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Exploring how by adopting an adaptive leadership approach, a program Chair can improve the currently insufficient faculty engagement in basic research to meet the requirements set by the accreditation body, in a collaborative nursing program in Ontario.

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Abstract

This Organizational Improvement Plan (OIP) proposes a leadership-based solution that aims to increase faculty commitment to conducting basic research in an Ontario college. The current and future status of research in a Collaborative Nursing Degree program where basic research is mandated by the accreditation body are reviewed. After conducting a comprehensive review of the organizational context, vision, and leadership, contingency theory of leadership was recognized as the most appropriate organizational theory. Guided by contingency theory, distributed and resilient leadership models were chosen to help gain an in-depth understanding of the needs, capabilities, and motivations of the faculty. Kotter's (2012) eight-stage process was chosen as the framework for change planning. This model is a highly structured step-by-step process that helps managers know what they should do and when and how they are ready to move to the next stage (Cawsey et al., 2016). Four possible solutions are examined; creating a research mentor role has been identified as the preferred solution. Quality mentoring has been linked to more successful research activities, improved research productivity, and ultimately, higher professional satisfaction among the mentees. Through connecting with the organizational analysis and the possible solutions, as well as Kotter and Schlesinger's (2008) methods for dealing with resistance to change, a comprehensive implementation plan was identified. The Plan-Do-Study-Act evaluation and monitoring framework was selected to examine the change process. This OIP can be adopted by and applied to similar contexts, where change leadership is used to guide changes to practices and, ultimately, to the organizational culture.

Keywords: Basic research, research mentor, collaborative degree Kotter's eight-stage model, distributed leadership, resilient leadership, PDSA model.

Executive Summary

College X (a pseudonym) was established in Ontario, Canada, over 50 years ago. The college provides education and services to about 42,000 national and international students from 100 different ethnocultural groups at multiple campuses. College X has maintained a strong and steady growth throughout the years and has expanded its global presence by establishing four international campuses between 2010 and 2020. A program offered since 2000 is the Collaborative Nursing Degree Program. The program was initiated when an Ontario university and two colleges, one being College X, signed an agreement to collaboratively offer the partner university's curriculum. Since all three institutes were mandated to offer the same curriculum, the Canadian Association of Schools of Nursing (CASN) was selected as their common accreditation body. A key criterion identified by CASN was participation in basic research. In 2014, the three collaborating institutes went through an extensive accreditation process. The university and the partner college each received a 7-year accreditation, but College X received a 5-year accreditation. Insufficient basic research activities along with deficits in organizational support and systematic policy and practice issues were found as the main contributing factors that have led to the inaccessibility of research resources within the Collaborative Nursing Degree Program. This shortfall was identified as a major concern for both the college and the university administrations.

The purpose of this Organizational Improvement Plan (OIP) is focused on exploring how by adopting an adaptive leadership approach, a program Chair can improve the currently insufficient faculty engagement in basic research to meet the requirements set by the accreditation body, in a collaborative nursing program in Ontario.

In Chapter 1, after a comprehensive review of the organizational context, vision, leadership, and the problem of practice (POP), the contingency theory of leadership was recognized as the most appropriate organizational theory to apply to this OIP. This theory identifies the complexities of higher education and its challenges and emphasizes the fact that

“there is no single best type” leadership model (Lambert et al., 2007, p. 526). Contingency theory focuses on assessing any situation as a unique event and identifies the most suitable leadership style to achieve optimum outcomes (Leithwood et al., 1999, p. 15). By using the contingency theory as my guiding tool, distributed and resilient leadership theories were chosen to improve my understanding of the needs, capabilities, and motivations of the faculty to enhance their engagement in the change process (Black, 2015). Four questions were identified to guide the planning, development, implementation, and evaluation of the change process.

There is a lack of trust, aggravated by the high turnover of the administration team and the time constraints of this initiative. How can the trust between the administration and faculty be mended?

Resistance to change, which is a faculty culture in the Nursing Degree Program of College X, can be a major obstacle in achieving the desired results in basic research. How can the faculty be influenced to become more receptive to change, and how can the policies be revised to facilitate the implementation of this change?

Neither the faculty collective agreement nor their individual contracts identify basic research as a core responsibility for the faculty, and this only adds to the complexity of the matter. How can the faculty be influenced to be more receptive to change, and how can the policies be revised to help with the implementation of this change?

Based on the preliminary surveys, inadequate mentorship and training were identified as the two key issues (i.e., factors). Can closer involvement with the college’s Research Office and holding regular training sessions, as per the faculty request, improve their engagement with research?

In Chapter 2, collaborative leadership models are discussed as the most common and successful leadership models within higher education (Thompson & Miller, 2018), and a combined distributed and resilient leadership approach is further deemed suitable to address this POP in the context of the Collaborative Nursing Degree Program at College X. After

reviewing three change frameworks, Kotter's (1996) eight-stage process was chosen as the framework for change planning. The model has been described by Cawsey et al. (2016) as a "highly structured step by step process that helps managers know what they should do, when they should take specific actions, and when and how they are ready to move to the next stage" (p. 57). Furthermore, three possible solutions are examined, and creating a research mentor role was identified as a preferred solution, as various studies showed that quality mentoring has been linked to increased successful research activities, improved research productivity, and ultimately, professional satisfaction among the mentees (Bonnie et al., 2017; Pfund et al., 2016).

In Chapter 3, implementation, communication, and evaluation of the change plan are reviewed. Through connecting with the organizational analysis and the possible solutions as well as Kotter and Schlesinger's (2008) methods for dealing with resistance to change, a comprehensive implementation plan was identified. As part of the implementation plan, short-, medium-, and long-term goals are verified in this chapter, which are focused on enhancing the research infrastructure, expanding research activities, and increasing internally and externally funded research. This chapter also identifies a Plan-Do-Study-Act (PDSA) four-stage evaluation and monitoring framework (Langley et al., 2009) to examine the change process (Plan), its implementation (Do), the outcome (Study), and required adjustments to the change plan (Act) to enhance the future success of the plan (Babich, 2018; Langley et al., 2009; Moen & Norman, 2010).

In the future consideration section of Chapter 3, the next step of this OIP is discussed, which is the sustainability of the research practices within the Collaborative Nursing Degree Program. The identified future steps include organizational policy review, enhancing collaboration with the program stakeholders in the area of research, and securing a research fund for the Collaborative Nursing Degree Program at College X.

Acknowledgments

This OIP is the product of a three-year journey through the University of Western Ontario's Doctor of Education program. I am grateful to many individuals and groups for their ongoing support. Thank you to the Faculty of Education's staff, who helped me find my way through this intricate journey. Incredibly special thanks to Dr. John Scott Lawrey and Dr. Evelyn Glube, my supervisors, for their patience, understanding, and continuous support. They are a world of knowledge who shared with me their experiences at every step of the way and inspired me to continue even through the toughest times. Thank you equally to my cohort classmates, who also offered their ongoing inspiration and diverse points of view. Finally, thank you to my beloved husband, Shahab Sagheb, for his presence, patience, unconditional support, motivation, insight, technical assistance, and proofreading my work. To my brilliant daughter, Sepideh Sagheb, who I hope becomes a strong and independent woman in the coming years, I did this not just for me, but for you.

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Abbreviations

AAUP	American Association of University Professors
ACCC	Association of Canadian Community Colleges
AECA	Academic Employees Collective Agreement
AVP	Academic Vice President
CASN	Canadian Association of Schools of Nursing
College X	A community college in Ontario
OIP	Organizational Improvement Plan
PDSA	Plan-Do-Study-Act
POP	Problem of Practice

Chapter 1: Introduction and Problem

Chapter 1 introduces the organization, a community college in Ontario (College X), provides a history of the organization, its structure and context, as well as the problem of practice (POP) that focuses on deficiency of faculty engagement with basic research within the Collaborative Nursing Degree Program at College X. Basic research refers to research intended to enhance the current scientific knowledge (Bentley et al., 2015). In this chapter, the organizational context, my leadership lens, leadership theories and models, the framing of the problem of practice, and the rationale for the chosen leadership approaches to the POP are discussed.

Organizational Context

College X was established in Ontario, Canada, over 50 years ago. The college provides education and services to about 42,000 national and international students from 100 different ethno-cultural groups on multiple campuses. Over 260 certificate, diploma, and bachelor degree programs are offered at the college in the areas of health and wellness, academic updating, business, technology, and art. College X has maintained a strong and steady growth throughout the years and has expanded its global presence by establishing four international campuses between 2010 and 2020. The organization from the political, economic, and socio-structural perspectives are examined in this section. The organizational vision, strategic directions, organizational structure and institutional leadership, and individual leadership approaches will also be explained.

Political

College X has numerous ties with national and international communities, industries, health care organizations, governmental and academic institutions, and major financial entities. These long-standing partners of College X make the college a powerful social and political enterprise. The governance of higher education institutes is often influenced by multiple

stakeholders, including other academic institutions, communities, industry, regulatory bodies, and government agencies (Saad & Pardhan, 2011). College X, like other higher education organizations, is influenced by external and internal stakeholders, which results in internal conflicts and power struggles, forming multiple sub-cultures and development of opposing values.

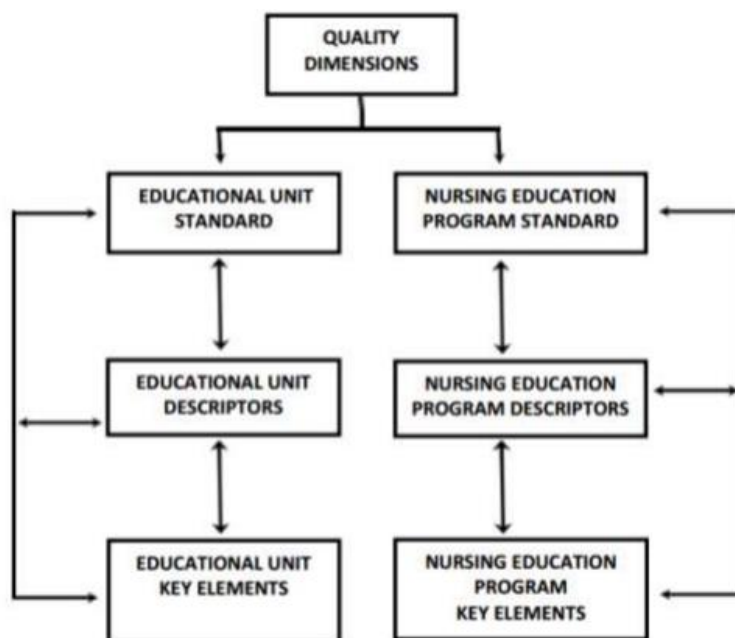
The Collaborative Nursing Degree Program (CND Program) is a bachelor's degree program that offers the curriculum of the university partner. Accreditation of this program at both institutions is conducted by one accreditation body, the Canadian Association of Schools of Nursing (CASN). CASN was established in 1942 to "promote national standards of excellence for nursing education" (Baker et al., 2012, p.6) through assessing the nursing education units as well as the nursing education programs. The process was developed when nursing degree programs were offered only at Canadian universities and not the colleges; therefore, the accreditation criteria are mostly aligned with university policies, mandates, and governance. The process informs the academic and administrative teams of the relative strengths, opportunities for improvement, and possible solutions to meet the required standards. CASN's (2014) accreditation framework identifies the elements that get assessed against a set of predetermined standards in two main categories: (a) educational unit and (b) nursing education program (Figure 1). Four overarching quality dimensions of relevance, accountability, relatedness, and uniqueness are reflected in the standards, descriptors, and key elements of each set. The research component belongs to the educational unit category (CASN, 2014).

When Ontario colleges started offering nursing degree programs in 2000, the absence of alignment between the university and college policies, mandates, governance, and infrastructure created fundamental issues for College X, which are described in detail later in this chapter. As a result, there has been some disconnect between the college strategies and mandates and those of the CND Program, which has caused tension among the college executive, CND Program, and the university's leadership teams. For example, conducting basic research is one of the

accreditation requirements identified by CASN (2014), which is also a core responsibility for the university faculty. College X, on the other hand, does not recognize conducting basic research as faculty's core responsibility, which has created historical issues regarding the faculty workload.

Figure 1

Accreditation Standard Framework



Note: *CASN Accreditation Program Standards* (p. 7), by Canadian Association of School of Nursing, 2014. Reproduced with permission.

Economic

College X is one of the top 10 Ontario colleges with positive enrollment trends. Despite this fact, like many Canadian colleges, the number of national enrollments has declined in recent years. Along with reduction in provincial funding for higher education institutes and increased expenses due to the development of new campuses, the college has adopted an internationalization strategy to increase its income to recover its loss of revenue. Most of the key college programs, such as engineering and business, have more international students than others. The exceptions to this trend are Collaborative Degree and Bridging to University Nursing

Programs, where the majority of students are nationals, and enrollment criteria are highly competitive. This program is also a critical source of income for the college, as the Ontario government grants special operation funding to collaborative programs (Boggs & Trick, 2009).

Sociocultural

The Ontario community has significantly changed in the past 20 years and has transformed to a highly diverse and multi-cultural environment. “The share of immigrants to Canada settling in Ontario has been increasing over the past few years, from 36.8 per cent in calendar year 2014 to 44.9 per cent in 2020” (Government of Ontario, 2021, Immigration section, para. 1). More than 50% of the residents in the Greater Toronto Area, where College X is located, are visible minorities, and 50% of them are between 20 and 50 years of age (City of Toronto, 2019, p. 11). This demographic is not reflected within the full-time faculty of nursing programs at College X. Nearly 56% of the faculty are between 55 and 65 years of age with more than 25 years of working experience at the college. Only six new full-time faculty have been recruited in the past eight years, and only two of them hold a doctorate degree. The dominant culture is led by a few senior faculty members as unofficial leaders and is openly resistant towards change. This is evident through the program’s history, the feedback of the Academic Vice President (AVP), the dean, and the chairs of the other programs. Any new initiative introduced to the program in the past 15 years received major resistance by the faculty team. The *Change Readiness Survey* (College X, 2019-a) also confirmed the existence of a resistance culture within the faculty. This survey’s findings will be discussed in the “Gap Analysis” section of this chapter.

Vision, Values, Goals, and Strategic Directions

College X’s core values are caring, capacity enhancement, capabilities, and commitment. The college aims to transform lives and communities through learning, create a collaborative learning environment, and enhance its local and global social networking (College X, 2013). Its

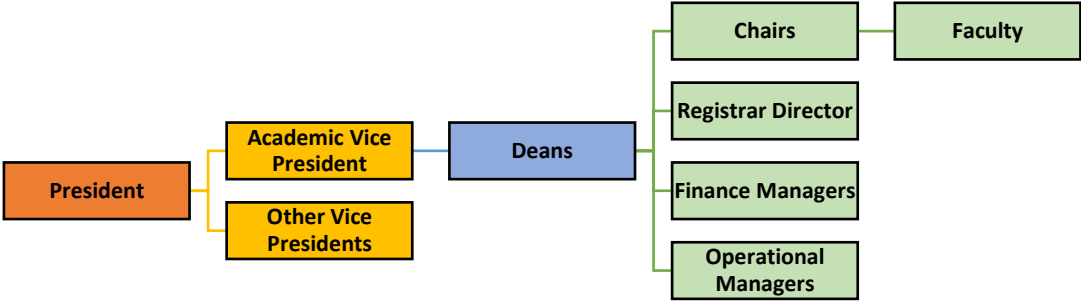
current *Strategic Plan* (College X, 2020-b) emphasizes collaboration, partnership development, Indigenization, innovation, internationalization, sustainability, enhancing applied research, and continuous development. Applied research refers to research intended to answer a question or solve a practical problem by using the existing knowledge (Bentley et al., 2015).

Organizational Structure and Institutional leadership

As the highest decision-making body at the College, the Board of Governors is an important partner in supporting environments that build the capacity and desire in all individuals to learn and to develop fully. The Board operates subject to the conditions and restrictions contained in the *Ontario Colleges of Applied Arts and Technology Act (2002)* and other relevant pieces of legislation. It is composed of 14 appointed governors, four elected governors, and the President of the College in compliance with regulations.

The executive leadership team at College X consists of the President and a number of vice presidents. This team oversees the academic deans who are in charge of their respective schools, a group of chairs, the Registrar Director, and the finance and operational managers (Figure 2). The structure has not changed for the past 10 years, even though a new President was appointed within the last two years.

Figure 2
Executive Leadership Structure of College X



There is continuous emphasis on collegiality and shared decision making at the faculty, chair, and dean positions, but at higher levels, heterarchy is the dominant paradigm. According to Manning (2017), heterarchy is combined of hierarchy and collegial models, with three main characteristics: (a) horizontal operations, (b) stimulating cooperation, and (c) leveraging individual resources. In heterarchical model, collaborative decision making and agreement-based leadership exist at various levels (Stephenson, 2009).

That being said, in the CND Program, some decisions are influenced by external factors such as accreditation criteria. In this case, the criteria are mandated by a third party, with no possibility of negotiation and with no input from either the faculty or the leadership teams. Among those are the firm research requirements for the Canadian nursing programs, which are developed by CASN (2014) and are expected to be followed by those programs. As a result, and due to lack of involvement with the decision-making process, some faculty often resist complying to those criteria regardless of their importance to the program's survival. Resistance to change influenced by external factors has been identified by many scholars as one of the weaknesses of the collegial model of leadership (Bolden, 2011; Kotter, 2012; Manning, 2017).

Established Leadership Approaches

In their *Strategic Plan*, College X (2020-b) has identified the characteristics of the college's work environment and its commitments toward its students and employees. The College emphasizes the importance of creating a supportive environment for the employees to achieve their individual leadership potentials, adopting the approaches and goals to meet their needs, ensuring tailored professional development plans are created based on personal ambitions and interests, and the importance of developing a robust system to obtain employee feedback on a regular basis. In their *Book of Commitments* (College X, 2013), the college also frequently highlights the significance of nurturing improvement of the collaborative working

relationship among employees as well as providing frequent opportunities to individuals to explain their challenges and receive necessary tools to fulfill their responsibilities.

Based on reviewing the *Book of Commitments* (College X, 2013) along with the college's mission and vision found in the *Strategic Plan* (College X, 2020-b), a dominant interpretive paradigm is presented in College X's institutional documents. Interpretive methodology aims to understand the phenomena from an individual's perspective, exploring communications among people as well as "the historical and cultural contexts" related to each phenomenon (Creswell, 2009, p. 8). Interpretivism focuses on understanding behaviours and analyzes those behaviours from the individual's perspective (Cohen et al., 2007). Interpretivism identifies the interindividual different roles as social actors (Saunders et al., 2009). From the ontological point of view, interpretivism seeks access to reality through social constructions like language and shared meanings (Myers, 2011). Epistemologically, the aim is to understand any situation, the POP in this case, through the interpretation of each individual, including the chair, faculty, administrators, and the CASN (2014) standards of that particular situation (Myers, 2011).

Leadership Positions and Lens Statement

In this section, my personal leadership approach and leadership philosophies will be explained.

Individual Leadership Approach

My leadership values and philosophy are influenced by my personal values. In my personal life, authenticity, honesty, and transparency are of utmost importance. These qualities shape the foundation of my leadership values. Some of the core principles of my leadership philosophy are transparency, respect, empowering my team, meaningful and ongoing communication, and building trustworthy relationships. My values are deeply aligned with the collegial leadership and decision-making models that lead to transparent communication, creating a shared vision, enhancing trust among team members, and increasing engagement and

collaboration. As confirmed by various literature sources, these elements are the ingredients of a successful change process (Kotter & Schlesinger, 2008; E. H. Schein, 2015).

