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Reconceptualizing Support for Students with Low Language Proficiency in Transnational Higher Education

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Abstract

In a bid to remain competitive and respond to the forces of globalization, higher education institutions are increasingly focusing on internationalization, with English-medium instruction (EMI) as one of the key strategies for achieving this. While most institutions provide dedicated language support in the form of English for Academic Purposes programs, consideration is rarely given to the pedagogical requirements placed on disciplinary faculty for instructing non-native English-speaking students in degree programs. This Organizational Improvement Plan (OIP) examines how the learning and teaching capacity of disciplinary faculty can be developed to support the language needs of students with low language proficiency at a transnational EMI university in China. Feedback from a recent focus group on professional development needs supports such a teaching culture change, indicating faculty desire for EMI training. The OIP is explored through social cognition and cultural lenses utilizing a distributed leadership (DL) approach, with the aim of co-constructing discipline-specific EMI support solutions with faculty. Cawsey et al.'s (2016) Change Path Model, Scharmer's (2016a) Theory U, and Jones and Harvey's (2017) Sustainable Enabling and Evaluating Reflective DL Change Process Model underpin a change framework facilitated by sensemaking and growth mindset strategies, to support and guide faculty towards adopting a change in teaching practice. Successive pilots will steer the implementation of this change, monitored and evaluated through a series of participative action research cycles and feedback loops, with the aim of incrementally building support for the change and leading to the institutionalization of a revised approach of EMI.

Keywords: English-medium instruction, distributed leadership, culture change, capacity-building, sensemaking, participative action research

Executive Summary

Within the sphere of the internationalization of Chinese higher education (HE), positioning an institution as an English-medium instruction (EMI) environment is often seen as a key attractor. This can largely be attributed to the high value placed on English as a global language and the associated access to benefits and opportunities it can create. To support the academic language needs of non-native English-speaking students, HE institutions generally establish dedicated English language units to deliver English for Academic Purposes (EAP) courses. Based on this, language development and support tends to be the exclusive responsibility of EAP lecturers, with academic faculty focused on the delivery of disciplinary content. This compartmentalization of language support is underpinned by the widely held perception across HE that the practice of EMI is in and of itself sufficient to develop students' language ability when studying their discipline. While this might be true for students with intermediate or higher English ability, it is not adequate for those with beginner or elementary proficiency. The institutional problem of practice (PoP) addressed in this Organizational Improvement Plan (OIP) is the impact of this model of EMI on the developmental language support needs of students with limited English proficiency at Zhongwai Hezuo East University (ZHEU, a pseudonym), a Sino-British transnational institution.

Chapter 1 describes ZHEU's organizational context as a Tier 1 university located in the affluent eastern part of China. Student admission to ZHEU is based on the Gaokao, China's national university entrance exam which, despite its difficult nature, is considered to be meritocratic. Students from poorer socio-economic areas are often disadvantaged by the admission process, however, due to regional variability in the exam's questions and how they are scored, as well as the existence of provincial admission quotas. Moreover, despite being an EMI university ZHEU lacks an English language entry requirement. This contributes to the creation of inequality regimes for the roughly 20% of students it admits each year with low English ability. The situation is compounded by the compartmentalization of language support outlined above. Utilizing a distributed leadership (DL) approach supported by the

lenses of sensemaking and mindfulness, the contextual forces impacting the PoP are explored to uncover organizational assumptions regarding ZHEU's pedagogic approach to EMI. Stemming from this analysis, a leadership-focused vision for a change in teaching culture is proposed aimed at reshaping language support to create more equitable access to learning for low-language-proficiency learners.

To propel change forward, Chapter 2 explores the suitability of implementing a DL approach to culture change in addressing the PoP. Given the difficulty of enacting this second-order change, faculty commitment and participation will be necessary. As such, it will be important to raise their awareness regarding student challenges to build dissatisfaction with the status quo. This will involve developing an understanding of ZHEU's existing teaching culture and recognizing that there is a disconnect between its theory of action and theory-in-use concerning its approach to EMI. In this regard, a DL perspective can be effective in promoting the involvement of change participants in discussion and decision making regarding the PoP, collaboratively developing solutions, and contributing to the creation of a bottom-up vision for change. This can be achieved through sharing information to develop buy-in and overcome barriers, providing professional development (PD) to build teaching capacity, and ensuring alignment between the tenets of DL, ZHEU's contextual conditions, and change agent domains. Based on these factors, a change process framework is proposed that incorporates three change models: the Change Path Model (Cawsey et al., 2016), Theory U (Scharmer, 2016a), and the Sustainable Enabled Evaluated Reflection DL Change Process Model (Jones & Harvey, 2017), supported by sensemaking and growth mindset strategies.

