-style-type: none"> • Federal programming supports • Unified federal support for veterans 	<ul style="list-style-type: none"> • Define current impacted and forecasted population • Favorable environment for partnerships 	<ul style="list-style-type: none"> • Increase organizational knowledge: continued professional development • Broker government and non-government cooperation
Economic		
<ul style="list-style-type: none"> • VAC, DND, SISIP student funding • \$133.9 million for veteran education • Not all students will be funded 	<ul style="list-style-type: none"> • Develop liaison and student services awareness • Identify and track military-connected applications, enrolled students • Explore bursary and awards 	<ul style="list-style-type: none"> • Prioritize funding availability • Reliance on continued federal support • Develop needs-based criteria
Social		
<ul style="list-style-type: none"> • Regional demographics • Potential for additional DND MOU 	<ul style="list-style-type: none"> • Analyze current publicly available data, likely CAF population • Analyze Veteran population • Community support • Leverage existing DND/University X agreements 	<ul style="list-style-type: none"> • Continuous opportunity to self-identify • As warranted, partner with local Veteran/military advocacy groups • Create space for innovation and consensus between government, industry, and institution
Technological		
<ul style="list-style-type: none"> • On-campus and online approaches • Continued education 	<ul style="list-style-type: none"> • Determine student populations • Explore greater remote learning options for serving CAF students 	<ul style="list-style-type: none"> • Review and refine academic support policies • Streamline requirements based on PLARs
Environmental		
<ul style="list-style-type: none"> • Non-traditional recruiting • On-campus space 	<ul style="list-style-type: none"> • Develop military-specific attraction strategies • Review supporting policies • Create student safe space 	<ul style="list-style-type: none"> • Regional, national, and global reach • Student union representation
Legal		
<ul style="list-style-type: none"> • <i>Veterans Well-being Act (2005)</i> 	<ul style="list-style-type: none"> • Equitable practices 	<ul style="list-style-type: none"> • Build on existing policies and identify gaps

Note. Adapted from Deszca et al., 2020.

Appendix C

University X—Change Priorities

Macro-level: University

- Student population identification, self-ID, and tracking
- Communication strategy (online, on-campus, in community)
- Prior learning recognition
- Develop peer-support, student union representation
- Allocation of physical space
- External outreach

Meso-level: Faculties

- Student services development
- Faculty and staff knowledge workshop
- Curriculum review
- Develop specialty courses, degrees, micro-certifications, workshops
- Recognition events

Micro-level: Individual

- Customized orientation
- Identity shifts and transitions workshop
- Dedicated access to informed well-being supports
- Build a community of practice

Appendix D

Readiness Dimensions

Readiness Dimension	Readiness Score
<i>Previous Change Experience</i>	
Has the organization had generally positive experiences with change?	Score 0 to +2: 2
Has the organization had recent failure experiences with change?	Score 0 to -2: -1
What is the mood in the organization: upbeat and positive?	Score 0 to +2: 1
What is the mood in the organization: negative and cynical?	Score 0 to -3: -1
Does the organization appear to be resting on its laurels?	Score 0 to -3: -1
<i>Executive Support</i>	
Are senior managers directly involved in sponsoring the change?	Score 0 to +2: 2
Is there a clear picture of the future?	Score 0 to +3: 2
Is executive success dependent on the change occurring?	Score 0 to +2: 2
Are some senior managers likely to demonstrate a lack of support?	Score 0 to -3: -1
<i>Credible Leadership and Change Champions</i>	
Are senior leaders in the organization trusted?	Score 0 to +3: 2
Are senior leaders able to credibly show others how to achieve their collective goals?	Score 0 to +1: 1
Is the organization able to attract and retain capable and respected change champions?	Score 0 to +2: 2
Are middle managers able to effectively link senior managers with the rest of the organization?	Score 0 to +1: 1
Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Score 0 to +2: 2
Will the proposed change be viewed as needed by the senior leaders?	Score 0 to +2: 1
<i>Openness to Change</i>	
Does the organization have scanning mechanisms to monitor the internal and external environment?	Score 0 to +2: 1
Is there a culture of scanning and paying attention to those scans?	Score 0 to +2: 1
Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	Score 0 to +2: 1
Does "turf" protection exist in the organization that could affect change?	Score 0 to -3: -2
Are middle and/or senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	Score 0 to -4: -1
Are employees able to constructively voice their concerns or support?	Score 0 to +2: 1
Is conflict suppressed and smoothed over?	Score 0 to -2: 0
Does the organization have a culture that is innovative and encourages innovative activities?	Score 0 to +2: 2
Does the organization have communication channels that work effectively in all directions?	Score 0 to +2: 2
Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Score 0 to +2: 1
Will the proposed change be viewed as needed by those not in senior leadership roles?	Score 0 to +2: 0
Do those who will be affected believe they have the energy needed to undertake the change?	Score 0 to +2: 2
Do those who will be affected believe there will be access to sufficient resources to support the change?	Score 0 to +2: 2

Rewards for Change	
Does the reward system value innovation and change?	Score 0 to +2: 1
Does the reward system focus exclusively on short-term results?	Score 0 to -2: 0
Are people censured for attempting change and failing?	Score 0 to -3: 0
Measures for Change and Accountability	
Are there good measures available for assessing the need for change and tracking progress?	Score 0 to +1: 0
Does the organization attend to the data that it collects?	Score 0 to +1: 1
Does the organization measure and evaluate customer satisfaction?	Score 0 to +1: 1
Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	Score 0 to +1: 1
Score	29
Score can range from -25 to +50. The higher the score, the more prepared the organization is for change.	

Note. Adapted from Deszca et al., 2020.

Appendix E

University X—Military-Connected Student SOAR Analysis Results

Situation	Internal implementation team conducted a SOAR planning session to identify strategies, innovations, and approaches for the implementation of an underrepresented student-centric initiative.
Approach	Conducted a SOAR analysis, informed by the change readiness questionnaire.
Strengths	University X is an internationally recognized innovator. Multiple external partnerships at the local, regional, and national levels. Has fostered unique learner focused initiatives. Maintains occasional connections with the Department of National Defence.
Opportunities	Must develop a student-focused, faculty-supported framework that enhances quality of life. Identify well-being, academic, and knowledge mobilization workshop prospects. Create occasions for the inclusion of military-connected student voices in decision-making.
Aspirations	University X is positioned to become a regional and national leader in providing tailored services for military-connected students. Integrate scalable and flexible strategies. Continue to showcase the positive nature of student-faculty interactions and academic support. Support undergraduate and post-graduate students both on-campus and online.
Results	The development of shared meaning-making between the military-connected student population, faculty, administration, and senior leadership.
Outcome	The SOAR analysis prompted the implementation team to include working from an asset-based position in several areas. The outcome produced a shared perspective that is aligned with the strategic framework of University X.

Note. Adapted from Stavros and Hinrichs, 2019.

Appendix F

Military-Connected Campus Framework



Note. The military-connected campus framework supports the institutional analysis in developing an academic and social support plan. These seven pillars represent the required internal and external elements of consideration which contribute to the implementation timeline. Through the detailed contemplation of each of these seven elements, the activities contained in the implementation timeline were produced.