Personal Position and Leadership Philosophy

My leadership philosophy and the college's dominant paradigm are aligned in valuing employee experiences, realities, perspectives, and interpretations. Both accentuate the importance of including those realities into day-to-day operations, programs, and future academic and strategic planning. This alignment is important because it creates consistency within the college leadership vision among various levels from the president to the chairs. It also ensures consistency in the communication and messages sent to the faculty team regarding the college values and enhances the executive leadership team's support of the program's chair.

Leadership has been defined as "a process whereby an individual, influences a group of individuals to achieve a common goal" (Northouse, 2015, p. 6). Leadership in education has been identified as leading an educational organization towards reaching particular goals by utilizing the accessible resources and ensuring the cohesiveness of the organization in the process (Ololube et al., 2013). Many theories shared similar definitions of leadership; however, research has found that no one particular leadership style can be implementable or effective in every situation (Glynn & DeJordy, 2010).

I believe that good leadership takes multiple approaches, is influenced by the leader's personal characteristics, and is informed by the needs of the organization and its available capacities. Leadership theories have many overlapping principles and many sizable flaws. By using a few theories as guiding tools, a fluid environment can be created that allows for open communication and information sharing, broadened teamwork, role shift as per competence, innovative problem solving, and advocacy for change (Heifetz et al., 2009).

Leadership Theories

To find the most suitable organizational leadership theory, it is also critical to understand which theory best suits the higher education context. In this section, I have reviewed three key theories: (a) transactional, (b) transformational, and (c) contingency, and I have rationalized which one is my preferred framework and why it will be used in initiation, implementation, and evaluation of my OIP.

Transactional Theory

Transactional theory focuses on supervision, organization, and performance; the transactions between the leaders and their followers; as well the performance of the followers as a group (Charry, 2012). Transactional theory may be relatively effective in organizations with hierarchical structure, where the culture of shared decision-making is not promoted and the leader has the agency to adopt coercive power if required (Jayasingam et al., 2009), which is not applicable in most higher education settings. Collegial decision-making and shared governance comprise the dominant culture at the dean and chair levels in College X, where faculty see themselves as independent experts who are involved with the organizational decision-making apparatus at various levels (Blackmore, 2007; Heifetz et al., 2009; Matzenberger, 2013).

Transformational Theory

This theory focuses on the connections developed between leaders and followers that result in mutual motivations in both groups (Lamb, 2018). Transformational leaders possess high ethical standards, are confident, can communicate effectively, and inspire followers to understand the importance of the defined goals (Charry, 2012). They are often seen by their followers as effective and motivating (Bass, 1990). Lai et al. (2020) indicated that strong and influential transformational leaders can improve the organizational culture and implement positive change with minimum difficulty, although due to its alignment with the prevailing shared governance culture of these institutes, the theory has also been criticized.

According to Nye (2008), “[Transformational leaders] can inspire and unite followers, but effectiveness and ethics can suffer” (para. 1). The followers often develop strong emotional connections with transformational leaders and may choose to ignore manipulative behaviour of the leaders who choose to abuse their power (Bass & Steidlmeier, 1999; Stone et al., 2002). As an example, faculty can be influenced by a transformational chair to engage in research activities without compensation or formal work allocation when they do not even possess the experience and knowledge to do so effectively. Instead of creating opportunities for systematic professional development in the area of research and allocating sufficient time and resources to faculty to engage in research activities, a chair can manipulate the faculty to engage in mediocre research activities for the chair’s self-gain and personal advancement.

In my perspective and based on my understanding of the CND Program context, I do not believe that this model would be applicable. Faculty do not trust the leadership team within this particular program due to frequent turnover of its leaders, negative past experiences with other initiatives, and the dominancy of a resistant culture. In order to implement a transformational theory, relationship and trust should be first built among the two groups, which will be a lengthy process due to the current existing issues. College X needs to implement change in under two years; therefore, such practice may not be justifiable.

Contingency Theory

This theory identifies the complexities of higher education and its challenges and emphasizes the fact that “there is no single best type” of leadership model (Lambert et al., 2007, p. 257). The theory focuses on assessing any situation as a unique event and identifies the most suitable leadership style to achieve an optimum outcome (Leithwood et al., 1999, p. 15). Unlike many other theories, this does not provide a fixed perspective and a one-size-fits-all approach, as multiple shifting influencers can affect the change process at any given time concurrently (Yukl, 2008). Success relies on the style of leadership, characteristics of the followers, and

situational attributes of the organization (Charry, 2012). This approach is dynamic and allows leaders to adopt strategies according to the present situation (Tyssen et al., 2014). It also makes it easier for leaders and followers to collaborate, make shared decisions, address the existing issues, and adhere to the best approach (Charry, 2012). Since the leader has the ability to examine the specific conditions of the organization and adopt the most suitable approach to the situation, offering individualized support and guidance to followers is feasible (Tyssen et al., 2014).

Despite the criticism around this theory, I believe it is the most-suited leadership approach in this context. Various contributors exist within this problem of practice, and the ability to approach each group of variables from an appropriate perspective enhances the chance of success through the change process. Identified criticism included that the leaders might be misadvised by the followers, might not be able to address some aspects of the change process due to the complexities of the approach, and may not be able to examine enough evidence due to literature limitations (Landis et al., 2014). To address these issues, as the chair of the program, I plan to obtain information from various sources, work closely with the program stakeholders, including the dean, to ensure all the aspects of the POP are identified, and to carefully obtain and examine the existing evidence.

Leadership Models

Considering the contingency theory, I have chosen two leadership models, distributed and resilience, which are discussed in this section. This section along with the first part of the Chapter 2 explains how these selected models have the capacity to better guide me through my journey as a higher education leader.

Distributed Leadership

A body of research has shown that faculty of higher education see themselves as independent, ethical, and principled in their roles (Bolden, 2011; Khan, 2017; Wang & Siddiqui,

2010). Having greater responsibilities and playing challenging roles make academia appealing for many (Lara & Hughey, 2008). Personal and professional autonomy support the faculty to become more flexible and creative and enhance their ability to make decisions to be satisfied in their jobs (Khan, 2017) Professional performance and job satisfaction will improve when faculty feel they are valued and empowered through involvement in organizational decision-making processes. Those also show improvement when faculty have the autonomy to incorporate their leadership skills not only in teaching and research, but also in solving high-level problems within their academic agencies (Lipman-Blumen, 1996, p. 54).

Distributed leadership creates the necessary environment for empowering all employees at all levels to assume leadership where they feel competent. Power and decision making are broadly distributed, and the responsibilities are assigned to the most qualified employees based on capability and competence. Historically, higher education “has operated under the principles of shared governance and collegial decision making” (Middlehurst, 2012, p. 103). Due to the complex nature of the higher education environment, including rapid changes in demographics and culture, everchanging technology, fast pace of globalization, and competing for the limited resources (Lipman-Blumen, 1996, p. 66), a variety of expertise is required to conduct timely problem solving and decision making. According to Northouse (2015), effective distributed leadership will result in increased transparency within the organization, enhanced teamwork, collaboration and communication, advanced innovation and creativity, boosted sense of ownership and autonomy, and ultimately, greater team productivity. As the Chair of the CND Program, I have the agency to enhance team engagement by creating an environment that fosters distributed leadership, by inspiring the faculty to practice their leadership capacities pertaining to research at various levels and encouraging collaborative problem solving and innovative approaches to scholarly activities.

Resilient Leadership

Another critical aspect that needs to be addressed in the context of leadership is the uncertainty, unpredictability, and everchanging characteristics of the modern world, with higher education not being an exception. Adapting resilience to survive and prosper seems not be an option, but a necessity for academic leaders (Blackmore, 2007; Heifetz et al., 2009; Lane & Johnstone, 2013; Matzenberger, 2013). Research identified the main characteristics of resilient leadership as flexibility, adaptability, agility, distinctiveness, and alignment. To expand their organization's capacity to change, increase productivity, and plan for the future, such leaders would encourage innovation, create a supportive organizational environment, enhance diversity, and optimize communication (Lane & Johnstone, 2013).

For the success of my OIP, increasing primary research among the faculty of the CND Program at College X, applying the principles of the resilient leadership model is critical. Using this model will enhance my understanding of the needs, capabilities, and motivations of the faculty to enhance their engagement in the change process (Black, 2015). These leadership models will be further discussed in Chapter 2.

Leadership Problem of Practice

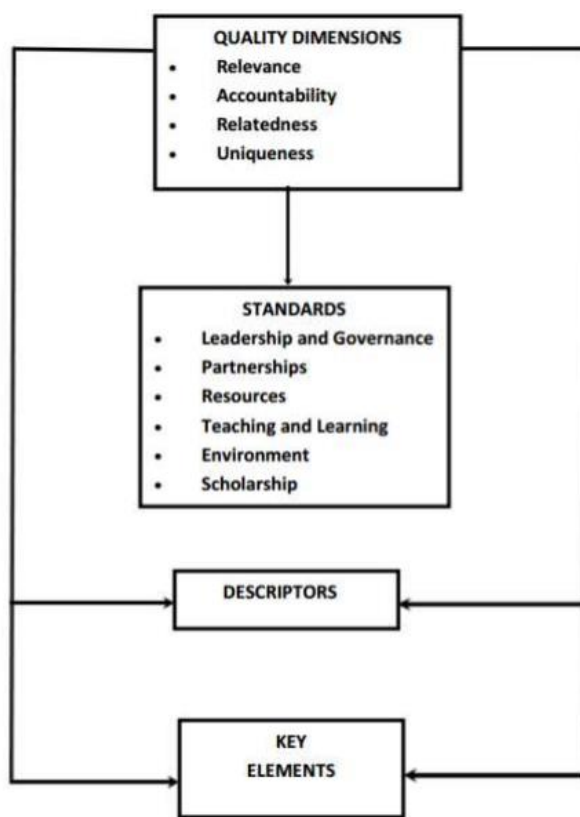
This OIP assesses a POP aimed at exploring how by adopting an adaptive leadership approach, a program Chair can improve the currently insufficient faculty engagement in basic research to meet the requirements set by the accreditation body, in a collaborative nursing program in Ontario. Participation in basic research is a key standard of the scholarship element of the "Educational Unit Standard Framework" (CASN, 2014, p. 9; refer to Figure 3). The faculty of nursing education programs are expected to apply for basic research grants, participate in basic research activities, and disseminate their findings by publishing and presenting them.

In 2017, the three collaborating institutes went through an accreditation process when Two partner institutes received a 7-year accreditation. College X received a 5-year accreditation

due to insufficient basic research activities This shortfall was identified as a major concern for both the college and the university administrations.

Figure 3

Educational Unit Standards Framework



Note: *CASN Accreditation Program Standards* (p. 9), by Canadian Association of School of Nursing, 2014.

Although conducting basic research was not the priority for College X, maintaining a successful partnership with the partner university and obtaining the prestigious national accreditation were critical. This would not only promote the college's status in the community, but also secure the program's budget as allocated by the provincial government. The concern of the university was mainly the necessity of its involvement with the accreditation process as the

leading partner and the burden of the required effort on its human and financial resources. The significant cost associated with any accreditation process was a shared concern for all parties.

This brief history highlights the necessity of making a series of reforms to increase and boost the basic research activities within the CND Program at College X, as set by the accreditation body(CASN, 2014), and to avoid shortfalls in the upcoming 2022 accreditation. The critical question is: What are the most effective ways to achieve this goal within its time constraints, the available resources, and the restraining factors, and finally, how might one measure the success?

Gap Analysis

According to the recent gap analysis conducted internally by me as the Program Chair, the volume of the current basic research activities is below the standard level as set by CASN (2014), which had been labeled as unsatisfactory. The gap analysis included surveys from the faculty, the former program chair, the dean and the university partner. I also carefully reviewed the previous accreditation documents and recommendation letters received by CASN.

Unfortunately, the guidelines of the accreditation body were not explicit in this area and did not clarify the number of projects, publications, presentations, and other scholarly activities to meet its requirements. That being said, in a formal inquiry conducted by me, the CASN representatives indicated that increasing combined basic research activities by 25%, including all means of research and its disseminations, would result in obtaining the level required for the maximum accreditation duration of seven years. By 2017, the end of the previous accreditation cycle, a total number of 18 basic research activities, including five grant proposal submissions, five publications, and eight presentations, were conducted by the faculty. This combined number for these activities must be increased to 22–23 by 2022.

According to the CASN report and College X's (2019-b) organizational analysis conducted by me as the Program Chair, absence of a systematic infrastructure to support basic

research, misalignment of the college policies and its strategic plan with the accreditation requirement of the program, and the program governance within the hierarchical system of the college were found as the leading factors that had caused the gap.

Nonetheless, even though these factors were common among Ontario colleges, the research outcomes of the collaborative nursing programs across those institutes were inconsistent. Some college programs were as successful as their university partner in the area of research, while many others failed to meet the basic requirements. In conversation with some colleagues from colleges with more successful research portfolios, I understand that several exceptions, especially in the areas of policy and resource allocation, have been made for those programs. Those exceptions were granted through internal processes and by the respective college executive leadership team in order to provide sufficient support to the CND Program in meeting accreditation standards. For instance, some colleges allocated specific research funds to the collaborative nursing programs, and some allowed the inclusion of grant proposal and dissertation preparation time in faculty's workload.

My investigation also revealed other factors that had led to research success in those programs, including the low turnover of program chairs, familiarity of the Dean and AVP with program requirements and needs, as well their engagement with the accreditation process. Steady presence of the program chairs and deans not only helped them better understand the program needs with respect to accreditation, but also provided opportunities to enhance trust between the faculty and leadership teams. Such trust can influence the organizational commitment and productivity (Rawung, 2013) in various areas, including accreditation. The involvement of the executive leadership team with the accreditation process will enable them to better understand the process and make informed decisions in providing accreditation support to the respective programs. The issue of trust and leadership support is discussed in length in Chapters 2 and 3.

Framing the Problem of Practice

As mentioned earlier, this OIP aims to explore how by adopting an adaptive leadership approach, a program Chair can improve the currently insufficient faculty engagement in basic research to meet the requirements set by the accreditation body, in a collaborative nursing program in Ontario. In this section, broader factors and practices shaping the POP will be reviewed through an historical overview and a literature review.

Historical Overview of the Problem of Practice

From the beginning of the 21st century, Ontario colleges' faculty have experienced a major revolution in their roles, with much preference given to research activities. While in the past the college faculty were hired for content delivery in their areas of expertise, now many are expected to engage in research. The situation was further complicated when the colleges became involved in collaborative degree programs with universities. These programs, including the CND Program, had to go through the same accreditation processes and meet the same standards as the universities, with basic research being a main criterion. Although conducting applied research had been adopted by many colleges as a response to community needs, there was still no justification for conducting basic research, as was customary in universities, to create new knowledge. Therefore, conducting basic research was not deemed necessary for colleges, where most of the research resources were dedicated to applied research (Bathelt, 2001).

As the Chair of the CND Program at College X, I had experienced firsthand the challenges associated with basic research activities in the college sector. From the structural point of view, conflicts existed across internal policies and misalignment of those policies with the required accreditation criteria, which added to the complexity of the matter. Clearly, standards for the collaborative programs are different from those of the non-degree programs, yet the policies, contracts, collective agreement, and resources were the same

From the leadership perspective, the AVP, School of Health Sciences Deans, and sometimes even the new chairs of the nursing programs were unaware of the specific needs of the CND Program, especially in regard to accreditation and research as an accreditation criterion. Another challenge is that the turnover of chairs and deans in the School of Health Sciences is relatively high. It normally takes some time, often 6–9 months, for these new leaders to get a grasp on the needs, challenges of the program, and ultimately communicate those to their respective team. Historically, the chairs worked in the nursing program for only 1–2 years, so they did not stay long enough to fully develop any long-term plan of action or supervise its successful implementation.

Literature Review

Increasing faculty engagement with research can be studied from various angles. One is the concept of engagement as a general term that identifies the influencing factors behind the engagement of faculty in institutional activities. Another would be the concept of resistance to change, which is the most significant challenge that an organizational change leader encounters (Heifetz & Linsky, 2017; McBride, 2010). A brief literature review of the above considering organizational theories and practices has been provided in this section.

Engagement does not only refer to the faculty's professional commitment, but also to the psychological connection and sense of belonging to the work. Engagement encompasses the situational, institutional, and individual factors in the faculty environment. The situational and institutional contexts imply that external drivers such as governance, in fact, affect faculty engagement (Wade & Demb, 2009). The role of leadership and governance is becoming increasingly complex and dynamic as a result of changes in the world; it is assumed that leaders must have well-developed skills, including communication, management, cross-generational knowledge, and a high level of participation, to inspire faculty engagement (Alghanim &

Alhamali, 2011). Faculty engagement is multifactorial, with governance being one of its main tenets.

There is a gap in literature that specifically explores the level of engagement in basic research among the faculty of the collaborative nursing programs, but several studies have investigated the issue of research in North American colleges. Those studies suggested that interest in research and research activities is significantly increasing in the college sector, but in a disorganised manner (Fisher, 2010). Lack of internal and provincial governing policies, ambiguity of academic collective agreements in the area of research, and lack of training and support for faculty have been identified as some factors that have negatively influenced research activities in the past (Fisher, 2010; Herteis, 2010; Madder, 2005).

Conducting research has become considerably important in Ontario colleges in order to meet the needs of the communities they serve. Unfortunately, neither the academic collective agreement nor the internal policies have evolved accordingly to support the application of this new mandate. In comparison with universities, Ontario colleges have different challenges to deal with in relation to the identification and accommodation of the research activities. Unlike university faculty who are expected to conduct basic research according to their academic collective agreement and contract, the college faculty are not expected to conduct any research activities (Fisher, 2010). According to Colleges and Institutes Canada(2013), Canadian colleges are not able to develop their research activities because of several limitations regarding policies and the number of faculty members and institutional resources that they dedicate to research. Even though the CND Program has run actively for nearly 20 years, the infrastructure of the college, its collective agreement, and policies still do not fully support the needs of the program. This is a common problem in collaborative degree programs in Ontario, where there is misalignment among the accreditation criteria, college policies, and the collective agreements that create major conflicts in these programs (Hu & Gill, 2000).

Resisting change or favouring status quo is a universal bias and a major factor that affects employee engagement with organizational change (Hagner, 2000, p. 30). Faculty resistance to a necessary change threatens the organization's "ability to meet new challenges and continue growing" (McBride, 2010, p. 6). The fear of losing control, possibility of increased work, and the endowment effect are some influencers of this bias (Koenig, 2018). Lack of trust in management, leaders' failure in creating a shared vision and a supportive environment for initiatives, poor communication, a history of broken promises, and not considering the faculty's feedback and input have been identified as other reasons behind resisting change in higher education (George, 2010; Madsen, 2008).

According to Northouse (2015, p. 257), change is an inevitable aspect of growth and improvement; therefore, it is safe to assume that all organizations go through change in one way or another. In higher education, frequent change and adaptation is a matter of survival. Higher education is constantly under pressure to gain greater access to different modes of learning, new technology, a bigger pool of diverse students, global market, and greater funding (Amirault & Visser, 2009). To manage change and address resistance to change effectively, higher education leaders need to take an adaptive approach to support their employees' and organization's response to change and "mobilize people to tackle tough challenges and thrive" (Heifetz et al., 2009, p. 14).

As explained earlier, distributed and resilient leadership are my chosen leadership approaches, which have been identified by literature as adaptive approaches to leadership. Distributed leadership, which is the product of collaboration and cooperation among individuals, does not have definitive borders (Bolden, 2011). Different leadership functions can be distributed among various team members, which enhances the diversity, adaptability, and team approach in the decision-making process (Yukl, 2008). Empowering individuals to adapt to leadership functions will also enhance organizational capacity and will influence the organizational commitment (Baloglu, 2011).