Critical analysis of the organizational effectiveness of ZHEU's component parts provides insight into their structural workings and contributions to the overall achievement of ZHEU's goals. This scrutiny reveals several areas of misalignment between the core elements of the formal organization, people, work, and the informal organization. Based on this analysis, four solutions are presented and evaluated, with the recommendation of combining two of the solutions as a way forward: (a) a PD initiative that

combines the concepts of universal design for learning (UDL) with EMI didactics; and (b) revising ZHEU's language policy to contextually define the institution's pedagogic approach to EMI. A participative action research (PAR) cycle is described to guide participants through the change process, as well as function as a mechanism for monitoring and evaluating the transformation in teaching practice. The chapter ends with an examination of the ethical implications of the PoP and proposed change on students and faculty.

The concluding chapter of this OIP focuses on the development of a change implementation plan, change process monitoring and evaluation strategies, and a plan to communicate the need for change and the change process. Understanding that a transformation in teaching culture is a second-order change and will take years to achieve, the change plan describes the first 18 months of the transition: the awakening and mobilization stages. During this period, the PD initiative will be positioned as congruent with ZHEU strategy objectives as a means of driving the change forward. Cultural analysis will be used to uncover the inconsistencies between ZHEU's espoused values and actual practice, with the outcome of this analysis used to formulate a compelling vision for change.

An incremental approach to change is described involving innovators and early adopters in a series of pilots to experiment with the new EMI/UDL pedagogical approach. Feedback from these piloting efforts can be used to refine the PD initiative to better address faculty's contextual needs. Departmental task forces will also be established to consult with faculty and consider how their departments can implement didactic change through the lens of their disciplines. PAR cycles are described to monitor and evaluate the development of learning and teaching leadership capacity. A learning loop for quality improvement process is also included to address adjustments that may be required as the change moves forward. Finally, a knowledge mobilization strategy is described that incorporates a comprehensive set of knowledge brokering functions and strategies, which are congruent with the chosen DL leadership approach and change process framework. The OIP concludes with a discussion of next steps and future considerations to guide the change towards institutionalization.

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Acronyms and Initialisms

ASERT	Action Self-Enabling Reflective Tool
CEFR	Common European Framework of Reference for Languages
CFCRS	Regulations on Chinese-Foreign Cooperation in Running Schools
CoP	Community of Practice
DL	Distributed Leadership
DLTC	Departmental Learning and Teaching Committee
EAP	English for Academic Purposes
EDD	Education Development Division
ELI	English Language Institute
EMI	English as the Medium of Instruction
FHEQ	Framework for Higher Education Qualifications in England, Wales, and Northern Ireland
HE	Higher Education
HoD	Head of Department
L&T	Learning and Teaching
LMS	Learning Management System
LTC	Learning and Teaching Committee
MoE	Ministry of Education
OCC	Organizational Capacity for Change
OIP	Organizational Improvement Plan
PAR	Participative Action Research
PD	Professional Development
PGCert	Postgraduate Certificate in Teaching and Supporting Learning in Higher Education
PoP	Problem of Practice

RQF	Regulated Qualifications Framework for England and Northern Ireland
SEER	Sustainable Enabled Evaluative Reflection
SMT	Senior Management Team
SSLC	Student-Staff Liaison Committee
TP	Teaching and Practice
TR	Teaching and Research
Y1	Year 1 (similarly: Y2, etc.)
Y1S1	Year 1 Semester 1 (similarly: Y1S2, Y2S1, etc.)
ZHEU	Zhongwai Hezuo East University (a pseudonym)

Chapter 1: Introduction and Problem

Over the past four decades, substantial massification has taken place in the Chinese higher education (HE) sector, accompanied by a drive to develop China's universities into world-class institutions (Ngok, 2008; Tian, 2021). Influenced by the rise of globalization, internationalization has become an area of increased focus, with English-medium instruction (EMI) recognized as fundamental to this effort (Z. Zhang, 2018). Defined as "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro et al., 2018, p. 37), the dominant language ideology driving EMI in China can be connected to the high value and prestige accorded to English as a world language. This favourable view can be associated with improved outcomes related to employability and access to educational opportunities in English-speaking countries (G. Hu et al., 2014). Despite the enthusiasm for this educational approach, regulation with respect to student preparedness for study and faculty expertise for instruction within an EMI environment is an area which is lacking (Dearden, 2018). Accordingly, this persuasive study in the form of an Organizational Improvement Plan (OIP) intends to address this gap at a Sino-foreign cooperative university via a distributed leadership (DL) approach.

Organizational Context

Globally, the motivation for governments and HE providers to undertake the process of internationalization are multivariate and include the promotion of collaborative research, establishment of joint teaching programs, and encouragement of faculty or student exchange (Altbach, 2007). Such decisions are often controlled by several push-pull factors. Influences on push factors include remaining competitive, revenue demand, quality and status, and service mission, while pull factors include an increased focus on building partnerships with English-speaking countries, supportive government policy, as well as the overall demand for HE, and in particular, international HE (Ennew & Fujia, 2009).

Stemming from the factors above, upon its entry into the World Trade Organization in 2001,

China's implementation of transnational education has been guided by the principles of the General Agreement on Trade in Services (Yang, 2008). In the context of the Sino-foreign institution under discussion in this OIP, Zhongwai Hezuo East University (ZHEU, a pseudonym), trade in HE services falls under mode of supply 3, wherein a commercial presence has been established in China (J. Knight, 2002). With regard to this mode, several potential trade barriers have been identified (J. Knight, 2006) which are important for education and trade-policy makers to pay attention to, including:

...insistence on a local partner; insistence that the provider be accredited in the home country; insistence on partner/collaborator being from the formal academic stream; insistence on equal academic participation by foreign and local partner; and restrictions on certain disciplines/areas/programs that are deemed to be against national interests. (p. 34)

From ZHEU's perspective, while the above criteria have brought challenges, they have not served as barriers to development, but rather, functioned as guiding principles. From a broader political standpoint, these conditions align transnational education with China's development model of "socialism with Chinese characteristics" (Deng, 1982), wherein Western and Chinese ideologies and practices are joined to fit China's context, thereby allowing it to benefit from the forces of globalization while still maintaining its national identity (Tian, 2021).

Economically and socially, the governmental drive for transnational education has provided Chinese universities with the opportunity to quickly advance their education practices by accessing longer established education systems, thus boosting the development of human capital and, by extension, economic development (Yang, 2008). It also serves to allay the concerns of many parents who are frustrated by what they perceive to be the declining quality of HE and as a consequence are increasingly turning to foreign education options for their children (B. Wu & Zheng, 2008).

Further, transnational education is a highlighted development strategy in the 2010 - 2020 National Plan for Medium and Long-term Education Reform and Development, which stipulates that

students should be educated with an “international perspective and good knowledge of international cultures and rules, and be skilled at international communication and cooperation” (Yan, 2015, p. 3). Accordingly, an “internationalization at home” (Beelen & Jones, 2015; Block & Khan, 2020) approach can facilitate this. To guide this process legislatively, the Ministry of Education (MoE) has promulgated the Regulations on Chinese-Foreign Cooperation in Running Schools (CFCRS), aimed at providing a standardized approach to transnational education, as well as fostering international exchange and cooperation (State Council of the People’s Republic of China, 2003). Under CFCRS regulations, a foreign institution must partner with a Chinese institution, should be non-profit, have no less than half of the governing body be Chinese nationals, and appoint a president who must be a Chinese citizen currently residing in China (Iftekhhar & Kayombo, 2016).