Likewise, adaptability is the foundation of resilient leadership, which focuses on overcoming the challenges and crisis by using adaptive strategies and actions (Lengnick-Hall et al., 2010; Välikangas et al., 2012). Resilient leaders create a safe environment to welcome new ideas and creative solutions as well as facilitate collective learning to convert threats to opportunities, especially during a crisis (Parsons, 2010). The importance of these adaptable approaches to reduce faculty resistance to change in the context of basic research, obtain informal leaders' buy-in, and create a culture of resilience and collaboration will be discussed in Chapter 2.

Organizational Framework

To better understand and analyze the practices and factors shaping my POP, I am going to use Bolman and Deal's (2017) organizational framework. This model consists of four frames: (a) structural, (b) human resources, (c) political, and (d) symbolic. This model guides organizational leaders to assess, understand, and analyze the issues within their organizations through these four perspectives. Literature suggested that culture can be led to decrease resistance to change (Chaffee & Jacobson, 1997), but also identified the difficulty of changing any organization's culture and structure, including higher education as a complex system that captivates individuals to maintain and sustain its status quo (Heifetz et al., 2009). A discussion of the culture and structure of College X and the CND Program incorporates Bolman and Deal's structural and symbolic frames. The political and human resource frames concerned with addressing organizational conflicts and employee needs are embedded in the content of these two frames, so they have not been discussed separately.

Structural and Political Frames

The focus is on the organization's structure as well as rules and policies that help align individual efforts with the organizational goals. Using this frame, two main structural barriers have been identified that have negative effects on research activities within the CND Program. The first one is related to workload allocation. In Ontario colleges, a Standard Workload

Formula tool is being used by program chairs to assign, measure, and monitor workload. This tool has been identified by the Academic Employees Collective Agreement (AECA) as the only tool that can be used for the purpose of workload allocation (Government of Ontario, 2017, p. 85). According to the AECA, the full-time faculty are required to work 44 hours per week, with 20 hours for instructional purposes and the rest on preparation, evaluation, and administrative duty, which is calculated by the formula. A faculty with full teaching load will not have any time left to conduct research.

This formula has been in effect for almost 28 years with no revision. It still recognizes research not as a core, but a complementary function, so the academic collective agreement does not necessarily identify research as a faculty mandate. The policy is the same for the degree programs, where basic research is critical for the program's survival and is also an accreditation requirement (Ovington et al, 2003). The college policy may allow for temporary reduction in teaching and other responsibilities if a faculty receives a research grant, but in order to reach that point, faculty must use their personal time to do the preliminary work for proposal preparation and application submission. Achievement of these proposed possibilities, however, depends on the working relationship between the faculty and its departmental management as well as the faculty's dedication to work (Holmes, 2017). According to Fisher (2010), "College faculty are full time teachers with no expectation, tenure, or promotion specially related to research activities. Proventially negotiated academic Collective Agreements are predominantly silent on this issue" (p. 20). Due to these facts, many nursing faculty have reservations regarding research activities. They see research not as part of their work, but as an added work on top of their full workload.

This issue has been addressed by some colleges, including College X's program partner college, by making exceptions and bending the rules in the faculty workload to include the time allocated to grant proposal preparation and dissemination-related tasks. Of course, such major

deviation from the college policy would not be possible without the executive leadership team's support.

Another barrier is related to the program chair's role. As previously discussed, similar to many college middle managers, the collaborative nursing program chairperson is under pressure from multiple sources. The chair is expected to advocate for the program and the faculty in order to facilitate their research activities. The chair is also expected to lead the program to meet the accreditation criteria and obtain optimum accreditation. All should be achieved as the chair follows the college policy and academic collective agreement, which expects all faculty to have a full teaching load, does not allow much time for conducting research, and does not even recognize basic research as a critical component of receiving accreditation. In this situation, the chairperson lives in constant conflict with both the faculty and the college's executive leadership team, which makes it difficult to maintain a healthy and productive relationship with either group. Good relationships between the faculty and administration are needed for a healthy and productive work environment. Cases of *them versus us* often cause mistrust between the faculty and the administration and contribute to poor faculty engagement. According to Robert Scott (2020), the literature on the relationship between the faculty and admin points to a picture of a relationship that is adversarial and conflict laden. According to Leslie et al. (2013), the faculty often cite a conflict of interest when they mistrust the allocation and use of resources, which often leads to poor faculty engagement. In this case, the college policies and academic collective agreement are the main influencers of mistrust between the chair and the faculty.

Symbolic and Human Frames

The focus is on the organizational culture and creating shared values. Using this frame also helps review "culture formation, evolution, and destruction" (S. Schein, 2017, p. 74). Culture has been defined by E. H. Schein (2015) as a pattern of shared basic assumptions that a group has learned as it solved its problems of external adaptation and internal integration, that

has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

Groupthink bias within the CND faculty groups has not only created closed systems with minimal tolerance towards opposing perspectives, but also discipline those opposing voices through various ways (Koenig, 2018). The majority of faculty are seasoned, with hierarchical perspectives on teamwork that, at times, are being expressed as uncollaborative behaviour towards program and college management, who reflect the dominant culture in the program. A few members of this group normally lead the rest, including the younger generation faculty who are more invested in program success. This new group has formed a subculture within the program and has partial alignment with the dominant culture. The seasoned group believes that the younger faculty should work within the collective agreement framework (Ontario Public Service Employees Union, 2021), which does not officially recognize research or innovative work as part of the core faculty mandate.

Although the provincial collective agreement (Ontario Public Service Employees Union, 2021) has not changed much since its conception 50 years ago, college programs and especially degree programs have been mandated to conduct research that is the foundation of their existence. Since college policies do not support this need, this goal can only be achieved through negotiation and collaboration between the faculty and management, which requires the willingness and open mindedness of both groups. There is a risk that a growing divide in the opposing cultures will result in strengthening the culture that is against change and weaken the pro-change culture (S. Schein, 2017).

Understanding these cultures and subcultures can significantly improve the planning, implementation, and evaluation of any change process (Chaffee & Jacobson, 1997), including the increase in basic research activities within the CND Program at College X. From a change leadership perspective, it will also be challenging to create a shared goal for the opposing

cultures (S. Schein, 2017). Four guiding questions provided a focus for my OIP to address the structural and cultural issues.

Guiding Questions Emerging from the Problem of Practice

Four questions emerged from the POP. The answer to these questions can guide the planning, development, implementation, and evaluation of the change process.

A major challenge in implementing this change is lack of trust between the administration and faculty within the CND Program. This issue has been identified through internal surveys, individual conversations with faculty members, and team discussions at departmental meetings. Trust has been defined as “a relationship existing between two participants where a trustee is the participant being evaluated by the trustor” (Barth, 1990, p. 28). It has also been known as believing in one’s expectations (Martín-Perez et al., 2012). Research has shown that organizational trust will result in increased and improved collaboration levels, cohesiveness, job satisfaction, openness to change, organizational engagement, and faculty performance (Barth, 1990; Martín-Perez et al., 2012; Wheelan & Kesselring, 2005; Wheelan & Tilin, 1999).

Lack of trust has also been aggravated by the high turnover of the administration team and the time strain of this initiative. The first question asked how to mend the trust between the administration and faculty. It also raises the question of why nursing program chairs are short lived. Based on the feedback obtained from other chairs, the university partner, and faculty members, inadequate executive support for the chairs, along with heavy workloads and demands from both the faculty and executive teams, are some factors that contributed to the high turnover of these individuals. Feedback from faculty and the leadership team was obtained through internal departmental processes, and the results are not publicly available. The issue of trust will be further addressed in Chapter 3.

The second asked: How can the faculty be influenced to be more receptive to change? Resistance to change, which is a faculty culture in the nursing program of College X, can be a major obstacle in achieving the desired results in the area of basic research. Coping with rapid change is critical for higher education organizations to grow, improve, and even maintain success (S. Schein, 2017). Research indicated that implementing change in higher education is particularly difficult in some disciplines, including nursing and medicine, due to a culture of resistance to change among these disciplines (Salam & Alghamdi, 2016; Sundberg et al., 2019). Kezar (2013) expressed that the “fear of stability, loss of current status and effects on individual workload” (p. 84) have also been identified as markers that emerged from various groups. Neither the Association of Canadian Community Colleges (ACCA) nor the faculty contracts identified basic research as a core responsibility for the faculty, and this only adds to the complexity of the matter.

A follow-up third question focuses on how the policies can be revised to help with the implementation of this change. Revising the workload policy to recognize basic research would be the fundamental part of the solution for this POP, but approvals for policy revisions in the college sector in Ontario may take years. Even though the preliminary discussions have already started, in the absence of the desired policy, alternative solutions considered in this OIP could be implemented to temporarily address this critical issue. Through answering the second and third questions, better understanding of the contributing factors to change resistance as well as effective methods to address this issue can be achieved.

The last question is about providing the required support to the faculty to increase their engagement with research. Lack of support infrastructure for faculty groups has been identified as one of the key factors behind change resistance in higher education (Dancy & Henderson, 2010; Froyd et al., 2013; Hora, 2012; Jamieson & Lohmann, 2012). Several studies showed that administrative support, collaboration opportunities with administration, and being provided with the appropriate time to engage in any initiative have increased faculty engagement (Froyd

et al., 2013; Hora, 2012). From a change leadership perspective, it is important to understand what resources should be put in place to lower the faculty's hesitation. Based on the preliminary surveys, lack of mentorship and training have been identified as the two key factors. Can closer involvement with the college's Research Office and holding regular training sessions, as per the faculty request, improve their engagement with research? The answers to these questions will facilitate the change process planning and implementation. These questions will be further reviewed in Chapter 3.

Leadership: Focused Vision for Change

Basic research activities currently conducted at the CND Program at College X do not meet CASN (2014) accreditation requirements. Misalignment between the strategic goals of the college sector and their internal policies is one of the main barriers to meeting this requirement in many colleges in Ontario. From a macro standpoint, the colleges now have a different purpose from when they were established in Ontario about half a century ago. The college sector's mandate regarding applied research has changed to address the Ontario government research directives, yet currently, the ACCA does not reflect this change. Although when a research grant is received, faculty workloads are often adjusted accordingly to provide time to complete the research activity, the time required to develop ideas and ultimately apply for grants cannot be included in the workload. Subsequently, an unfunded research activity would not be part of the workload.

On the other hand, CASN has the same expectations regarding research for both the college and the university, despite university policies, regulations, and governance that are quite different from those of the college. Conducting basic research is a mandate for university faculty, and they get hired in light of the fact that they are equipped and qualified to do so. According to college sector policies, the faculty are not expected to conduct basic research. As a result, the college faculty are neither expected to be trained, experienced, nor qualified to engage in such

activities at the time of hire, nor are they provided with the required training through professional development (Alghanim & Alhamali, 2011). These discrepancies have created an environment of ambiguity, where a common vision for change in the area of basic research has not been achieved. As Baldrige (1983) indicated, in the absence of a shared vision, “the goals are ambiguous, and nobody is quite sure where the organization is going and how it will get there” (p. F2). A shared vision towards research is essential for shaping a desired future state. Shared vision is created through interactions and collaborations among all stakeholders (Bess & Dee, 2008), which can be achieved through a shared leadership model at various levels.

Some of the external factors, such as the accreditation requirements set by external parties, cannot be changed by colleges. Some of the internal factors, such as the problem of policy affecting research, would require lengthy and difficult processes to be changed, as they may entail new directives at the community and governmental levels. Obtaining approval from various external and internal parties may also be required. Those parties include the provincial government, clinical and community partners, board of trustees, college administration team, faculty, and union bodies. While the influencing factors are unlikely to change during this OIP’s timeline, collaborative and flexible leadership practices can create an open environment for “wrestling with the normative questions of purpose and process” (Heifetz et al., 2009, p. 15) to reach across various stakeholders and encourage a shared vision.

From a meso standpoint, a majority of college programs are diploma programs with different requirements than a degree program, including the development of infrastructures to enhance research activities. These requirements are not always well understood by the leadership team. Budget allocation, course load assignment, pre-defined faculty responsibilities, faculty development, and training processes, among many other areas, do not reflect such important components and have resulted in a major deficit in the program’s learning culture. To promote a strong and vibrant learning culture, “key leadership and organizational structures should exist to support the enablers” (Francis, 2015, p. 25).

From a micro perspective, the program has not seen a permanent chair for a few years. As a result, new subcultures have formed within the faculty over time, impacting the communication and collaboration with the university partner, with no concrete vision to bring the faculty together, which has also had a negative effect on the trust between the faculty and administration. The chair has a key role in communicating the needed change to the executive leadership, the faculty, and the university partner and ultimately creating a shared vision

The broken chain of communication with the faculty should be mended, and trust must be rebuilt to effectively plan and implement change in the program. Relationship building and trust gaining are essential to successful change initiation within an organization (E. H. Schein, 2015). Trust in higher education leads to an increase in collective decision making, with a greater success in organizational performance including departmental initiatives (Wahlstrom & Louis, 2008), which will facilitate the transformation on the current state to the future and desired one.

The chosen leadership models, distributed and resilience, can effectively support the goal of enhancing organizational trust. Research indicated that distributed leadership creates an environment that improves organizational collaboration and shared decision-making between the administration and faculty teams, which can lead to building trust between these groups (Gronn, 2002; A. Harris, 2013). A higher level of organizational trust has been linked to improved professional learning and commitment to achieving organizational goals (Karacabey et al., 2020). Resilient leadership has also been linked to building organizational trust. Leaders who exhibit higher levels of positivity, including resiliency and involvement, would be perceived by their teams as being more trustworthy and competent (Luthans et al., 2007). A leader's resiliency is viewed as exhibiting effectiveness in the eyes of the employee, which leads to enhanced trust in the leader's ability to successfully overcome the organizational obstacles during challenging times (Longstaff & Yang, 2008).

Organizational Change Readiness

Cawsey et al. (2016) described change readiness as the organization's recognized need for change and belief that change is required. Cawsey et al. also argued that unhappiness of the leadership teams with the status quo is not sufficient to make any meaningful change in the organization, and employee teams should also share similar concerns.

To determine the change readiness of the CND Program at College X, a change readiness questionnaire was used (Cawsey et al., 2016). The possible range of scores was from -10 to +35, with -10 indicating extreme unreadiness and +35 indicating the highest level of readiness. College X received a score of +10, which shows a lack of readiness for change and anticipation that the change process would be challenging. The survey score determined the readiness level of the organization and employees by reviewing several components: (a) previous change experiences; (b) the openness, commitment, and involvement of the leadership in preparing the organization for change; (c) the flexibility and adaptability of the organizational culture; and (d) members' confidence in leadership.

Barriers to change are mostly classified into individual, institutional, and change-related factors associated with active or passive forms of resistance (Rosenberg & Mosca, 2011). College X's (2019-a) survey results showed deficits in all three of these classifications, which are aligned with the results of the various assessments provided in this chapter. Negative experience with previous change initiatives was an identified barrier. Such negative experiences are detrimental to the individual readiness for change (Cawsey et al., 2016; Rafferty et al., 2013). If employees had distressing, unrewarding, and unsatisfactory experiences with previous change initiatives, they would not be eager to engage in new ones (Cawsey et al., 2016), and the faculty of the CND Program had negative experiences with two previous initiatives. An example is related to the curriculum development initiative when an interim chair, who was not familiar with the process, did not provide enough support for team engagement, and as a result, the process took significantly longer than expected, and the outcome was not satisfactory.

Research indicated that such a mindset can be modified, both due to the necessity of change and by putting enhanced administrative support in place (Cawsey et al., 2016; Jenkins, 2013). To change faculty perspective, clear communication should be conducted with the faculty team to identify their needs and expectations, inform them of specific accreditation requirements, establish a support system in consultation with the faculty and other stakeholders, and provide various dialogue opportunities to discuss concerns, hopes, needs, and ideas. Providing the required support from the chair and more senior managers and conducting visible efforts to identify and resolve the barriers can lead to organizational openness to change (Cawsey et al., 2016; Louis & Murphy, 2017).

Another barrier was identified through the change readiness assessment (College X, 2019-a) was lack of trust in leadership, which is an important contributor to organizational change readiness (Cawsey et al., 2016). Trust in leadership will lead to employee collaboration, engagement, and positive reaction towards organizational change (Reinke, 2003; Sztompka, 1998). Employees who trust their leaders may recognize their good intentions and accept that the change will have positive outcomes for them and their organization (Byrne et al., 2005; Harvey & Keashly, 2003). Furthermore, clear, open, honest, transparent, upward, downward, and horizontal communication between the leaders and employee teams will be essential in enhancing organizational trust and lead to organizational change readiness (Hultman, 1995). On the other hand, lack of sufficient and productive organizational communication creates confusion and cynicism towards change and will lead to leadership mistrust (Covin & Kilmann, 1990).

Due to these barriers, communication between the two groups has been minimal. Even departmental meetings that were expected to take place monthly were held every 3–5 months throughout this time. Faculty felt lost and disconnected with the organizational strategies and upcoming plan. Strategies to build trust will be further discussed.

The last major obstacle that the organizational readiness assessment tool has identified is the dominance of a status quo culture among faculty. Sanchez-Burks and Huy (2009) and Schnider (1987) both argued that individuals who work together over a long period of time would develop not only similar attitudes, beliefs, practices, and cultures, but also similar interpretations of events, including change initiatives. Research also indicated that creating clear and transparent visions by organizational leaders can inspire hope and optimism to change any collective negative attitudes (Helton-Fauth, 2003; Oreg & Berson, 2011).

Over 70% of the program's full-time and seasoned faculty reflect the dominant status quo culture and influence the small subculture group of newly hired. In the absence of a tenure process and the presence of the faculty union that supports the status quo culture, there is not much incentive to engage in new initiatives. Possible strategies to influence this homogenic group of faculty will be discussed in Chapter 3.

Chapter 1 Conclusion

Lack of faculty engagement and commitment in the area of research within the nursing program of College X is a multifaceted issue. Approaching the matter using multiple theories and frameworks has provided insights into the quite complex structure of higher education related to research, which will help in guiding the planning and implementation phases.

To lead the required and changes, it is critical for me as a leader to be flexible and adapt to the needs of the new situation and the environment. Distributed and resilient leadership approaches have been chosen to support this case, as these can help enhance trust between faculty and administration teams, are flexible and adaptable, increase teamwork and productivity, and ultimately empower the faculty to actively engage with the change process. Being vigilant, constantly monitoring the environment, responding to the challenges as they come up, being present and available, consulting with the faculty and executive leaders, and not being afraid to be transparent and authentic are some key components that any leader should

consider, regardless of the selected leadership approach. The planning and development of this initiative will be further discussed in the next chapter.

Chapter 2: Planning and Development

The first chapter of the Organizational Improvement Plan (OIP) has provided a multi-lateral perspective of the problem of practice (POP): insufficient basic research activities in the Collaborative Nursing Degree Program of one of the Ontario colleges. This problem has negatively affected accreditation outcomes and may put the existence of the program at risk. An in-depth analysis of the organizational context, leadership position, POP frame, change vision, and organizational change readiness have been presented in Chapter 1 and form the foundation of Chapter 2. In this chapter, the previous analysis will be used to identify the appropriate and effective leadership approaches to change and their frameworks as well as leadership ethics and possible solutions to address the POP.