Culturally, the student demographics of ZHEU broadly mirror the composition of the country. Whereas at the national level, roughly 91% of the population belongs to the Han majority ethnic group (National Bureau of Statistics, 2021), at ZHEU, 96% of students are Han Chinese, with the remainder being comprised of ethnic minorities and international students, as indicated in ZHEU internal statistics. To promote equality of access for students from the various provinces, regions, and zones across China, regional enrolment quota allocation principles are applied (State Council of the People’s Republic of China, 2014). It should be noted, however, that since ZHEU is a private university, tuition exceeds that of a Chinese public university. In fact, the “tuition for cooperative universities is higher than the average combined income of a two-income family” (X. Lu, 2018, Sino-foreign tuition section, para. 4). As such, socio-economically it is generally students from more affluent families who attend ZHEU. From a staff perspective, although internal statistics have not been released, it would appear anecdotally that close to 40% of the teaching staff are international. This is in line with CFCRS requirements, which stipulate that one-third of teachers in cooperatively-run institutions should be foreign (Yan, 2015).

Structure and Governance

Under CFCRS regulations, “Chinese-foreign cooperatively-run schools shall enjoy preferential policies made by the State and enjoy autonomy when conducting educational activities in accordance with law” (State Council of the People’s Republic of China, 2003, Chapter 1, Article 4). As such, ZHEU experiences a high level of independence under a state supervising model, in that the state is broadly responsible for academic quality and accountability but does not impose detailed regulations or strict control (van Vught, 1995). In line with other Sino-foreign cooperative universities, ZHEU is able to determine its own administrative structure, enrolment capacity, admission criteria, and quality assurance processes (Mok, 2016). Despite these powers, it should be noted there remain areas where the central government exercises control within tertiary institutions, particularly in relation to politico-ideological education, sensitive research areas, and the appointment of an organization’s President and Communist party secretaries (Lo & Pan, 2021; Yang et al., 2007).

ZHEU’s governance model can be viewed through the lens of stakeholder theory (Freeman, 1984) implemented via a hierarchical committee system. Under stakeholder theory, governance is defined as collaborative and mutually beneficial interactions among stakeholders (Austin & Jones, 2016). As identified by Freeman (1984), a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization's objectives” (p. 46). In the context of HE, there are both internal and external stakeholders. Internal stakeholders include faculty, staff, and administrators. External stakeholders include the government, NGOs, students, private citizens, and private businesses with legitimate interests, such as funding research, or other contributions (Austin & Jones, 2016).

Internally, ZHEU governance decisions are chiefly controlled by the Board of Directors, the authority and composition of which is agreed between the MoE and parent universities. The Board of Directors delegates the power to discharge the functions of the university via a hierarchical committee system, which is overseen by two governing entities chaired by the Executive President: the Academic

Board and Senior Management Team (SMT). The former is responsible for all decisions related to academic activities, including learning and teaching (L&T), quality assurance, research, and academic collaboration; the latter is responsible for strategy, planning, budgeting, and university administration (ZHEU, 2017b). Several sub-committees report to the Academic Board and SMT, respectively.

The ZHEU Academic Board is akin to a mixed senate in that it is comprised of faculty and other campus constituencies (Austin & Jones, 2016). Although not all members have voting rights, all are able to participate in discussion of issues and concerns related to academic affairs. The SMT is comprised of the Executive President and three Vice Presidents (Academic Affairs, Administrative Affairs, Student Affairs). It is important to recognize that another key entity, the Academic Strategy Group, supports the SMT in a variety of ways including developing the university's academic strategy, overseeing compliance, advising on the development and implementation of policies and procedures, developing the university's collaborative network with institutional partners, and approving new corporate partnerships (ZHEU, 2017b). It should be noted that members of the SMT and Academic Strategy Group are also voting members on the Academic Board. As such, this can be interpreted from a political perspective wherein "control is kept in the hands of those of power" (Pfeffer, 1981, as cited in Austin & Jones, 2016, p. 157). Conversely, the argument has been posited that such a concentration of power can bring stability, in that membership across more than one group can provide a control against risk, counteract the influence of one party over another, and contribute to the creation of coalitions and relational cohesion (Austin & Jones, 2016).

With regard to external stakeholder input into ZHEU governance decisions, both an External Advisory Board and an Industrial Advisory Board have influence via the Board of Directors. Further, ZHEU also offers a Corporate Partnership Scheme. While these collaborative ventures do not afford direct input into governance decisions, in exchange for what these entities offer the university, corporate partners are provided access to joint research opportunities, students (e.g., recruiting post-

graduation, internships, mentorship), networking, and marketing opportunities (ZHEU, 2014).

History, Mission, and Vision

Zhongwai Hezuo East University (中外合作 translated, *Zhongwai Hezuo* means Sino-foreign cooperation) is a transnational EMI university. Still a relatively young school, it was part of the initial wave of tertiary institutions to emerge following the release of CFCS regulations in 2003. Further, it was the first HE institution approved by the MoE to operate as an independent university cooperatively with a foreign university (Huang, 2014). Located in eastern China near Shanghai, this Sino-British joint venture is a mid-sized university composed of over 15 academic departments with over 1,200 staff, teaching and administrative, serving upwards of 15,000 students. Degree programs are offered at the undergraduate, master, and doctoral level. Students have the option to undertake their entire degree study at ZHEU, or follow a 2+2 route, wherein their last two years of study are completed at the British parent university. This pathway is contingent upon achieving a certain level of English proficiency by the end of Year 2, however. Upon graduation, students are eligible to receive two degrees: a Chinese degree from ZHEU and an accredited British degree from the foreign parent university.

As a first-tier university, ZHEU admits undergraduates who achieve top scores on the Gaokao (Chinese National University Entrance Exam), a three-day examination that focuses on knowledge of Chinese language and Marxist thought, mathematics, and a foreign language; test takers can select from a choice of six languages (Perrin, 2017; Zhu, 2014). It is important to note that admission is based on overall performance and that individual section scores are not considered. Thus, it is possible to compensate for weak performance on the English component with strong scores in other areas.

The vision of ZHEU is to become a leading international university, recognized in China and globally, for its strengths in research output, teaching methodology, community contribution, and education administration. Its mission is aimed at equipping students with the skills to succeed in a globally competitive market, through exposure to emerging strategies in pedagogical approach and

technological innovation (ZHEU, n.d.). Congruent with this, in 2018, ZHEU announced it was commencing construction of a second campus, an entrepreneur college, aimed at pioneering a new educational model which would facilitate collaboration between the HE and artificial intelligence and technology sectors. Although the facility is scheduled to open in 2022, the first cohort of students was admitted in 2019, with the intention they will transfer to the new campus once construction is completed. The satellite college is projected to accommodate more than 5,000 students (ZHEU, 2018a).

Leadership Position and Lens Statement

I have been in education for 14 years and have worked at ZHEU for the past seven in positions of increasing authority. Initially in the English Language Institute (ELI), I was first an English for Academic Purposes (EAP) lecturer, then a module leader, and later Year 1 Manager, overseeing the first-year EAP provision, delivered by more than 80 teachers to approximately 4,000 students. In this role, I was a member of key departmental and university level committees, which afforded me a global perspective of the organization, its unique context, and the challenges faced by students and faculty. This experience later enabled me to transition into a more central institutional role as Director of the Education Development Division (EDD), responsible for the continuing professional development (PD) of faculty, staff, and graduate students.

Prior to my career in HE, I worked in a variety of sectors: governmental, media, and hospitality. Across the diversity of my combined experiences, I have come to understand that in its most basic sense, leadership is a process, which entails influence, a focus on goals, and operationalization by groups (Northouse, 2016). With respect to these elements, my personal leadership approach focuses on building relationships, trust, mentoring, empowerment, and collaboration. These ideals align with a distributed viewpoint of leadership, in that they allow me to collectively share leadership with others in the setting and achievement of objectives by engaging expertise across my organization (Harris, 2004).

Accordingly, based on my leadership orientation and guided by Kezar (2018) to think about my

agency with respect to this improvement plan, my position as EDD Director provides the formal top-down authority to implement change with regard to institutional strategy for faculty development. However, I am aware that for any form of reorientation to be successful organizationally, the transformation process needs to be bottom-up, as well. In consideration of this, a DL perspective is recommended, applied through the theoretical lenses of social cognition and cultural approaches.