Leadership Approaches to Change

As discussed in Chapter 1, the OIP focuses on exploring how by adopting an adaptive leadership approach, a program Chair can improve the currently insufficient faculty engagement in basic research to meet the requirements set by the accreditation body in a collaborative nursing program in Ontario. The challenges and complexities of developing and implementing this plan have also been briefly discussed. A major change in practice is required, which needs to be carefully led in order to pave the road for achieving this goal. Leadership can result in positive or negative outcomes based on the suitability of the leader's approach to the situation at hand (Steffens et al., 2014). An effective leadership approach should create a nurturing environment that supports individual growth, knowledge advancement, shared responsibilities, community engagement, and a collaborative culture (A. W. Astin & H. S. Astin, 2000; Blackmore, 2007; Heifetz & Linsky, 2017).

In this section, two selected leadership approaches, distributed leadership and resilient leadership, will be reviewed. The POP will be addressed using these collective and structured models to facilitate the change process and enhance faculty engagement with the process.

Distributed Leadership

According to Gronn (2002), distributed leadership is the most preferred leadership model in higher education. Research also indicated that this is one of the most influential ideas in educational leadership domain (A. Harris & Jones, 2010). Distributed leadership is opposite to individual and heroic leadership (A. Harris & Jones, 2010). It is focused on a collaborative approach to leadership by using expertise within an organization, regardless of the formal status of the individuals (S. Harris, 2005). In this model, leadership is not just the manager's domain; it belongs to a large professional group within an organization (Woods et al., 2004). Research indicated that multiple leadership is more effective than solo leadership in achieving positive organizational outcomes and change implementation (Marques, 2015). According to Woods et al. (2004), distributed leadership provides faculty with a sense of security and confidence and encourages them to share the vision of change and become engaged in the change process. Developing collaborative partnerships and building non-hierarchical academic communities have increasingly been associated with successful and influential leaders in the higher education organizations (Altbach, 2011). Applying this leadership model will increase my chances, as the Chair of the program, for creating a common vision and engaging faculty with research.

Additionally, this leadership approach is aligned with my own leadership philosophy, which values embracing collaboration, empowering others, and building trustworthy relationships. This approach is also supported by College X's (2020-b) governance that is committed to create a supportive environment for its employees to reach their individual leadership capabilities. I realize that individuals first need to re-evaluate and possibly change their own beliefs and assumptions before utilizing distributed leadership as a change agent (S. Schein, 2017). Through building trust, transparency, and empowerment, my role as an effective leader is to inspire our faculty to move away from the status quo and engage in leading the change. My strategies to meet this goal will be discussed in the Possible Solutions to Address the Problem of Practice section.

Resilient Leadership

Holling (1973) described resilience as “the ability to absorb disturbance and maintain stability” (p. 2). Literature has indicated that using a resilient framework to gain insight on change, the change process, and change implications in higher education has resulted in positive outcomes (Farmer, 2010; Zellars et al., 2011). In fact, the sustainability of higher education for more than 500 years in a dynamic and ever-changing world has been connected to its resilience ability (Matzenberger, 2013; Uhl-Bien et al, 2007). Resilient higher education organizations are responsive to the current and future required changes that lead to their survival and growth. They develop systems to adapt to unpredictable change, find innovative solutions to problems caused by change, and modify their practices to move forward, not backward (Blackmore, 2007; Gilmore et al., 2011).

Three core responsibilities have been identified for resilient leaders of higher education in the literature. The first responsibility is to communicate that the change is continuous, and the environment, community needs, mandates, and nature of problems are going to change constantly (Davison, 2010). The second responsibility is finding innovative, creative, and effective ways to respond to change. Resilient leaders create supportive environments to encourage individuals’ creativity, reward innovation, build strong and collaborative relationships, communicate with transparency, and foster multiple level buy-ins (Huffman et al., 2004; Kotter & Schlesinger, 2008). The third responsibility is capacity building through “networking, ongoing training, organizational reform, sharing responsibilities and improved information flow” (Christman & McClellan, 2008, p. 24).

This combined leadership approach would be ideal to address this POP in the context of the Collaborative Nursing Degree (CND) Program at College X. I see transparent and ongoing communication and building supportive environments to encourage innovation and capacity building as some of my leadership principals. I believe that innovation, collaborative problem solving, adaptability, agility, and cohesion are some strategies that can address the current and

upcoming challenges of higher education. There is significant alignment between my leadership principals and the resilient leadership concepts, which further make it a suitable leadership approach for my OIP. I also explained earlier that collaborative leadership models are the most common and successful leadership models within higher education (Bolden, 2011). The combined distributed and resilient leadership approach would be most effective to address this POP in the context of the CND Program at College X.

Framework for Leading the Change Process

Machiavelli (as cited in Milner & Kirkpatrick, 1995) once said, “It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, no more dangerous to handle, than to initiate a new order of things” (p. 64). This remark is pertinent to my OIP, which aims to guide the planning, development, implementation, and evaluation of changes of values, practices, and culture in relation to basic research within the CND Program at College X.

Change is a complex and multi-dimensional concept that is often a continuous process, with no easily identified beginning, middle, or end (Buller, 2014; Jalagat, 2016). When it comes to leading change in higher education, many leaders know what needs to change within the organization and what outcomes should be achieved, but they are not clear about the appropriate and effective framework that could guide the change process (Cawsey et al., 2016). Various research identified the difficulty of initiating and implementing organizational change (Cawsey et al., 2016; Higgs & Rowland, 2005; Kotter, 1996; Senge, 2013). A common reason behind this issue is the resistance to change (Cawsey et al., 2016; Kotter, 1996). Old organizational practices that resulted in previous success, become irrelevant and ineffective over time, while individuals within the organizations become accustomed to those old practices, habits, traditions, and patterns. As a result, they often develop fierce resistance to change,

despite seeing mounting evidence that shows inappropriateness of the old methods (Cawsey et al., 2016; Kotter & Schlesinger, 2008).

There are two main categories of change: (a) proactive and (b) reactive (Cawsey et al., 2016; Tushman, 1995). Proactive change, which is also known as anticipatory, is a planned change that takes place in response to an upcoming situation or an anticipated future need (Cawsey et al., 2016; Nadler & Tushman, 1980). Reactive change takes place in response to events that have happened in the past and is often corrective in nature (Cawsey et al., 2016). Tushman (1995) provided a more comprehensive picture of the types of organizational change. Tushman identified four types of change: (a) tuning: proactive and incremental; (b) reorienting: proactive, strategic, and systematic; (c) adapting: reactive and incremental; and (d) re-creating: reactive, strategic, and systematic. The details of these categories are provided in Table 1. In this OIP, I am suggesting that an incremental change is needed to respond to an external factor (i.e., accreditation requirements), it requires internal alignment (i.e., within CND Program), and it also focuses on subsystems (i.e., faculty and other stakeholders). To some degree, it can also be re-creating because to succeed would require some system-wide change (i.e., policy change regarding faculty workload) and organizational priority re-evaluation, including research into Faculty's core responsibilities.

As stated earlier, I believe this notion of resistance to change should be the heart of any framework that aims to guide successful change within an organization. The framework should address this issue at various levels and provide meaningful ways of overcoming resistance. As Kotter and Schlesinger (2008) indicated, underestimating the resistance to organizational change can cause major turmoil in the process, which will lead to costly adjustment and possible failure of achieving the desired outcomes. To find the most suitable framework, it is also critical to understand what type of change I am planning to initiate and implement. With this in mind, I review three key frameworks in this section and rationalize which one is my preferred framework and why it will be used in initiation, implementation, and evaluation of my OIP.

Table 1

Four Categories of Change, Adapted from Tushman (1995)

Types of Organizational Change		
	Incremental/Continuous	Discontinuous/Radical
Anticipatory	<p style="text-align: center;">Turning</p> <ul style="list-style-type: none"> • Incremental change made in anticipation of future events • Need for internal alignment • Focuses on individual components or subsystems • Middle-management role • Implementation is the major task 	<p style="text-align: center;">Redirecting or Reorienting</p> <ul style="list-style-type: none"> • Strategic proactive changes based on predicted major changes in the environment • Need is for positioning the whole organization to a new reality • Focuses on all organizational components • Senior management creates sense of urgency and motivates the change
Reactive	<p style="text-align: center;">Adapting</p> <ul style="list-style-type: none"> • Incremental changes made in response to environmental changes • Need is for internal alignment • Focuses on individual components or subsystems • Middle-management role • Implementation is the major task 	<p style="text-align: center;">Overhauling or Re-Creating</p> <ul style="list-style-type: none"> • Response to a significant performance crisis • Need to reevaluate the whole organization, including its core values • Focuses on all organizational components to achieve rapid, state-wide change • Senior management creates vision and motives optimism

Change Path Model

The change path model is a structured and logical four-step model, introduced by Cawsey et al. (2016) to address what and how to initiate and implement change within organizations. Awakening, mobilization, acceleration, and initialization are the four steps used in this model to understand and influence the organizational context and vision, as well as the stakeholders' engagement, the progress of the process, and the needed adaptation (Cawsey et

al., 2016). In Step 1, awakening, the need for change as a priority is identified and a common vision and understanding is created and shared with the stakeholders. In Step 2, mobilization, the current state and desired future state are compared, and the gap between the two are analyzed (Kotter, 1996). In Step 3, acceleration, planning is conducted to bridge the gap between the current and the future states, the tools and techniques are identified, and the plans are implemented through empowering individuals to remove barriers and celebrating various levels of success (Bolman & Deal, 2017; Cawsey et al., 2016). In Step 4, initialization, what to measure and how to measure within the change process are identified, the progress of the implemented plans is measured, and the achieved outcomes are reviewed.

Despite the comprehensiveness of this model, it has been criticized for some weaknesses. This model is linear and presents a simplified picture of the complicated change process (Kazmi & Naarananoja, 2013). For instance, to successfully implement the awakening step, there should be consensus among the stakeholders on the common vision and a sense of urgency (Nodeson et al., 2012). Another issue is that the model is mostly effective in implementing planned changes, but does not quite clarify how unplanned changes should be pursued (Kazmi & Naarananoja, 2013). At a personal level, I do not find the model easy to follow, as each step has several components that need to be considered. As my POP is quite complex, a model with more specific steps can help me better organize my mind and more effectively develop my plan of change.

Three-Stage Theory of Change

Lewin's change model was developed by Kurt Lewin in 1940s. The model is not only simple and basic, it has also been successfully used for many years (Burnes, 2004). Lewin (as cited in Cawsey et al., 2016, p. 86) indicated that understanding "the system and situation" is the foundation that needs to be built before the model can be implemented. Lewin's model has three stages: (a) unfreezing, (b) change, and (c) refreeze. Stage 1 is unfreezing, which refers to improving the organization's readiness and willingness to change through fostering an

awareness that transformation and change of status quo are required. This stage must take place at various levels, from changing the status quo mindset of the stakeholders to the organization-wide strategies and policies to eliminate any present bias (Cawsey et al., 2016). Stage 2 is change, which involves the organizational acceptance of new practices. The unfrozen individuals are now ready to implement change. At this stage, support, communication, and training are critical, and any issues should be immediately addressed (Lewin, 1951). Stage 3 is refreeze, which involves moving the organization from the change phase to a more stable state of equilibrium, where individuals refreeze through establishing the new practices and accepting them as the new way of life. At this stage, final change will be implemented after evaluation is conducted and stakeholders' feedback is obtained (Bryk et al., 2015). The process will be adjusted according to the evaluation and monitoring outcomes (Cawsey et al., 2016).

The model is easy to comprehend and can uncover the actual existing issues at the beginning of the process. In the unfreezing stage, every aspect of the change should be carefully reviewed, and the current state must be fully understood. It also provides clear and easy-to-follow directions on how to move from the "IS" state to the "TO BE" state (Cawsey et al., 2016; Lewin, 1951). On the other hand, the model oversimplifies the complex process of change. Another criticism of the model is the fact that the unfreezing stage is quite comprehensive and can take a very long time to achieve (Burnes, 2009; Cawsey et al., 2016). On a personal note, the stages of this model are quite broad. As previously stated, models with well-defined steps can better help me plan my intended change.

Kotter's (1996) Eight Stage Process

Kotter's eight-stage process (Figure 4) was developed by John Kotter, a Harvard University professor in 1996. The model has been described by Cawsey et al. (2016) as "highly structured step by step process that helps managers know what they should do, when they should take specific actions, and when and how they are ready to move to the next stage" (p. 57).

Kotter's model identifies eight stages that should be followed by organizational leaders to successfully implement change in their respective organizations: (a) establish a sense of urgency, (b) create a guiding coalition, (c) develop a vision and strategy, (d) communicate, (e) empower employees, (f) generate short-term wins, (g) consolidate gains and produce more change, and (h) anchor new approaches (Cawsey et al., 2016; Kotter, 1996). Kotter's model is linear, with detailed steps that guide the change process in a well-structured manner and reduce the likelihood of missing any critical step and failing the entire change process (Appelbaum et al., 2012; Kotter, 1996). The focus of the model is on the influence of change leaders on the process, which can enhance the leader's knowledge and ability about their specific place in the process (Kotter, 1996). This focus is particularly helpful when resistance to change is anticipated, and the critical components of this model can be used to develop successful communication strategies to prepare employees for change (Cooper et al., 2016).

Figure 4

Kotter's Eight-Stage Process



Just as any change leadership model, Kotter's (1996) model has been criticized too (Hughes, 2016; J. Pollack & R. Pollack, 2015). It has been argued that this is a top-down model that does not leave room for criticism and feedback from the stakeholders. It has also been

indicated that the model does not provide clear guidelines for resolving challenging change management situations (Cooper et al., 2016).

I believe that this critique can be challenged since the model clearly emphasizes the contextual complexities of organizational change leadership and provides solutions at various stages to overcome these challenges (Kotter & Schlesinger, 2008). Although the solutions are provided in a form of linear stages that can be seen as over simplified, I believe the steps are developed in a manner to help change leaders in overwhelming situations and not to add to their confusions (Kotter, 2014). Moreover, effective strategies can be utilized to allow more time for feedback in various stages of this model.

On a personal note, I believe this very structured and detailed model with well-specified steps can help me develop the plan of change for this OIP. In comparison to Cawsey et al.'s (2016) change path model and Lewin's (1951) stage theory of change, Kotter's (1996) model gives me more confidence in approaching various challenges of the change process, mainly because of its specificity and special focus on the stakeholders, including the change leaders. The model also provides clear, logical, and practical strategies to address and resolve resistance and the contributing factors to resistance, which is fundamental in my OIP (Kotter, 1996). As a result, I will use Kotter's model to conduct a critical organizational analysis to give further insight in the required change and possible solutions to address the POP.

Critical Organizational Analysis

The critical organizational analysis intent is to explore the strengths of an organization and the gaps within it to guide the development of an action plan. In the first chapter, the gaps within the CND Program at College X in relation to basic research activities were identified and reviewed. The historical overview of the POP, gap analysis, and the organizational readiness for change identified several gaps, including absence of systematic infrastructure to support basic research, misalignment of the college policies with the accreditation requirement of the

program, disconnect between the program and the Research and Innovation Centre at College X, fast turnover of the leadership team, lack of flexibility and adaptability of the organizational culture, lack of confidence in leadership, strong presence of unofficial leaders who highly influenced the faculty groups, and lack of faculty's research knowledge and skills. In this section, further analysis will be conducted using Kotter's (1996) framework to identify contributing factors to the lack of faculty of engagement with basic research. Furthermore, change requirements and possible solutions will be discussed from the distributed and resilient leadership perspectives and within the interpretivism paradigm context.

Establishing a Sense of Urgency

Kotter (1996) suggested that in “well-established organizations, a sense of complacency may have set in” (p. 61), which makes employees feel overly comfortable with the status quo and creates the false sense of invulnerability (Cawsey et al., 2016; Kotter, 1996). There is a clear sense of complacency among the CND Program faculty at College X. This program has been successfully running over the past 14 years and never encountered student enrollment issues due to the high national interest in nursing. Faculty feel safe that despite minimum changes in the curriculum and practice in the past, this program will continue to thrive with a large body of local students. Due to this sense of complacency, there is minimum motivation and lack of time for faculty to engage with any initiatives, including research. The unionized environment, which does not recognize research as the main faculty responsibility, leaves little room for incentives to effectively influence the dominant practices and culture. Lastly, the dominant organizational culture avoids transparent discussions on any failure and rewards glorifying past success, which directly contributes to the faculty's sense of comfort and pride in their previous and current practices.

The threat being overlooked is the increased pressure of the accreditation body, CASN, pushing towards modernization of the curriculum for all collaborative parties and also the basic

research activities at College X. The shortfall in conducting basic research significantly cost the program, as College X received only five years of accreditation, while other partners were granted seven years, which has and will have resources and workload implications.

Furthermore, since the issue has not been resolved, the threat still poses as very real and can even jeopardize the existence of the program, hence the collaboration, if the program fails to meet CASN's accreditation requirements.

Successful change often begins with a comprehensive analysis of the current situation, hidden or apparent threats that at times are ignored by stakeholders, and drastic communication of the facts along with the possible opportunities (Guttek, 1997; Kotter & Schlesinger, 2008). According to Kotter (1996), this goal is not easy to achieve, and half of the organizations are unable to complete this phase. The current threat to the CND Program and possible repercussions should be clearly identified, reviewed, examined, and communicated to raise awareness among the key stakeholders (Kotter, 1996).

Open, transparent, and two-way communication from various levels, including the faculty, chair, dean, executive leadership team, university partners, and the accreditation body, will help with validating the gap. Such communication will also help with establishing a sense of urgency and encouraging debates that can further identify stakeholders' perspective, hesitations, fears, hopes, and support levels, which will ultimately inform the decision-making and planning process (Kotter, 1996; Nguyen & Hansen, 2017). These two-way communication channels can also be used to set directions towards a shared vision and encourage stakeholder engagement (Senge, 2013). Lastly, communicating the success and improved outcomes of the competitors can help with winning the support of the stakeholders and further encourage them to want the change (Kotter, 1996).

Form a Guiding Coalition

The next stage in Kotter's (1996) framework is identifying the successful change champions in the organization and key external stakeholders who are powerful, respected, and influential to form a team of 10-15 individuals who "are aligned and know the change is needed" (Cawsey et al., 2016, p. 125). It is critical to include formal and informal leaders on the team, as they provide different levels of support and influence various communities within the organization in different ways (Ng & Ahmad, 2018; J. Pollack & R. Pollack, 2015). The CND Program coalition teams will have a wide range of representatives, including a college board member, an executive team member, the dean, the chair, members of university partners, a member of the Innovation and Research Centre of College X, possibly a member of the accreditation body, and informal faculty leaders. These members will be highly knowledgeable, influential, and collaborative. The internal leadership team will support by creating a sense of urgency, a shared vision, and help with the development of the internal restructure required for increasing basic research within the program. The external stakeholders can also help with creating the sense of urgency and collaborate in research-building capacity. The informal faculty leaders will have a critical role for further communicating the threats and opportunities with the peer faculty team and encourage their engagement (Higgs & Rowland, 2005). The alignment of these team members is the key to their collaborative efforts to move the change process forward. It is also critical that the team agree on creating a positive and safe environment for faculty engagement without undermining their uncertainty and blaming them for the past practices (Freire, 1970).

Develop and Communicate a Shared Vision and Strategy

As Cawsey et al. (2016) have stated, "People need an overarching dream of an inspiring future" (p. 57). This dream should be clearly and effectively communicated several times, through various channels, to win the employees' trust (Cawsey et al., 2016; George, 2010). This

shared change vision and the opportunities it presents will have a greater effect on attracting buy-ins if they are connected to the organizational collective values, strategies, and priorities (Kotter, 1996). The ultimate vision should be well defined, simple, vibrant, invitational, and well communicated by the coalition team members at every possible opportunity.

The developed vision should have clear ties with College X's strategic directions and core values, such as "caring, capacity enhancement, capabilities, and commitment;" "transform lives and communities through learning, create a collaborative learning environment and enhance its local and global social networking;" "partnership development;" "building capacity for innovation;" and "enhancing applied research and continuous development" (College X, 2013, p. 5). This vision must be clearly communicated and various opportunities for dialogue, questioning, and brain storming provided.

Empower Employees to Act

Kotter (as cited in Cawsey et al., 2016) emphasized the importance of obtaining the support of a large number of employees, "removing the obstacles, . . . [and creating an] organizational structure, human resources systems, and internal organizational mechanisms to support, and not block the change" (p. 57). Structural barriers such as narrow job categories and hierarchy have been identified by Kotter (1996) as some of the resistance roots. He argued that it is not possible that all obstacles within an organization can be removed, but major blockers should be removed to empower the employee and "maintain the credibility of the change effort" (p. 86). To empower the program stakeholders, especially the faculty groups, to engage and act, some of the major barriers identified earlier should be removed.

College X (2013) frequently highlights the significance of "nurturing improvement of the collaborative working relationship among employees" (p. 6) as well as "providing frequent opportunities to individuals to explain their challenges and receive necessary tools to fulfill their responsibilities" (p. 6).

A main issue identified by faculty on various occasions is the misalignment of the college workload policy with the research expectations of the faculty. The workload policy does not identify basic research as a core faculty responsibility, and research activities are not included in the workload unless the faculty has received an internal or external grant. This will not allow the faculty to explore research opportunities and or have sufficient time to seek collaboration in this area. A preliminary discussion has taken place at the dean and AVP level for the workload policy to be revised so the accreditation requirements of the program can be met. Removing this major obstacle, which is often a source of disagreement between faculty and the chair, could improve the relationship between the faculty and administration, as faculty could feel heard, which could motivate faculty to engage with research. Listening to people to understand the cause of their resistance and using their advice to remove the relevant barriers can result in improvement in employees' participation and involvement (Kotter & Schlesinger, 2008).

Faculty's knowledge deficit and lack of expertise have been identified through faculty surveys as another obstacle (College X, 2019-a). This can be related to faculty's job description and the fact that research skills or expertise are not among the requirements for hiring. The job description and the supporting policy should be reviewed and revised at the executive leadership level to avoid similar issues from the past. In order to enhance faculty's skills, in collaboration with the Innovation and Research Centre and the university partner, a series of training workshops could be held at the school to enhance faculty's knowledge and provide problem-solving opportunities. Also, in conjunction with the university partner, collaboration between the experienced university faculty and the college faculty should be encouraged, incentivized, and promoted to enhance engagement in research activities. This is not a highly unlikely goal to achieve, as the university partner is quite concerned with the current state of research activities at College X, due to the future implications for the university, and has previously offered support in this area. A training program can be helpful when employees fear that they may be incapable

of making the needed adjustments and, as a result, resist the change (Kotter & Schlesinger, 2008).

Another barrier identified by the program faculty is lack of trust in leadership and negative experiences with the previous initiatives. This is mostly due to fast turnover of the leadership team, lack of transparency in communication, and the fact that faculty feedback was never obtained or considered in the past. Developing trust between the employee and administration is paramount to the success of the change process and can very well lead to employee empowerment (Louis & Murphy, 2017). In order to remove this obstacle, clear and two-way communication should take place between these two groups. The details of the change process, including the progress, gaps, barriers, and possible solutions, should be communicated through various channels. Moreover, frequent question-and-answer opportunities as well as multiple methods of obtaining feedback, throughout the initiation, implementation, and evaluation of the change process, should be provided to the faculty community.

Generate Short-Term Wins

Kotter (1996) indicated that highlighting the short-term wins can keep the individuals interested. Short-term wins need to be clearly related to the change process, evident, and definitive to provide evidence that employees' contributions are paying off (Senge, 2013). This will also increase the sense of urgency and can act as a tool to inform the change implementation process (Kotter, 1996). Recognizing and communicating short-term wins within the CND Program can be critical for the success of this initiative. Faculty have expressed their dissatisfaction regarding the fact that their research efforts have constantly been ignored. Despite the fact that the majority of faculty are not directly involved in research activities, a pioneer group has conducted various research in the area of virtual simulation that resulted in gaining international support and a few publications. This is not reflected on the college website and is not highlighted through the Innovation and Research Centre's home page. Previous chairs

of the program also did not publicly provide any word of encouragement to the team, which was a source of disappointment for them. This example can show how wins have not been acknowledged, announced, or celebrated in this program, which leads to not only further disengage the faculty with various initiative, but also breaks their trust towards the leadership team. The coalition team should use multiple channels to acknowledge, announce, celebrate, and possibly reward the effort of the faculty team in order to empower them to increase their engagement.

Consolidate Gains and Produce More Wins

It takes a long time, sometimes years, for the implemented organizational change to become part of organization's core culture (Cawsey et al., 2016). By interrupting the process, the momentum will be lost, and the intended change will not be fully integrated within the organizational culture. It is vital to build on short-term wins that can be achieved by employing plan-do-study-act (PDSA) cycles, until the ultimate change is reached (Taylor et al., 2014). Building on small gains and building change momentum as a result will enhance employees' engagement and increase their support for the change (Cawsey et al., 2016; Kotter, 2014). In the CND Program, every small success in research will be celebrated and used to pave the way towards achieving the larger goal of engaging the majority of faculty members in research activities. Consistent and reliable leadership are critical for the success of this stage (Kotter, 1996, 2014) to keep the coalition team, faculty members, and the program as a whole committed towards achieving the ultimate goal. Continuous communication will continue to take place, and stakeholders' feedback will be obtained frequently to enhance engagement and guide the process of change.

Anchor New Approaches

According to Kotter (2014), "As change gradually become part of the daily operation, anchoring change in organizational culture will happen" (p. 76). At this stage, new norms,

values, and practices will shape the new culture, and new employees will be exposed and accustomed to this culture from the time of hire (Bourne & Jenkins, 2013). It is critical to identify the connection between the new culture and the success of the organization to ensure leadership advancement and succession (Kotter, 1997). Research will become part of the core responsibility of faculty, and collaborative research activities will be conducted among two-thirds of the faculty. Having research experience, knowledge, and expertise will become a requirement for new hires, which will be implemented through change of policy, revised job descriptions, and faculty contracts. A collaborative community will share the common goal on enhancing research activities, communicate effectively and regularly, and overcome the new research obstacles through mutual accountability and trust. In summary, Kotter's (1996) model is the linear, yet comprehensive, change model that will clearly identify every step of the change and provide a clear path towards the desired outcome.

Possible Solutions to Address the Problem of Practice

Previously, the gaps and change drivers that influence faculty engagement in basic research were identified in the historical overview of the POP, organizational analysis, and readiness for change sections of this paper. In this section, the information will be used to outline three potential solutions and their benefits, consequences, and required resources to address the POP. The feasibility and effectivity of those solutions will be examined given the current contextual realities and through the author's preferred change leadership lens. At the last step, a rationalized preferred solution will be developed and a PDSA cycle (Moen, 2009) of assessment will be established.

Solution One: Status Quo

To address the POP, implementation of various organizational changes, including policy, structure, human and financial resource allocation, communication strategies, and stakeholder engagement, are required. Their successful implementation requires strong support from

different levels of leadership, stakeholders, and multiple departments. In the event that the required support for the implementation of such changes does not exist, no plan of improvement can be set in place. The alternative would be continuing with the current practices.

My review of annual reports and the accreditation documents has shown an 8% growth in basic research over the past three years (College X, 2018). The main reason for such growth is the involvement of relatively younger faculty, along with two seasoned ones, who have formed a strong collaboration with a group of university faculty and have been continuously involved in basic research. Although their activities are against the dominant culture of the program and have been criticized by the informal faculty leaders, they have quietly continued their work. The program documents, including the annual faculty performance and accreditation documents, also revealed that the overall level of engagement with school activities has been higher in this pioneer group in comparison with their counterparts.

Devi (2009) defined engagement as “the extent to which an employee puts discretionary effort into his or her work, beyond the required minimum to get the job done, in the form of extra time, brainpower or energy” (p. 3). A body of research suggested an engaged employee is most likely to work with enthusiasm and commitment to meet the organizational goals (Braxton & Lyken-Segosebe, 2015; Devi, 2009; Shuck & Wollard, 2010). Similarly, faculty members contribute both actively and passively to maintain and assist in the realization of the organizational goals. Many studies indicated that both extrinsic and intrinsic factors influence faculty engagement (Starr et al., 2003; Stone et al., 2002; Towers Perrin, 2003). Some of the extrinsic motivators to faculty engagement have been identified as salaries, recognition, recruitment, work conditions, promotions, access to professional support services, and room to further their education (Starr et al., 2003). Many influencing factors that are intrinsic in nature were also identified. Personal enjoyment of scholarly work, success in previous projects, confidence in their scholarly skills, the sense of professionalism, helping to shape the next generation of innovators, autonomy, accountability, sense of influence over the work

environment, and opportunities for growth and advancement are the most crucial elements in determining engagement (Olivier & Rothmann, 2007; Stone et al., 2002; Towers Perrin, 2003). These studies supported that faculty engagement is driven by both intrinsic and extrinsic drives, with intrinsic being a critical hinge.

Based on my personal evaluation and the feedback received from the faculty and administration teams, engagement of these faculty groups is deemed connected to mostly their personal preferences, to enhance their skills, and to gain further professional and personal satisfaction. In the past, the top-down leadership practices were not successful in enhancing the engagement of the faculty.

Required Resources

This approach will be adopted in the event that support for fundamental and necessary change becomes available. There is no need for additional resources if the status quo approach does not change.

Benefits

No major changes are required and no major resistance will be formed among faculty groups. Faculty and management will continue working within the established organizational culture, where slow but steady improvement in research activities is anticipated. The trust between faculty groups and the chair is also expected to grow through implementation of distributed and resilient leadership approaches. It is also important to consider that the majority of the seasoned faculty that have been working at the college for 25-30 years are going to retire in the coming years. New faculty with higher levels of research competency can be hired to further enhance the research culture within the program.

Consequences

The program is due for another accreditation in two years. Considering the research activity patterns in the past five years, this length of time will not be sufficient to increase the research activities by 25%. This could potentially have significant and even devastating

consequences for the program and the relationship between the college and its key stakeholders. It is possible that the college loses its accreditation temporarily and is suspended from accepting new students until the issue is resolved. This will have a negative effect on the collaborative program and will jeopardize the university and the other college partner status. Those agencies may consider discontinuing the partnership in order to control the damage or form a partnership with a program with a better accreditation record. This may eventually result in extinction of the CND Program.

Solution Two: Enhance Research Infrastructure within the Program

In this section, three possible strategies to enhance the research structure will be reviewed. Among those, the most feasible one, creating a research mentor role, that can reach the desired outcome in a shorter period of time will be discussed.

Create a Research Mentor Role

Faculty feedback in the area of enhancing research activities within the CND Program has been obtained multiple times. The results indicated faculty would benefit from a research mentor who can help them with various aspects of research, including proposal development, developing a research plan and budget, managing a research fund, implementing the research plan, writing a research report, disseminating the findings, and developing research training plans. Many faculty members have indicated that they would consider research if a mentor who is familiar with the program needs and priorities would be available to support them. Although the Innovation and Research Centre at College X is responsible to provide research support to faculty, the office has prioritized engineering programs in the past and not offered meaningful support to the faculty of the School of Health Studies. The key members of this office also come from engineering backgrounds, which can make it more challenging for them to fully understand the nursing program needs and priorities. Various studies showed that quality mentoring has been linked to increased successful research activities, improved research

productivity, and ultimately, professional satisfaction among the mentees (Bonnie et al., 2017; Pfund et al. 2016). Effective mentoring has also been connected to increased confidence in the mentee's ability to conduct future research (Byars-Winston et al., 2015).

Currently, there is a faculty vacancy in the program. Preliminary discussion with the program dean has been conducted for hiring a faculty as a research mentor, with defined roles and responsibilities, including providing information on the internal and external databases and resources, providing guidance on training opportunities, facilitating internal and external networking, and overall responsibility for guiding and supporting research development, implementation, and dissemination.

Required Resources. The budget for this position is readily available. Preliminary approval regarding the roles and responsibilities of this position has been obtained.

Benefits. The positive influence of a research mentor on enhancement of the mentee's research activities was identified in the previous section. Other benefits include availability and accessibility of the mentor within the program; possibility of building relationships with the faculty while working closely with them; developing in-depth understanding of the program research strengths, priorities, and gaps; coordinating the research activities within the program; and enhancing trust between the chair and faculty due to address their concern.

Consequences. The research mentor role will be created in response to faculty request. It is unlikely that the faculty do not positively respond to this initiative due to the fact that this solution has been developed in response to their request.

Conclusion. I believe this is a feasible strategy that can be implemented in a timely manner. Considering frequent requests from the faculty, the possibility of success for such an initiative is fairly high. Having a research mentor on board would provide support for the current and future research activities, but also increase the program's capacity of research by improving the training, creating a database, and empowering faculty to become more confident in their skills.

Create a Research Hub

Another suggestion from the faculty, which is rooted in the successful experience of the other college partner within the collaboration, is to form a research hub. The purpose is to identify research priorities and faculty interest, to liaise with internal and external stakeholders, to establish partnership, and to advocate for increased internal research resources. The majority of the members should be from the faculty team, but there will be representatives from the Innovation and Research Centre, university partner, college partner, and industry stakeholders.

Resources. This would include faculty members who have advanced expertise in the area of research and an advanced culture of research that supports faculty engagement with research-related activities. Also, the policies should be supportive of including research activities in faculty workload.

Advantages. Such a hub can create a systematic approach to research activities by helping the initiation and implementation of research activities along with tracking them, record keeping, enhancing internal and external partnerships to advance research, identifying gaps, and providing support to the administration team in resolving them.

Consequences. There will be some financial and human resources implications that need to be addressed by the administration team. Also, since the culture of research within the program is not developed, there is a possibility that faculty neither have the expertise to engage in this initiative nor the interest to invest their time and energy on research.

Conclusion. Although this solution was successful in the partner organization, I do not believe this could be easily implemented in the CND Program. The undeveloped culture of research, the resistance among a large group of faculty members against basic research activities, and the lack of expertise within the program to understand and analyze the internal and industry research needs and priorities are among some of the barriers. Finally, as the program Chair, I do not possess the agency to influence this solution.

Gain Access to a Program-Specific Faculty Development Fund

Faculty surveys identified limitations of internal research funds, unfamiliarity of the faculty with the external fund options, and limitation of faculty development funds in the area of research as some reasons behind low research activities within the CND Program. A \$50,000 faculty development fund available to the School of Health Sciences is assigned to seven programs in the school. Although none of the other programs have accreditation-imposed research mandates, the fund is expected to be equally disbursed among these programs. Activities such as attending research conferences and disseminating research findings are often covered through this fund. Despite the fact that the majority of applications are from the nursing program and the needs of the nursing program are different from the others, no specific funds have yet been allocated to this nursing program.

Faculty development refers to various activities that support professional skills development and enhancement in teaching, leadership, and research (Wu et al., 2015). Many studies identified the importance of faculty development funds availability to enhance research activities, including attending and presenting at national and international conferences, publishing the research findings, and improving faculty's research skills (Afkhani et al., 2014; Cilliers et al., 2012; Moher et al., 2009).

Resources. The need for a faculty development budget of minimum \$ 50,000 to meet the faculty development needs of 40 full-time and 60 contract faculty within the program. Time to be provided to faculty as part of their workload to engage in the desired faculty development activities.

Advantages. Various studies showed the positive effect of faculty development funds availability based on the faculty's knowledge and skills improvement in the area of research. Such fund availability will also provide evidence that the accreditation needs of the program are understood by the administration team, and support has been provided to the faculty to meet those needs through a program-specific fund. This will enhance the trust between faculty groups

and administration, as faculty would know they have been heard and their concerns have been addressed. Effective and equitable allocation of resources for knowledge progression can lead to increase engagement and improved trust within the organization (Kezar & Eckel, 2004).

Consequences. This is an expensive solution. With the current budget cuts at College X, it is unlikely that this requested budget is allocated to the nursing program. On the other hand, existing policies do not identify research as a core responsibility of faculty members. Therefore, providing the required time as part of the workload can have policy implications.

Conclusion. This solution can be quite effective, yet unfeasible. During this 2-year timeline before the next accreditation cycle and considering the budget deficits of College X, it would be unlikely that such budget can be approved. Moreover, the process of policy change at College X is quite complex and multifaceted. The internal documents indicated a period of two years to implement any major changes to internal policies (College X, 2017). Even if the executive team is supportive of implementing the required policy changes, the process will take a long time to complete, and there is a slim chance of achieving this goal within the identified time frame.

Solution 3: Provide Ongoing Research Training for Faculty

The necessity of research training has been repeatedly identified by CND Program faculty. A majority of faculty do not possess the required research knowledge and expertise to initiate or implement research activities. In the past, scattered training in the form of occasional workshops or so-called “Lunch and Learns” have been provided, but without any consistency or continuity. Also, according to faculty, no specific need assessment was conducted prior to the development or delivery of those training sessions, and no meaningful evaluation of their effectiveness was conducted afterwards. Research showed that structured and tailored training programs designed to meet the specific needs of the faculty can enhance teaching, research, and leadership skills among faculty (Gjerde et al., 2008; Guraya, 2015; Leslie et al., 2013; Wu et al.,

2015). Faculty development and training in the form of workshops, seminars, and simulation have been linked to improved professional skills, faculty confidence, change in attitude towards the topic, change in practice, and interdisciplinary collaboration (Branch et al., 2009; Myhre & Lockyer, 2010; Sehgal et al., 2011; Walsh et al., 2009).

Research training sessions can be developed after conducting a thorough needs assessment. In order to develop and deliver an effective research training, there should be close collaboration among the Innovation and Research Centre, the research mentor, the Faculty Development Office, the program faculty, and the administration team. Content experts from the university and college partner organizations can also be invited as guest speakers to encourage interdisciplinary collaboration. These sessions should be conducted on a regular basis to meet the ongoing faculty needs. It is also critical to conduct one short-term and one long-term evaluation for each session to measure the immediate and late effects of each training session on the faculty groups (i.e., participants). Collecting data over time can help the administration team better understand the needs, effective training and support strategies, and long-term retention of the outcome (Steinert et al., 2016).

Advantages

Along with these benefits, responding to faculty needs can enhance the collaboration and trust between the administration and faculty teams. Such activities enhance the culture of research and provide discussion and brainstorming opportunities among faculty members. They can also provide networking and interdisciplinary research opportunities with internal and external stakeholders. The ultimate benefit would be an increase in basic research activities within the program.

Required Resources and Consequences

Developing and implementing such programs demand “resources, budget, administrative efforts and support, and commitment” (Bilal et al., 2019, p.43). There will be

major workload, human, and financial implications that would need various levels of inter-departmental collaboration and approval.

Conclusion

Considering the time limitations, budget cuts at College X, inconsistency between the Innovation and Research Centre's goals and the program needs, and the complexity of gaining approval for such activities that would require heavy resourcing, it is unlikely that this initiative can be effectively implemented.

Preferred Solution: Develop a Research Mentor Role

No single solution seems to be effective on its own in achieving the intended goals of the plan. Considering the current contextual realities, organizational frameworks, budget issues, timeframe, feasibility of solutions, resource limitations, and the agency of the author, hiring a research mentor has been identified as the most effective combined strategy. This solution, as a bottom-up option, could also increase the control of the faculty on the process, their autonomy in the organizational improvement, and possibly their collaborative efforts (Keidel, 2005). Such grassroots strategies, which are aligned with the distributed leadership model chosen to address this POP, have proven to be more successful, realistic, and welcomed by the employees (Cawsey et al., 2016). This solution is also aligned with the second chosen leadership model, resilient leadership, as it aims to focus on initiating change to address the organizational goals while meeting the demands of the internal stakeholders (Clayton, 2012).