Distributed Leadership

As opposed to the traditional conceptualization of leadership that attributes decision-making to a single individual, DL theorizes that it can result from the efforts and actions of many. Gronn (2002) classifies this type of group function as concertive action, characterized by spontaneous collaboration, intuitive working relations, and institutionalized practices. His view is that the combination of these three holistic forms of action represents conjoint agency, wherein “agents synchronise their actions by having regard to their own plans, those of their peers, and their sense of unit membership” (p. 431). Moreover, Spillane et al. (2004) characterize DL as distributed practice, “*stretched over* [emphasis in original] the social and situational contexts of the school” (p. 5). Rather than leadership being the function of what a leader or group of leaders knows and does, it is instead “the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks” (p. 5). Essentially, DL occurs when a group of individuals assumes leadership behaviours to achieve a shared goal.

Building on Gronn’s concept of conjoint agency, Leithwood et al. (2007) define four patterns of DL: planful alignment, spontaneous alignment, spontaneous misalignment, and anarchic misalignment. To address this OIP, planful alignment will be focused on. Similar to Gronn’s concept of institutionalized practice, when employing a planful alignment approach, Leithwood et al. (2007) indicate that:

...the tasks or functions of those providing leadership have been given prior, planful thought by organizational members. Agreements have been worked out among the sources of leadership about which leadership practices or functions are best carried out by which source (p. 40).

Further to this, Spillane et al. (2001) relate that when exploring leadership tasks, the knowledge and expertise of school leaders might be better examined at the group rather than the individual leader level. This aligns with the view of Hosking and Morley (1991, as cited in Gronn, 2002) who indicate that leadership is a contextualized product of interactive processes, rather than the dominion of individuals. Accordingly, in my role as a leader and change agent, it will be crucial to identify whether ZHEU's organizational environment is conducive to a DL approach to change.

The conditions that foster the development of an institutional DL orientation can primarily be attributed to three antecedents: hierarchical/vertical leaders, support structures, and culture and empowerment (Wassenaar & Pearce, 2018). At the outset, leaders can facilitate intrinsic motivation among followers by demonstrating the following behaviours: (a) valuing excellence in performance; (b) allowing followers to set their own goals; (c) providing timely feedback on performance; (d) matching challenges with followers' skills; (e) decreasing workplace distractions; and (f) allowing freedom and personal control in the workplace (Hooker & Csikszentmihalyi, 2003). Secondly, the provision of a variety of support structures can be helpful, such as enhanced infrastructure, technology, resources, training, and compensation (Wassenaar & Pearce, 2018). Finally, an organizational culture with shared values, that empowers its members with trust, autonomy, and real responsibility is more likely to be successful with a DL approach (Hooker & Csikszentmihalyi, 2003; Wassenaar & Pearce, 2018).

The circumstances outlined above align with my own values and practices as a leader, in that I believe that the work people do towards the achievement of organizational goals should be rewarding and allow them to tap into their strengths. Moreover, I am a strong advocate for individuals challenging themselves and developing new skills. My personal experience with implementing DL to achieve change at the departmental level has seen faculty return excellent results that not only improved outcomes for the institution but also served individuals' intrinsic motivation and provided job satisfaction. Within the broader context of this OIP, it is my intention to follow a similar approach. A DL perspective can be

utilized to facilitate critical reflection by internal stakeholders on institutional challenges, involving all in participating and accepting responsibility for making decisions and taking action (Hannay, 2003). This process can be enabled by incorporating a double-loop learning approach, discussed in the next section.

Social Cognition Lens: Double-Loop Learning

Congruent with the above perspective of DL, social cognition approaches to leading organizational change advocate for the role of learning and development in guiding individuals through the process, as resistance can be mitigated through developing an understanding of how a change could impact work and role (Kezar, 2018). This approach is necessary, as people often perceive change initiatives through the lens of their own identity, beliefs, and values. From the standpoint of ZHEU faculty, they view themselves as experts and researchers within their disciplines, which shapes their respective approaches to teaching and administrative responsibilities. Based on this, the possibility of cognitive dissonance (Festinger, 1957), wherein mental discomfort is experienced due to the coming together of conflicting ideas, should be given consideration when exploring change and dealing with potential silo mentalities (Amis, 2018; Carbone et al., 2017). Within organizations, single- and double-loop learning theories (Argyris, 1982, 1999; Schön, 1983) are learning processes associated with this effort. Although both are employed in problem solving, their approaches differ.