PDSA and the Incorporation of the Solution

Each strategy can be applied and evaluated using the PDSA model. This model provides an opportunity to initiate and implement change at a smaller scale at the beginning, adjusting it to become more aligned with the contextual realities of the organization and ensuring continuous evaluation and quality improvement throughout the process (Cawsey et al., 2016; Taylor et al., 2014). Implementation of the preferred solution at the beginning of the change

cycle is explained in Table 2. At the end, it is important to identify all possible change solutions along with major policy revisions at College X required to ensure a meaningful and effective change implementation and to increase research engagement activities to the desired goals. The following section will review the OIP from a leadership ethics perspective and provide a comparison on how the desired state can enhance collective accountability and improve practices and holistic benefits for all stakeholders.

Table 2

Research Mentor Solution

PDSA Cycle	Action Item
Plan	<ul style="list-style-type: none"> • Validate the program need • Develop a specific job description • Create a faculty interview panel • Examine the qualified candidates with extensive research background • Hire the most qualified candidate
Do	<ul style="list-style-type: none"> • Execute the intervention • Document engagement and progress
Study	<ul style="list-style-type: none"> • Examine and analyze the collected data • Compare the past and current status • Obtain regular feedback from faculty teams and the research mentor
Act	<ul style="list-style-type: none"> • Identify modification requirements • Determine additional requirements to repeat the cycle of DSA

Leadership Ethics and Organizational Change

Various stakeholders identified in this report are involved with increasing the basic research activities with the CND Program. Those parties have potentially conflicting

perspectives, values, cultures, biases, and responsibilities (Bolman & Deal, 2017). To successfully, fairly, and ethically lead the proposed change process, the ethical responsibilities of the organization towards these stakeholders as well as the ethical commitments of these parties should be identified and analyzed. The holistic analysis of these responsibilities will guide the author, as the change leader, to address these ethical responsibilities and influence the behaviour of the stakeholders, including myself and the program faculty.

Why Ethical Leadership Matters

Leadership's foremost goal is to influence the employees' actions and behaviours in a way that organizational objectives can be achieved (Kanungo, 2001). Unethical and untrustworthy behaviour of the leader will diminish their integrity and decrease their level of influence on the employee; hence, the employee will not be influenced to pursue organizational goals (Bass & Steidlmeier, 1999; Kanungo 2001). The relationship between unethical behaviour of the organizational leaders, and the adverse impact on their integrity and ultimately on organizational outcomes, has been identified in the literature (Langlois, 2011; Schyns & Schilling, 2013). Therefore, an organizational leader's ethical conduct can be causally linked to organizational success.

The moral values and principles of the leader are not the only platforms that manifest their ethical conduct, but the application of those values in the leader's interactions with others and their conduct towards others are key indicators of the leader's moral legitimacy (Crossan et al., 2013; Liu et al., 2017). For instance, fair work allocation, keeping promises, truth telling, and putting the benefits of the organization and employees ahead of self are some of the ethical behaviours expected of an ethical leader (Bass & Steidlmeier, 1999). Burnes (2009) took a further step to imply that moral leaders "transform the follower's self interest into collective concerns . . . [and] raise the level of human conduct and ethical aspiration of both leader and led" (p. 18). That being said, as a dynamic and interpersonal phenomenon, ethical leadership

can be defined differently based on the cognitive realities of the organization and the particular situation among the stakeholders (Liu et al., 2017). As a result, the unique context and special order of stakeholders at College X not only demand an ethical leadership that is aligned with this organization's culture and values, but also defines the ethical responsibilities of others.

Ethical Responsibilities of the Organization and Ethical Leadership Approach

Through its public documents, College X (2013, 2017, 2018, 2020-b) has clearly identified its commitments to the students, faculty, and staff. This published document, which is accessible by the internal and external stakeholders, provides a clear picture of ethical and legal responsibilities of the college towards its stakeholders. Some of the commitments deemed relevant to this OIP are (a) development of research capacity; (b) engagement in interdisciplinary research; (c) orientation and transitioning programs, including mentorship and coaching models; (d) career development and succession planning tailored to individual needs; (e) forming an effective academic research model to engage partners, faculty, staff, students, and stakeholders; and (f) developing communities of learning that are collaborative and peer-focused.

The preferred solution presented in this chapter, Develop a Research Mentor Role, is well aligned with these commitments and, therefore, is expected to be supported by the college leadership who are responsible for the execution of those commitments. This responsibility can be examined through Shapiro and Stefkovich's (2016) institutional leadership ethics lens. Shapiro and Stefkovich defined three main perspectives in this approach: (a) ethics of critique: ensure equitable arrangements within the organization; (b) ethics of justice: equal and fair treatment of the employee; and (c) ethics of care: mutual respect and responsibility towards one another, which complement one another and together can shape an ethical organizational climate. These perspectives can be applied to practice by effective adaptation of the distributed leadership model.

Through an ethical distributed leadership, the author will provide equitable opportunities for growth, collaborative work with mutual responsibilities and mutual benefits, and enhance engagement of faculty by welcoming their evaluation of the change process and feedback. This approach also enhances the leader's ability in making ethical decisions by valuing every employee's contribution, perspective, and feedback, which ultimately enhances the trust between the two parties (Shapiro & Stefkovich, 2016).

The concept of enhancing the engagement of nursing faculty in basic research has proven to be complex and multilayered. This change plan requires improvement in faculty collaboration and relationship development, trust building among faculty and administration, and boosting the sense of attachment to the organization. Implementing ethical action and ethical reflection, focused on care, justice, and responsibility at various levels of leadership and at every stage of the change process, will increase the possibility of organizational change success.

Chapter 2 Conclusion

In this chapter, an organizational gap analysis and historical review were used to further identify the required changes to address the POP. Using Kotter's (1996) eight-stage process framework, it was explained how this linear yet comprehensive model can guide the process of change while being implemented through a combined distributed and resilient leadership approach. Subsequently, possible evidence-based solutions along with a preferred one (i.e., Develop a Mentor Role) were recommended, and the PDSA cycle was applied to illuminate various steps of the preferred solution. At the end, the ethical considerations applicable to different stages of the change process were analyzed. The implementation, evaluation, and communication of the change process are the focus of the next chapter.

Chapter 3: Implementation, Communication, and Evaluation

In Chapter 2, the selected solution was identified as developing a research mentor role to provide support to research activities of the faculty as well as expanding internal and external collaboration in the area of research. This solution is supported by faculty through utilizing the current feedback taking means and requires the least financial resources due to the fact that an existing full-time faculty position needs to be filled and the required budget is readily available. In this chapter, a detailed implementation, communication, evaluation, and monitoring plan will be identified.

Change Implementation Plan

This OIP argued that Kotter's (2012) eight-step change process model is a linear, yet well-structured, model that can clearly guide the change implementation phase. The model was used to provide a comprehensive organizational analysis in Chapter 2, which will be applied in this section to outline the strategy for change by summarizing goals and priorities of the planned change. Connections will also be made to the previously discussed possible solutions to identify a detailed plan for managing the transition to increase the basic research activities among Collaborative Nursing Degree (CND) Program faculty at College X.

Connecting with the Organizational Analysis

In Chapter 2, Kotter's (1996) change model was used to identify the contributing factors to faculty's low engagement in basic research activities at the CND Program at College X. In this section, three key priorities will be extracted from the organizational analysis, and their alignment with the organizational strategy as well as their influence on improving the organizational situation will be identified. This will ensure that the change implementation plan will respond to the needs identified in the organizational analysis.

The ultimate goal of a change implementation plan is to provide a clear framework for leading the change to resolve the POP. The purpose of this change implementation plan is to

increase basic research activities within faculty's workload at various levels and ultimately embed it in the program culture. As previously discussed, neither faculty nor the executive leaders of the college feel a sense of urgency in regard to research due to the success of the program to date. This false sense of complacency is a major threat for the program's existence. If the Canadian Association of Schools of Nursing's (2014) requirements are not met, the program accreditation can be suspended or permanently revoked. Creating a sense of urgency to identify, examine, and communicate this accreditation-imposed issue is a priority for this change implementation plan (Kotter, 1996). Various studies identified the importance of establishing a sense of urgency at the early stages of the change process to encourage change readiness and enhance stakeholders' cooperation and collaboration to achieve the desired goals (Kotter 1996; Kotter & Cohen, 2002; Paton et al., 2008).

This priority is aligned with the college's strategy that emphasizes on unity, collaboration, mutual ethical responsibility between the college and its employee, as well as effective business operations (College X, 2020-b). Through its strategy, the college clarifies the importance of collaboration and unity to improve the organization and to achieve its academic goals with minimum interruption in the business operation. Lack of understanding and alliance in the area of research will possibly lead to failure in obtaining accreditation and create devastating financial outcomes by interrupting the student enrollment and withholding of the school budget by the Government of Ontario. On the contrary, enhancing the research activities and maintaining program accreditation will lead to provincial budget approval, preserving the reputation of College X, and continuity of the trusting relationships with external stakeholders, including the university partner and the Canadian Association of Schools of Nursing (CASN).

Another priority identified by the organizational analysis is empowering faculty to engage in basic research activities. Arneson and Ekberg (2006) defined empowerment as "the delegation of power and responsibilities from higher level to the lower level of organizational hierarchy, especially the power to make decisions" (p. 39). Employee empowerment has been

linked to organizational effectiveness, creativity, leadership success, team productivity, higher organizational commitment, and successful change implementation (Al-Haddad & Kotnour, 2015; Grant, 2008; Kotter, 1996; Raub & Robert, 2010).

This goal is also aligned with College X's (2020-b) strategy, as staff empowerment has been identified as the foundation of culture at the college, and institution-wide staff empowerment along with cross-leadership engagement have been emphasized in the college's business plan as a publicly available commitment document (College X, 2020-a). Furthermore, as the evidence has indicated, such practice can enhance the overall faculty productivity and organizational success, which will lead to the improvement of organizational performance.

The last priority is forming a guiding coalition. As previously clarified in the organizational analysis section, lack of trust in leadership, the previous hierarchical leadership practices, and lack of transparency in communication are among other reasons that have created a culture of resistance to change within faculty. Having a powerful and influential coalition is essential to obtaining buy-ins and lead the change (J. Pollack & R. Pollack, 2015). Members of formal and informal internal leaders along with external stakeholders should be part of the coalition in order to encourage and influence the change within the faculty (Higgs & Rowland, 2005).

This priority is also aligned with the college's strategy, as the strategic and business plans of the college (College X, 2000-a, 2000-b) clearly emphasized establishment of a leadership designation for all employees, leadership capacity building for all, engaging faculty and stakeholders in integrated and interdisciplinary collaboration opportunities, and conducting effective change leadership. Strengthening internal and external collaboration towards a shared goal can ultimately lead to more effective knowledge transfer, increased mutual understanding, and improved organizational situation.

Connecting with the Possible Solutions

In Chapter 2, three main solutions were identified to address the POP. Among those, “developing a research mentor role” was selected as the preferred solution. This will be reviewed in the context of Kotter’s (2012) model to outline a plan for managing the transition.

Understanding Stakeholders’ Reaction

As discussed in Chapters 1 and 2, preliminary assessments have identified that resistance to proposed changes should be expected. Internal analysis identified contributing factors to resistance: (a) misalignment of the college policy with the accreditation requirements, (b) a large number of disengaged and retiring faculty, (c) previous hierarchical leadership approaches, (d) lack of two-way and transparent means of communication, (e) faculty’s knowledge deficit in the area of basic research, (f) lack of trust in leadership, and (g) negative experiences with the previous initiatives. To better understand the stakeholders’, especially faculty, reactions to change, connect with them and deal with the resistance, forming a coalition with members of the stakeholder groups who are respected by their colleagues, knowledgeable, and understand the necessity of change is essential (Kotter, 2012).

Including informal leaders who have major influence on faculty members is one of the key steps to communicate the sense of urgency within the faculty, understand their concerns, obtain their feedbacks, encourage faculty members, and create a shared vision for research (Higgs & Rowland, 2005; Ng & Ahmad, 2018; J. Pollack & R. Pollack, 2015). The research mentor, under the direction of the Chair and with her support, will be the formal lead of the coalition. Since the research mentor’s role will be created as per faculty request and a faculty selection committee will be involved with the hiring process, it is anticipated that the research mentor will be well received by the faculty. Other members include the Chair, the Dean, members of the university partner, members of the Innovation and Research Centre at College X, and an ad hoc member from CASN. The coalition will engage in ongoing conversation with the faculty members through formal departmental and faculty meetings as well as informal

communications to create opportunities for dialogue, sharing of concerns, review of the change plan, and adjusting it according to the stakeholders' feedback and to address their concerns.

Through clear and respectful communication while focusing on the ultimate goal of the change process, relationships can be formed to improve the efficacy and outcome of the change process (Page & Schoder, 2019). Research indicated that collaborative work in higher education can positively contribute to problem-solving, communication, information sharing, and mutual goal development (Bryk et al., 2015; Kezar & Lester, 2009; Kubiak & Bertram, 2010).

As resistance is anticipated to be a major obstacle in the change process, Kotter and Schlesinger's (2008) model of dealing with resistance to change, presented in Table 3, will also be implemented to address this issue. This model will be further reviewed in the Empowering Employee section.

The main required resource to implement this strategy is the availability of the stakeholders to engage with the ongoing and frequent meetings and other communication means. This can also be a challenge due to the stakeholders' time constraints. In collaboration with the Dean and AVP, who are the main supporters of the proposed change, internal staff including the faculty and members of the Innovation and Research Center must be given the required time as part of their workload to engage with these activities. Based on the preliminary conversations with the Director of the Innovation and Research Centre, the Director is committed to provide support to help move forward the research agenda of the CND Program. A portion of accreditation budget must be allocated to this cause. As the Program Chair, I also have access to a flexible budget to increase the number of seasonal faculty for accreditation and curriculum development purposes, which can be used to provide further flexibility to full-time faculty. Regarding the external stakeholders, both the university partner and CASN are supporters of this change initiative and have agreed to provide the required time to their staff who are part of the coalition team.

Table 3*Kotter and Schlesinger (2008): Methods for Dealing with Resistance to Change*

Method	How to Use	When to Use	Advantages	Drawbacks
Education	<ul style="list-style-type: none"> Communicate the desired changes and reasons for them 	<ul style="list-style-type: none"> Employees lack information about the change's implications 	<ul style="list-style-type: none"> Once persuaded, people often help implement the change 	<ul style="list-style-type: none"> Time consuming if lots of people are involved
Participation	<ul style="list-style-type: none"> Involve potential resisters in designing and implementing the change 	<ul style="list-style-type: none"> Change initiators lack sufficient information to design the change 	<ul style="list-style-type: none"> People feel more committed to making the change happen 	<ul style="list-style-type: none"> Time consuming, and employees may deign inappropriate change
Facilitation	<ul style="list-style-type: none"> Provide skills training and emotional support 	<ul style="list-style-type: none"> People are resisting because they fear they can't make the needed adjustments 	<ul style="list-style-type: none"> It's a relatively easy way to defuse major resistance 	<ul style="list-style-type: none"> Can be time consuming and expensive; can still fail
Negotiation	<ul style="list-style-type: none"> Offer incentives for making the change 	<ul style="list-style-type: none"> People will lose out in the change and have considerable power to resist 	<ul style="list-style-type: none"> It's a relatively easy way to defuse major resistance 	<ul style="list-style-type: none"> Can be expensive and open mangers to the possibility of blackmail
Coercion	<ul style="list-style-type: none"> Threaten loss of jobs or promotions opportunities; fire or transfer those who can't or won't change 	<ul style="list-style-type: none"> Speed is essential, and change initiators possess considerable power 	<ul style="list-style-type: none"> It works quickly and can overcome any kind of resistance 	<ul style="list-style-type: none"> Can spark intense resentment towards change initiators

Empowering Employee

Another critical aspect of the change implementation plan is empowering faculty to engage in basic research activities. Faculty empowerment has significant positive effects on

productivity and enhances the innovative culture within higher education organizations (Hanaysha, 2016). Kotter (2012) indicated that to obtain the support of employees, minimize their resistance to change, and empower them to act, major barriers that contribute to resistance should be removed. To eliminate the barriers identified in Chapters 1 and 2, Kotter and Schlesinger's (2008) methods of dealing with resistance will be implemented. How the proposed solutions can be connected to the components of this model, which were summarized in Table 3, are explained in this section.

Education and Communication. Educating the faculty and communicating the need and rationale for change can help people understand the necessity of change implementation (Kotter & Schlesinger, 2008). After developing a compelling vision for change, it needs to be clearly communicated with the employees. Kotter (2012) argued that a vision should not be too specific, but should clearly identify where the change process is intended to lead and what goals it is aiming to achieve. This vision then should be communicated to raise awareness, understanding, and support for change (Hiatt, 2006; Kotter, 2012). It was also argued that there should be consistency in communication among all stakeholders. Lack of consistency will lead to confusion and further disconnect from the change process (Hiatt, 2006). As a result, clear, transparent, and continuous communication with faculty and other stakeholders has been emphasized throughout various stages of this change implementation plan.

An important purpose of this strategy is to reduce change resistance. Kezar (2013) indicated that employees often resist change because they do not understand the change and find it misaligned to their perspective, which showcases the importance of education and communication in eliminating resistance. Education and communication can also help if the resistance is based on inaccurate information that cannot only be clarified during this phase, but also provide a relationship development opportunity through close and frequent encounters between the coalition team and faculty community (Kotter & Schlesinger, 2008). Regular communication through various means, including team meetings, email notifications, surveys,

and one-on-one discussions, will be conducted throughout the change process. There will be various opportunities for faculty to receive accurate information, provide feedback, and obtain clarification. This component should be led by the research mentor to enhance the mentor's presence and influence within the faculty.

Participation, Facilitation, and Support. Employees should be empowered to contribute to the vision in various ways they favour (Bilal et al., 2019; Hanaysha, 2016; Judson, 1991; Kotter, 2012). Empowerment can be achieved in different forms, such as supporting, coaching, removing barriers, and problem solving, or allowing advanced engagement (Beer & Nohria, 2000; Hiatt, 2006; Kotter, 2012). According to Kotter and Schlesinger (2008), adopting supportive strategies can also subside employee resistance, among which are scheduling sessions to listen to faculty concerns and providing emotional support, providing training and professional development opportunities, and offering time off after a demanding period of time. By providing support and responding to faculty concerns, trust will also be built among the faculty and leadership teams, which will positively influence the change process by empowering the employee (Louis & Murphy, 2017). Involving individuals in decision-making will also increase their sense of control over the change process and empower the employees to act (Kotter & Schlesinger, 2008). As mentioned earlier, there will be regular research-related meetings led by the research mentor in the presence of the department Chair. Those meetings aim to create the sense of urgency, provide brainstorming opportunities, and obtain feedback from faculty on how to increase basic research activities, which can create information-sharing opportunities among various stakeholders towards developing a shared vision. The faculty will also be encouraged to share their concerns, questions, and feedback to the Chair and research mentor if a one-on-one conversation is preferred.

Faculty development in the area of research should also take place simultaneously. As previously identified, most faculty have not received the required research training to be confident and competent enough to engage in research activities. Kotter and Schlesinger (2008) indicated that facilitation and support are especially helpful when the reason behind the resistance to change is fear. To improve employee performance, structured training should concentrate on skills and knowledge development as well as behaviour change to help employees meet the expected outcomes (Hayes & Ninemeier, 2009). According to Kao (2017), “Training and skill development . . . [will improve the employees’] change motivation” (p. 295).

After conducting a training needs assessment, weekly research training sessions will be conducted by the research mentor and the representatives from the Faculty Development office and Innovation and Research Centre. Research experts from the university partner will also be invited as guest speakers on a regular basis to share their knowledge and experience with faculty groups. These trainings will be geared towards meeting faculty needs and will be adjusted based on faculty feedback, which will be obtained before and after each training session, to further facilitate their learnings.

Another method to increase engagement and boost faculty empowerment is by creating a research hub as mentioned in Chapter 2. Kotter (2012) explained that “self-managing change teams can autonomously, and with the support of management, implement change” (p. 153). The research hub will mostly include faculty, but will have a few members from the Innovation and Research Centre as well the university partner. The main purpose of the hub will be to identify faculty research interests, introduce research priorities to the faculty groups, and establish and develop research collaboration and partnership with stakeholders. This hub will empower the faculty by enabling them through decision making and practicing their leadership skills.

Similar to the above strategy, faculty must be provided sufficient time to attend the meetings and training sessions. Additionally, the faculty should be provided with time to apply their training by developing research proposals, applying for research grants, conducting actual research, and dissemination of their findings. The faculty surveys identified lack of time allocation to research activities within their workload as one of the main reasons behind their disinterest in research (College X, 2019-a). Although there are faculty development and accreditation budgets along with a budget to hire seasonal faculty that can be used for this purpose, the budget may not be enough to cover a large number of faculty. If there is a significant growth in research interest, additional measures should be put in place to effectively guide the research activities. In that case, the executive team should be approached by the program Chair and Dean to obtain additional resources for this purpose. At that time and upon the research activity increase, the advantages of growth in the area of research for the program, college, and stakeholders can be presented to the executive team through a proposal. This will, of course, be only required if the program surpasses the required research goals and becomes a research champion within the college.

Negotiation and Agreement. According to Kotter and Schlesinger (2008), negotiation and offering incentives comprise another method of dealing with resisters. Various incentives including time off, decreased teaching, faculty development opportunities, and accessing faculty development funds were discussed, which could be used to negotiate with the faculty and increase their research engagement. The first implication of this strategy relates to the budget, and the second issue is the possibility of getting coerced by the faculty. Hiatt (2006) argued that this is a possibility as soon as a “manager makes it clear that he/she will negotiate to avoid major resistance” (p. 86).

Manipulation and Co-Optation. Manipulation in the form of co-optation is another strategy to deal with resistance. Co-opting in a team means giving the leaders of the team a key role in change implementation to mostly obtain self-endorsement for the leaders (Kotter &

Schlesinger, 2008). As previously discussed, the informal leaders within the faculty groups are also the leaders of the resistance who highly influence the faculty groups. Gaining their approval and support can positively influence the process of change and lead to desired outcome. The downside of co-optation is that if the individuals feel they have been lied to or tricked into not resisting, they will react negatively and create more obstacles for change (Kotter & Schlesinger, 2008). This is not a concern in this particular situation because the informal leaders are seasoned faculty who have valuable connections with the research community and the university partner. They can legitimately assume key roles in the process. Nevertheless, it might be challenging to obtain their support and collaboration. In that case, combined support, negotiation, and guiding strategies can be used to pursue their assistance. These resources can also be used for this purpose.

Explicit and Implicit Coercion. The final strategy in Kotter and Schlesinger's (2008) model is coercion. Coercion is forcing individuals to accept change by threatening them with withholding promotion opportunities or firing from their current positions. This strategy will not be applicable in a unionized environment, and even if it was possible, it would have had a devastating effect on the change progress (Kotter & Schlesinger, 2008).

Building Momentum

Kotter (2012) argued that change may take up to five years to be fully implemented, yet employees should feel the progress of the process to remain engaged, interested, and dedicated to the cause. Kotter used the term short-term wins to create a sense of achievement and advancement towards the longer-term goals. He also indicated that these goals should be significant to employees, else they will be ignored. Short-term wins will help build momentum. The short-term wins will be announced by various stakeholders, including the Chair, the Dean, AVP, as well as the Innovation and Research Centre, and be celebrated to encourage the faculty. The goals need to represent the knowledge and skill development, progress, and impact of the

change process (Seijts & Latham, 2005). Short-, medium-, and long-term goals of the change plan are identified in Table 4.

Table 4

Short-, Medium-, and Long-Term Goals of the Change Plan Implementation

Short-Term Goals 3–6 months	Medium-Term Goals 6–12 months	Long-Term Goals 12–24 months
<ul style="list-style-type: none"> • Implement effective change leadership 	<ul style="list-style-type: none"> • Increase proposal development by 10% 	<ul style="list-style-type: none"> • Increase proposal development by 20–25%
<ul style="list-style-type: none"> • Revise workload policy 	<ul style="list-style-type: none"> • Increase internal grant application submission by 5% 	<ul style="list-style-type: none"> • Increase internal grant application submission by 10–15%
<ul style="list-style-type: none"> • Successful communication of the vision for change and creating a shared vision 	<ul style="list-style-type: none"> • Increase external grant application submission by 5% 	<ul style="list-style-type: none"> • Increase external grant application submission by 10–15%
<ul style="list-style-type: none"> • Form a strong coalition 	<ul style="list-style-type: none"> • Increase manuscript development by 5% 	<ul style="list-style-type: none"> • Increase manuscript development by 10–15%
<ul style="list-style-type: none"> • Form a research hub 	<ul style="list-style-type: none"> • Increase research collaboration with stakeholders by 5% 	<ul style="list-style-type: none"> • Increase research collaboration with stakeholders by 10–20%
<ul style="list-style-type: none"> • Complete needs assessment for research training 	<ul style="list-style-type: none"> • Conduct ongoing analysis of the faculty feedback to reassess the process 	<ul style="list-style-type: none"> • Obtain faculty feedback on the necessity of training continuation and plan accordingly
<ul style="list-style-type: none"> • Conduct regular meetings to discuss the process and obtain feedback 	<ul style="list-style-type: none"> • Provide more advanced and collaborative research training 	<ul style="list-style-type: none"> • Develop and implement required research policies
<ul style="list-style-type: none"> • Conduct regular training sessions 	<ul style="list-style-type: none"> • Revise monitoring measures to meet the needs of change process stage 	<ul style="list-style-type: none"> • Revise monitoring measures to enhance sustainability
<ul style="list-style-type: none"> • Increase faculty training and meeting attendance to 70% 	<ul style="list-style-type: none"> • Continue implementation of effective change leadership 	<ul style="list-style-type: none"> • Conduct ongoing analysis of the faculty feedback to reassess the process

Table 4 continued

Short-Term Goals 3–6 months	Medium-Term Goals 6–12 months	Long-Term Goals 12–24 months
<ul style="list-style-type: none"> • Increase proposal development by 5% 	<ul style="list-style-type: none"> • Revise monitoring measures to meet the needs of change process stage 	<ul style="list-style-type: none"> • Build capacity in change leadership
<ul style="list-style-type: none"> • Increase internal grant application submission by 3% 	<ul style="list-style-type: none"> • Continue implementation of effective change leadership 	<ul style="list-style-type: none"> • Obtain full program accreditation
<ul style="list-style-type: none"> • Conduct ongoing analysis of the faculty feedback to reassess the process 		<ul style="list-style-type: none"> • Build capacity in change leadership
<ul style="list-style-type: none"> • Implement various monitoring measures to assess progress 		<ul style="list-style-type: none"> • Obtain full program accreditation

The goals at all levels should be aligned with the final aim of the change process and must create a pathway to serve the final purpose. As shown in Table 4, the majority of short-term goals are focused on enhancing research infrastructure, while the mid-term goals are centred around increased research activities and early evaluations. Medium- and long-term goals should reflect further mastery of skills, knowledge, and abilities (Reiman & Pietikäinen, 2012). The long-term goals are to increase internally and externally funded research and then modify the strategies based on the ongoing evaluation of the plan. In the next section, a PDSA model will be introduced to the framework for monitoring and evaluation of the proposed change implementation plan.

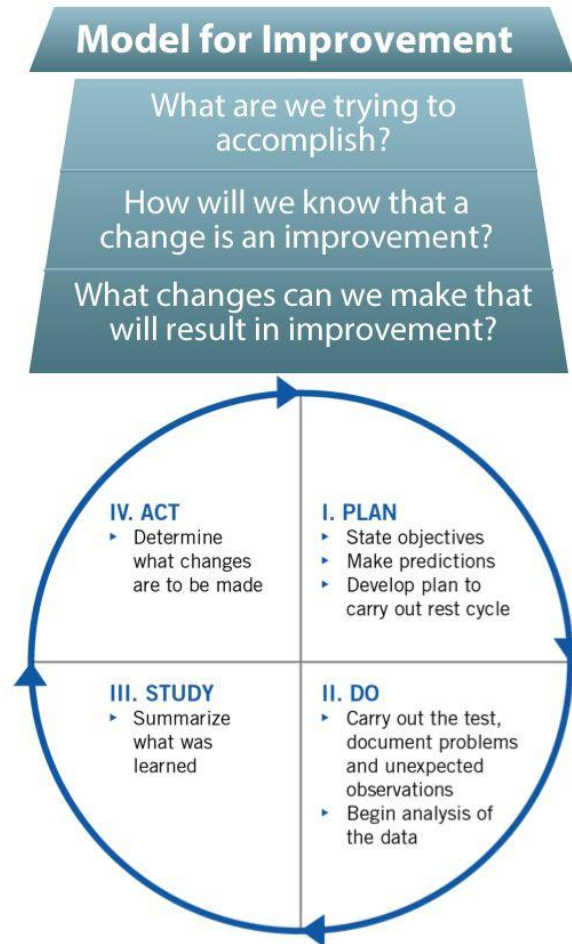
Change Process Monitoring and Evaluation

Monitoring and evaluation of the change process plan will identify the required adjustments to make the plan stronger and more effective (Kotter, 2012). By monitoring and evaluating the plan, additional changes not initially identified might be adopted, and some initially recognized changes might be found as misaligned with the change vision (Stouten et al.,

2018). A monitoring and evaluation framework can systematically guide the monitoring and evaluation process, “inform management and decision-making process, support accountability,” and facilitate process improvement (Markiewicz & Patrick, 2016, p. 148). Also, if evaluation and monitoring takes place parallel to the change implementation process, it can rapidly identify short-term wins that will contribute to building the momentum for the OIP and clarify the necessity for modifications at the early stages of the change process implementation (Kotter, 2012).

The four-stage evaluation and monitoring framework that is going to be used for this OIP is the PDSA cycle (Langley et al., 2009). To assess the change, a plan will be developed to examine the change process (i.e., Plan), then the plan will be implemented (i.e., Do); afterwards, the outcome, achievement, and deficits of the plan will be identified and analyzed (i.e., Study), and at the end, it will be determined what adjustments are required to the change plan (i.e., Act) (Babich, 2018; Langley et al., 2009; Moen & Norman, 2010). The improvement model that follows the PDSA cycle is presented in Figure 5.

The second stage requires qualitative and quantitative data collection, and the third stage requires obtaining feedback from the stakeholders (Donnelly & Kirk, 2015). The analyzed data from each cycle inform future cycles, which demonstrates the interactivity of these cycles (Taylor et al., 2014). These four stages will be reviewed in the context of Kotter’s (2012) eight-stage change model and in relation to the proposed solutions to address the POP in this OIP.

Figure 5*PDSA Model for Improvement***Stage 1: Plan**

The planning stage of the PDSA must explain the outcomes of the change process and how they are going to be achieved. Measurable goals, the methods to accomplish them, the responsibilities of individuals and teams, and the timetable of those activities should be identified in this stage. Recognition of activities and the data-collection plan are also critical at this stage (Markiewicz & Patrick, 2016). The short-, medium-, and long-term goals of the proposed change plan as well as various activities to achieve these goals have also been identified in Chapters 2 and 3 of this OIP. A summary of those large goals of the change plan

were identified in Table 4, and the activities to achieve these goals are summarized in Table 5. This table also clarifies which stages of Kotter's (2012) change model each activity contributes to.

Table 5

Short, Medium, and Long-term Activities of the Change Implementation Plan in the Context of Kotter (2012)

Activity	Kotter's (2012) Stages
<ul style="list-style-type: none"> Communicate the necessity of increasing research activities 	Sages 1,2,3,4
<ul style="list-style-type: none"> Hold information sessions to identify the gap and create a sense of urgency with various speakers, including the AVP, Chair, Dean, CASN members, university partner representatives 	Stages 1,2,3,4
<ul style="list-style-type: none"> Review the preliminary feedback surveys completed by faculty 	Stages 2,3,5
<ul style="list-style-type: none"> Identify the main faculty-presented solutions: Research mentor role development, providing onsite research training 	Stages 1,3,4,5
<ul style="list-style-type: none"> Form a selection committee to hire the research mentor and develop the job description in collaboration with the committee and hire the research mentor 	Stages 1,2,3,4,5
<ul style="list-style-type: none"> Form a research hub 	Stages 1,2,3,4,5
<ul style="list-style-type: none"> Develop further alliance with the key stakeholders, including the informal faculty leaders, research pioneers among faculty, Innovation and Research Centre, university partners, executive leadership team, CASN 	Stages 1,2,3,4,5
<ul style="list-style-type: none"> Develop research training sessions in collaboration with the stakeholders 	Sages 1,2,3,4,5,6
<ul style="list-style-type: none"> Deal with resistance using Kotter and Schlesinger (2013) model 	Sages 2,4,5,6

Table 5continued

Activity	Kotter's (2012) Stages
<ul style="list-style-type: none"> • Hold regular meetings to provide updates, obtain feedback, and answer questions 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Hold regular research training sessions 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Communicate with the stakeholders through various means, including email, departmental meetings, individual meetings, newsletter, update videos, and college events 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Obtain stakeholders' feedback through various means, including surveys, departmental meetings, individual meetings, and emails 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Develop research policies 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Support faculty research activities from proposal development to dissemination 	Stages 1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> • Collect and analyze data 	Stages 5,6,7,8

A variety of methods and assessment tools can be used to measure the success level of the change process through collection and analysis of the qualitative and quantitative data. Among those will be survey questionnaires to obtain stakeholders' feedback, combined checklists, and pre- and post-assessment questionnaires to collect data on research training attendance and satisfaction, to collect the effectiveness of research training sessions, and assessment tools to capture behavioural data on stakeholders' attitude towards research and their level of awareness of the need for change. Oreg's (2003, p.682) "Resistance to Change Scale" is an effective assessment tool that can be used to measure faculty's attitudes and predict their reaction to future change. Additionally, the preliminary assessments already conducted within the department can be used to create a baseline for future data collection and analysis. For example, in the preliminary assessment survey, the faculty identified lack of research training and a research mentor role as program gaps and the contributing factors to the low research activity level within the faculty. The future data collection can be used to measure

faculty satisfaction with research training and the presence of a research mentor and the effect of the two on research activity levels.

As part of the plan stage, information regarding the PDSA evaluation and monitoring framework should be shared with the stakeholders. The evaluation and monitoring framework is expected “to foreshow the results of the program and the dissemination of the result can enhance accountability and guide shared decision making” (Markiewicz & Patrick, 2016, p. 156), which will lead to improved collaboration among the stakeholders and further ensure the success of the change plan (Markiewicz & Patrick, 2016). Although tentative solutions, implementation plans, and monitoring processes will be identified, the stakeholders need to be informed of possible deficits, challenges, and misalignment with the goal that the PDSA model identifies. Through resilient leadership, stakeholders also need to be aware that as a result, the change process may be revised to reflect the identified issues and improved to a stronger and more effective process. Such practice will enhance trust between the program and its stakeholders, motivate the stakeholders’ engagement, and increases lasting interactions (Shulha et al., 2016). It is paramount that both qualitative and quantitative data are collected to better inform the current and future cycles (Taylor et al., 2014). Analysis of the collected data can showcase the effectiveness of the interventions and enhance the stakeholders’ awareness and recognition of such influences (Taylor et al., 2014). Clear, comprehensive, and categorized documentation of each stage and cycle of the PDSA is vital for informing the stakeholders and making accurate and educated decisions throughout the current and future PDSA cycles (Taylor et al., 2014).

This phase is very much aligned with the proposed leadership models for this OIP: distributed and resilient leadership models. The collaborative approach to leadership, which is a fundamental part of both models, will allow for collaborative work and partnership, sharing ideas, transparency and information sharing, enhanced sense of confidence and trust from employees, and their empowerment as a result (Blackmore, 2007; A. Harris & Jones, 2010).

Some possible challenges of this stage are mistakes in identifying the goals, the measuring criteria, data-collection methods, involved stakeholders, and the timeline by which the goals are expected to be achieved. These challenges are expected to be minimized by empowering and engaging the stakeholders in the decision-making and problem-solving process through distributed leadership. This approach will enhance productivity by enhancing team engagement and boosting the stakeholders' sense of ownership and autonomy (Northouse, 2015). The challenges will also be reduced by collaborative nimble, flexible, and innovative approaches using resilient leadership.

Stage 2: Do

The Do stage of this framework focuses on implementing the monitoring plan identified in the plan stage (Markiewicz & Patrick, 2016). Data collection is the essential part of this stage, which will be analyzed to inform the next stages and cycles (Markiewicz & Patrick, 2016; Taylor et al., 2014). Distributed and resilient leadership approaches can be used to further develop trust with the stakeholders, strengthen relationships, create a safe environment for sharing ideas and feedback, enhance the transparency within stakeholders, and also create sufficient support for those stakeholders who will be more affected the most by the change (Gill, 2010). Data collection and analysis is a critical component of this stage, which should be conducted prior to and during this stage. The research mentor along with the core planning team will be leading this stage and will be responsible for collecting, analysing, and recording the relevant data throughout this stage.

Similar to the plan stage, this stage should be communicated to the stakeholders to inform them and obtain their approval. Strategies such as information meetings, distributing emails and newsletters, and email announcements can be used to communicate with the stakeholders (Kaplan & Norton, 2001).

Stage 3: Study

This stage is concerned with the learned lessons from Stages 1 and 2 of the cycle. It includes examining data and comparing them to the success criteria to find out if the objectives identified in the plan section are met (Langley et al., 2009). Also considered at this stage are a comprehensive analysis of the qualitative and quantitative data, confirming the rationale underlying the plan of change, identification of the achieved and unachieved goals, possible variations from the original plan, and the learned lessons (Markiewicz & Patrick, 2016). Kaplan and Norton (2001) indicated that due to any organization's complexities, unexpected circumstance, and ongoing changing environment, new situations and threats may occur and be identified while others may diminish. If analysis indicates that the reasoning for the plan stage was not valid, the strategies should be adjusted accordingly (Kabeyi, 2019).

This stage is very much aligned with Stages 6 and 7 of Kotter's (2012) change model, where short-term wins are generated and the significance of data gathering and its influence on the encouragement of the stakeholder and success of the change process are better established. Similar to the previous two stages, the stakeholders, especially the research mentor, and the change leading team will be involved with data analysis and the communication of the findings. The ethical practice related to distributed and resilient leadership mandates the leaders to notify the stakeholders of the findings, including possible deviations, and utilize collaborative strategies to make the necessary adjustment to the plan (Kotter, 2012).

A possible challenge at this stage might be the unreceptiveness of the stakeholders regarding strategy changes. The collaborative approach through the proposed leadership models as well as engagement of the coalition team with the faculty body are expected to positively influence the resisters.

Stage 4: Act

In the Act stage, the main focus is on learned lessons, making the necessary correction to the plan, and adopting the successful strategies that have helped meet the objectives of the monitoring process (Markiewicz & Patrick, 2016). This stage will help the change leaders and stakeholders choose to “adopt, adapt, or abandon” the strategies (Christoff, 2018). In the context of this OIP, the act stage may identify the effectiveness of the research mentor role, the research training strategies, the sufficiency of the time allocation to research activities, and the efficacy of the leadership approaches to create a collaborative environment for research within the program. According to Lewis (2019), the change agents must be adaptable and receptive to the change as part of their involvement with higher education and be open adapting, adopting, or abandoning strategies. As argued earlier, this may become a challenge, since resistance to change is a higher education reality.

Double-loop learning can be utilized by the stakeholders at this stage (Kaplan & Norton, 2001). In double-loop learning, strategy does not stay the same. The strategy will continuously be affected by “strategic assumption verification and change monitoring,” which makes the act stage the main driver of plan stage (Markiewicz & Patrick, 2016, p. 168). This stage of the cycle can be used with the CND program to identify the successful strategies, required changes, and planning and implementation of the future cycles. Open discussions with the stakeholders should be arranged at various levels to review the change process, track the development, and find ways to address the current and possible future challenges. The proposed leadership approaches can be used at this stage, which is also aligned with Kotter’s (2012) anchoring new approaches, to encourage collaboration in conducting the activities identified in Table 5 to enhance the effectiveness of learning and sustainability of the change (Reed & Card, 2016). The outcome of the cycle at this stage can be development of an action plan that is developed collaboratively and communicated clearly to the stakeholders through a process guided by distributed and resilient leadership (Reed & Card, 2016). Not only success and future plans should be communicated with

the stakeholders, but the challenges including the resistance to change should also be carefully reviewed, and the successful and unsuccessful strategies to deal with these challenges should inform the decision making and action plan development processes (Lewis, 2019).

In summary, PDSA is an appropriate complementary framework to Kotter's (2012) change path model. The stages of these two models can be interlinked when conducted simultaneously to continuously inform the change process and implement adjustment in early stages before any irreversible damage occurs (Taylor et al., 2014). The PDSA cycle and its related tasks in relation to the proposed solution to address the POP are summarized in Table 6. The next section will provide a comprehensive review of the communication plan for the need for change and the change process as well as the future considerations.

Table 6

Monitoring Activities in the Context of PDSA Framework

Stage	Preferred: Enhancing Research Structure Through Developing a Research Mentor
Plan	<ul style="list-style-type: none"> • Communicating the PDSA Cycle framework with the stakeholders • Research mentor to develop assessment tools including questionnaires, pre/post tests, qualitative and quantitative feedback obtaining tools, research training checklists, etc., in collaboration with the stakeholders • Introducing the developed tools including the “Resistance to Change” scale and faculty engagement assessment tools with the stakeholders • Holding information sessions to obtain stakeholders feedback on the plan stage • Providing question and answer sessions to ensure shared understanding of the plan stage
Do	<ul style="list-style-type: none"> • Identifying the research mentor as the lead for data collection • Using the above-mentioned tools to collect qualitative and quantitative data frequently from stakeholders on various aspects of the change plan including the research training, research mentor role, gaps, and strengths • Ensuring collaborative and frequent data collection through Distributive and Resistance Leadership approaches to improve stakeholders’ engagement and understanding

Table 6 continued

Stage	Preferred: Enhancing Research Structure Through Developing a Research Mentor
Study	<ul style="list-style-type: none"> • Providing sufficient time for qualitative feedback obtaining • Collecting data using all available tools and categorizing it to facilitate the analysis process • Starting the preliminary data analysis by distributing the collected data to the working groups
Act	<ul style="list-style-type: none"> • Analyzing, documenting, and comparing the data on a monthly basis • Comparing the findings with the initial plan and prediction • Summarizing the findings and sharing them with the stakeholders • Ensuring the collaborative study stage through Distributed and Resilience Leadership approaches to enhance engagement and understanding • Holding collaborative brainstorming sessions to discuss lessons learned and identify the gaps and adjustment needs
	<ul style="list-style-type: none"> • Identifying barriers to data collection and analysis and find ways to collaboratively address them • Evaluating the process, successful and failed strategies • Evaluating the assessment tools • Comparing the outcomes with the predictions in the initial plan • Holding collaborative meetings to discuss required adopting, adapting and abandonment of strategies • Obtaining collaborative recommendation regarding the next PDSA cycle • Discussing the next cycle implementation with the stakeholders • Communicating the summary of the first cycle to all stakeholders

Plan to Communicate the Need for Change and the Change Process

In the previous sections of this chapter, the change monitoring and evaluation plan identified the tools, strategies, and implementation of those strategies within the CND Program. In this section, the plan to communicate the need for change and the change plan will outline the communication gaps, desired states, and communication strategies to reach those states.

The word communication refers to “verbal and non-verbal messages to generate meanings within and across various contexts, cultures, channels, and media” (Keyton, 2017,

p. 26). It is the key factor in developing relationships and creating cultures among individuals or groups (Peters et al., 2013). Within the context of this OIP, communication refers to formal and informal communication among employees in various levels of an organization, and organizational communication contributes to relationship and culture development within an organization. With no communication, organizations will not exist (Keyton, 2017; Klein, 1996; Simoes & Esposito, 2014).

According to Barrett (2002), organizational change is difficult, and many attempts of organizational change implementation fail due to the complexity of the change process and uncertainty surrounding the concept of change. Barrett along with other organizational change experts argued that an effective communication plan is a key success indicator for a change process, and in the lack of a robust communication plan, change is impossible and change management fails (Cawsey et al., 2016; Klein, 1996; Kotter, 2012; Lewis, 2019). Kotter (2012) identified under-communication as one of the primary reasons that organizational change cannot be achieved. Employees do not get engaged with the change process and will not be willing to support the process unless they truly understand the change and believe that useful change is possible. Rigorous, effective, and reliable communication can captivate the employees heart and soul (Kotter, 2012). Change will not take place unless several employees participate in the change process and provide support for it (Barrett, 2002; Kotter, 2012).

Effective organizational communication will improve relationships, diminish misinterpretation, promote transparency, and provide opportunities for conversation (Gill, 2010). Successful organizational communication also leads to more efficiency, less conflict, and greater productivity (Cawsey et al., 2016; Klein, 1996; Kotter, 2012). According to Barrett (2002), an effective change communication plan should provide tools for analyzing the strength and weaknesses of the current organizational communication, lead to communication improvement within the organization as an outcome of the change process, and exemplify effective employee communication in the context of the high- performing organization. A

communication plan should identify a thorough process for what, how, and when for sharing data and information with the stakeholders (Newman, 2016). On the other hand, ineffective communication creates a message that is different from that originally intended and will possibly increase change resistance (Klein, 1996).

Cawsey et al. (2016) identified four main objectives for the communication plan for change: (a) systematically communicate the need for change to all stakeholders, (b) inform stakeholders on how the change would affect them, (c) explain how the systems and performance expectations would be impacted by the change, and (d) ensure sharing of information with stakeholders on a regular basis. These objectives can be met through a four-phase communication plan. Cawsey et al.'s plan consists of these phases: preapproval, creating the need for change, midstream change, and confirming the change. The details of each phase in relation to Kotter's (2012) change model and the OIP objectives are provided in this section. It is also important to mention that the communication principles, as identified by Klein (1996), will also be considered within the proposed organizational communication plan. These principles are:

- Message redundancy is related to message retention
- The use of several media is more effective than using just one
- Face-to-face communication is preferred
- The line hierarchy is the most effective organizationally sanctioned communication channel
- Direct supervision is the expected, more effective source of organizationally sanctioned information
- Opinion leaders are effective changers of attitudes and opinions
- Personally relevant information is better retained than abstract, unfamiliar, or general information

Pre-Change Phase

This phase is focused on building awareness for the change through clarifying the need for change, developing a strong vision for change, and communicating this message to the stakeholders, especially the senior leadership team (Cawsey et al., 2016). This phase is aligned with Kotter's (2012) change steps of establishing urgency, building the guiding coalition, and developing and communicating a shared vision. This phase should be designed in ways to highlight the gaps and needs and convince the stakeholders of the need for change (Armenakis & S. Harris, 2002).

To make a compelling argument, connections between the need for change and organizational targets and priorities should be made within the message (Dutton et al., 2001; Kotter, 2012). Effective pre-change communication that obtains the leadership team buy-in is essential to securing the support and resources required for the successful implementation of the change plan (Cawsey et al., 2016). Although Cawsey et al. (2016) emphasized communication with the senior leadership team at this stage, I believe that due to issues such as the program resistance culture, faculty dynamics, and lack of readiness for change discussed in the previous chapters, it is critical to engage the faculty at this phase.

A preliminary change proposal that outlines the key steps and activities during the change implementation stage and shows the connection with the program and strategic plan can help with obtaining the stakeholders' support (Cawsey et al., 2016). In this stage, the gaps in research infrastructure within the programs, the accreditation shortfall in relation to research, knowledge deficits of the faculty, the reasons behind lack of readiness for change identified by the *Change Readiness Survey* (College X, 2019-a), the accreditation requirements for the upcoming accreditation cycle, and program and institutional barriers to meeting accreditation requirements are carefully reviewed with the stakeholders. The preliminary change proposal plan should provide possible solutions to these gaps as well as the support system and resources required to achieve these goals.

Develop the Need-for-Change Phase

In this phase, communication processes will continue focusing on defining the existing issues and gaps as well as a compelling justification for change (Cawsey et al., 2016). The vision for change should be created in collaboration with the key stakeholders and communicated with internal and external parties (Heifetz & Linsky, 2017). Creating a sense of urgency to capture stakeholders' attention is essential to the success of this phase and to move the change process forward (Kotter, 2012; Miller & Folta, 2002). This phase is aligned with Kotter's (2012) establishing a sense of urgency and forming a guiding coalition stage. The current state of the POP and the desired state should be well defined, while the change proposal plan will clearly identify how the desired state can be reached (Cawsey et al., 2016). The faculty will also receive reassurance and encouragement on the support that will be put in place to complement their knowledge and efforts in order to meet the objectives of the plan (Cawsey et al., 2016; Heifetz & Linsky, 2017).

At this phase, a strong vision for change needs to be developed that elucidates the road ahead through identifying the need and purpose for change and the roadmap to reach the desired state (Cawsey et al., 2016).. The needs for increasing research activities, including the accreditation requirements and the role of enhanced research in attracting more qualified students, should be clearly and repeatedly communicated with the faculty. Along with these activities, accreditation feedback from CASN and a report comparing the higher research activities of the partner university and college with the CND Program at College X should be distributed to faculty to further shed light on the current and desired status.

Although it will be ideal to develop a bottom-up vision to enhance the engagement of the faculty with the change (Cawsey et al., 2016), due to the time limitations, the leadership team along with the research mentor and selected informal leaders will be involved with that task. The vision will be influenced by the proposed leadership approaches of this OIP and will centre around the collaborative nature of the change process. Since research requires collaboration of

individuals with different sets of expertise (Bennett & Gadlin, 2012), the collaborative vision can be easily linked to the desired state of increased number of basic research, through multi-lateral research activities in collaboration with internal and external stakeholders (Swing & Ross, 2016). This collaborative vision will also be frequently communicated with the internal and external stakeholders through the core coalition team.

In this phase, bi-weekly face-to-face meetings will take place with the leadership and faculty teams to discuss the need for change, the vision for change, the preliminary change plan, and the relative activities. The meetings will be led by the Chair, the research mentor, and the key faculty members who are part of the core coalition. Using the distributive and resilient leadership approach, a safe environment will be provided to facilitate idea and concern sharing as well as question-and-answer activities to ensure the concerns are addressed (Kotter, 2012; Schulz-Knappe et al., 2019). Guest speakers from the university partner and the accreditation agency, CASN, will be invited to share the same message with stakeholders. The message should be communicated through other channels, including the school's newsletter, college website, email announcements, and at college events. Redundancy and consistency in sharing the key messages of the change process through various individuals and channels will enhance the effectivity, reliability, and information retention among the stakeholders (Appelbaum et al., 2012; Klein, 1996). According to the literature, "information consistency refers to being reliable across message sources and channels" (Medford-Davis & Kapur, 2014, p. 4; refer also to Seeger, 2006). A message shared through various channels and multiple stakeholders is perceived as more credible and reliable (Anthony et al., 2013; Herovic et al., 2014). By continuing to share one or a few messages, redundancy including calls for actions will also help stakeholders retain the information (Baur & Prue, 2014; Walaski, 2011). Some research suggested that redundancy is more effective if the message is shared through multiple channels instead of repeating the same message through the same channels (Stephens & Rains, 2011). The communication will

also take place through the organizational newsletter, during faculty retreat days, announcement emails, and poster presentations within the program.

Mid-Stream Change Phase

This phase is aligned with Kotter's (2012) stage to empower employees to act and consolidate gains and produce more win stages. In this phase, the change initiative is in progress, and various activities, including the training and new system implementation and redundancy in communication, make the change process a daily conversation among the faculty (Cawsey et al., 2016; S. Schein, 2017). The employees need to better understand the effect of change on their jobs and responsibilities plus fully understand the activities related to the change process and their role in relation to those activities (Cawsey et al., 2016; Kotter, 2012). Understanding the change process, the positive and negative effects of change on employees' jobs, can facilitate the change adaptation among the employee groups (Feldman, 2014).

The faculty should be informed of the progress of the change process on a regular basis (Baril, 2013; Cawsey et al., 2016). At this time, not only employee concerns need to be addressed through ongoing dialogue, but their feedback regarding the activities, their perspective on the process, their acceptance level, and their responsibilities should also be obtained (Cawsey et al., 2016; Kezar, 2013). Continuous communication, responding to questions in a timely manner, sharing information on the change process, and considering the employee feedback may decrease the resistance level and enhance the possibility of successful change implementation (Grama & Todericiu, 2016). It is expected that employee resistance subsides at this time, so sharing the change plan progress data as well as generating positive motivation for change can build momentum (Kezar, 2013; S. Schein, 2017). Change leaders can also remain excited about the change and increase employee engagement and enthusiasm by celebrating the short wins (Bareil, 2013; Kotter, 2012). If clear, transparent, continuous, and credible communication diminishes at this time, it will create a suitable atmosphere for the rumors and negative

influences to grow, which will ultimately lead to increased resistance and reduced employee involvement (Kowaluk, 2016; Nega et al., 2009).

As the research mentor role is being further established, research training takes place in full force, and collaborative research teams form through the research hub interventions, data and feedback collection should take place regularly through surveys, conversations, and pre- and post-activity quizzes. The core coalition team, including the research mentor and informal faculty leaders, should analyze the data and share those with the stakeholders in bi-weekly to monthly meetings. In those meetings, faculty concerns and questions will be addressed, feedback will be obtained, data analysis will be reviewed, and short-term wins will be celebrated. Specific feedback will be obtained on the effectiveness of the research interventions and training, the sufficiency of work release time to engage with those activities, and the ideas to improve the process of change in any way.

The short-term wins and data analysis will also be provided through email announcements, newsletters, the Innovation and Research Centre website, college events, and external stakeholders' platforms. The face-to-face meeting is still the preferred communication mean at this phase, which can generate the most positive results in team collaboration and trust enhancement among the stakeholders (Cawsey et al., 2016; Deery et al., 2006).

Confirming the Change Phase

This phase is aligned with Kotter's (2012) consolidated gains and anchor new approaches stages and will be informed by distributed and resilient leadership principles. In this phase, the program achievements and successes should be identified and celebrated (Cawsey et al., 2016). It is also important to identify the unfinished tasks and strategies that have been proven to be unsuccessful for consideration in the future (Cawsey et al., 2016). Although celebrating the success is needed to "mark the progress, reinforce the commitment, and reduce stress," it should be clearly identified that the change is not over, but that a phase or a cycle is completed (Cawsey

et al., 2016, p. 168). Various communication strategies, including reports, information emails, video conferencing, and telephone conversations, should be used to maintain effective and two-way conversation to close the current change cycle and begin the next until the fundamental cultural changes are embedded within the program (Burnes, 2004; Cawsey et al., 2016; Heifetz, 1994; Lewin, 1951).

A comprehensive report of the change process, including the analysis of the collected data, will be developed by the Chair, research mentor, and key faculty in the coalition team at this phase. The report will clearly identify what has worked and which strategies have been unsuccessful. There will be a summary of faculty concerns and feedback at various stages, the responses to them, as well as any areas that have remained undone or incomplete will be included in the report.

The work of coalition teams, as well as the faculty and other stakeholders, will be acknowledged. The statistics regarding the research activities will be compared with the initially anticipated progress. Statistical analysis identifying the strengths and weaknesses of the change plan will also be included in the report. The report will be used by the Chair, research mentor, and key faculty members to develop a preliminary plan of action for the next change cycle. This plan will also be distributed to the stakeholders for review and feedback.

A summary of the report will be presented to the stakeholders through various means, including departmental meetings, individual meetings, newsletters, information emails, college events, Innovation and Research Centre website, and external and stakeholders' platforms. Two-way communication will be maintained with the stakeholders to ensure collaborative work in the area of research will continue. Formal celebrations will be held within the program and at the college level to show appreciation of the stakeholders' commitment and contribution to the change process. Time off will be provided to those who experience increased workload as a result of their engagement with the process. The early adapters will be identified, celebrated, and assigned as mentors for the next change process cycle.

Next Steps and Future Considerations

In this section, the next step of this OIP, which is the sustainability of the research practices within the CND Program will be studied. The accreditation requirements are not expected to change. Reviewing CASN's requirements in the past 20 years shows that research requirements have become more robust over time. The successful implementation of this OIP may start an ongoing change process that can take between 3–5 years (Heifetz, 1994) to truly change the research culture within the program. Change of the key stakeholders, including the Chair, Dean, AVP, and informal faculty leaders, may slow down the process or reverse it. The continuous involvement of the pioneer research team as well as the stakeholders that are not only professionally, but also emotionally, engaged with the change process is paramount to its success.

In the future change cycles, some of the solutions that could not be included in this OIP due to time and resource limitations should be considered to enhance its chance of success in the long run. Allocating a research fund that belongs only to the CND Program is essential to its success. As identified in Chapter 2, various studies identified the importance of a faculty development fund with a focus on research (Cilliers et al., 2012; Ghazvini et al., 2014; Moher et al., 2009). A fund will create more incentive for research and can help ensure that the success of the OIP is not transient.

Collaboration with the external stakeholders in research should also be ongoing. The majority of the program faculty do not have the required knowledge and experience and are not confident to conduct research. Even after the research training is conducted as part of this OIP, they still may lack the experience to increase their research activities to the required level. The systematic and collaborative approach can help faculty build confidence in this area.

Another important issue that should be considered in the future cycles is the issue of inconsistency between the college policies and CASN requirements. As identified in Chapter 1 of this OIP, basic research is not the mandate of the diploma programs of Ontario colleges, which

contain the majority of the programs at the college level. As a result, the policies are designed accordingly to meet the needs of these diploma programs. The accreditation mandates for the degree programs, which were established 40 years later at Ontario colleges, are more aligned with their university partner. Lack of internal and provincial governing policies; the ambiguity of academic collective agreement in the area of research; misalignment among accreditation criteria, college policies, and collective agreements; lack of training and support for the faculty have been identified in the literature as some of the factors that have negatively influenced research activities in the past and have created major conflicts in these programs (Fisher, 2010; Herteis, 2010; Hu & Gill, 2000; Madder, 2005).

Through resilient and distributed leadership practices, providing a stronger voice to faculty, conducting meaningful dialogues, sharing ideas and concerns, as well as addressing the identified gaps, the program will have the opportunity to optimize its research portfolio and obtain the full accreditation as desired.

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