With single-loop learning, errors are detected and changes are made while maintaining existing assumptions and values (Argyris, 1977). Double-loop learning, on the other hand, occurs when underlying assumptions are challenged, thus requiring reflection and a re-evaluation of norms, beliefs, and values with regard to performance (Argyris, 1977). By re-evaluating ZHEU's current practices as an EMI institution, the identification of a problem with the current status quo has the potential to disrupt accepted norms and challenge academic identity. It is therefore crucial that a culture of trust be fostered to support this process, given that double-loop learning involves acknowledging inconsistencies between one's thoughts and actions and the identified problem (Kezar, 2018). Further, the connection

between individual and collective tacit knowledge must be acknowledged, as this can be connected to promoting best practices, which frequently reflect backwards rather than forwards (Hannay, 2003). An examination of ZHEU's culture can bolster the double-loop learning process and is discussed below.

Cultural Lens: Learning Culture Theory

Organizational change from a cultural perspective involves a shift in values, beliefs, myths and rituals (Schein, 2017). Given the irrational and unpredictable nature of cultural change due to the influence of implicit systems and underlying assumptions and values (Simsek & Louis, 1994; Smircich, 1983, as cited in Kezar, 2018), for a transformation to be successful, it should align with the organizational culture (Kezar, 2018). In the case of HE, many institutions are comfortable viewing themselves as learning cultures based on their overarching mission of disseminating knowledge (Buller, 2015). Appropriately, Bates and Khasawneh (2005) define an organizational learning culture as being:

...reflected by an organization-wide pattern of values and beliefs about the importance of learning, its implementation and dissemination. These values and beliefs are based on observable, salient work context factors such as norms associated with creativity and innovation, human resource practices that support ongoing employee development, and managerial practices that facilitate efforts directed at change and innovation. (p.99)

This description aligns with the learning leadership model proposed by Schein (2017), which details ten recommended characteristics of a learning culture oriented towards flexibility and dealing with constant change. In summary, these include:

- proactive problem solving
- a positive attitude towards learning for the sake of learning
- the belief that everyone wants to learn in order to survive and improve
- acceptance that the environment is manageable
- openness to inquiry and dialogue as a way of finding truth and recognizing there is always more

to learn

- orientation towards the future as a form of preparedness
- clear, open communication channels and the sharing of all task-relevant information
- recognition of cultural diversity as a source of learning and innovation
- the ability to recognize complexity and employ systemic thinking
- the understanding that a culture can always learn from itself

As the change leader proposing a culture change within ZHEU, it will be important for me to identify whether its organizational culture is open to change, innovation, and development. Ensuring that it embodies the learning culture characteristics outlined above will therefore be a crucial precondition to successful change implementation. By using DL supported through the lenses of double-loop learning and learning culture theory to approach change, the intention is to raise awareness organizationally to the challenges stemming from ZHEU's status quo approach to EMI and involve all institutional members in developing and implementing a vision for change.

Leadership Problem of Practice

An ongoing challenge at ZHEU has been how to effectively deliver content to students in English. While student enthusiasm and participation are high at the start of Year 1 (Y1), as the school year progresses instructors begin to see a decline in the attendance and performance of students with weaker language ability. The problem does not necessarily stem from the difficulty of the subject matter so much as from the medium of instruction (Dearden, 2018; G. Hu et al., 2014; Jiang & Zhang, 2019). Although students have been admitted based on scores they received on the Gaokao, the university has no minimum English language entry requirement. While most students enter with B1 or higher on the Common European Framework of Reference for Languages (CEFR), approximately 20% enter annually with A1 or A2 language ability. Refer to Appendix A for a description of CEFR levels. Moreover, the situation is further compounded by the transition from a Chinese high school environment with its

teacher-led approach to a western HE dynamic that emphasizes autonomous learning. The resulting combination of these factors can prove to be quite challenging for students at the lower end of the language spectrum. To address this issue, ZHEU's ELI, which is responsible for delivering EAP modules in Y1 and Y2, has implemented various measures such as streaming students into classes by language ability level, providing increased amounts of formative feedback, and offering additional language and skills development workshops. Despite these actions, a broader institutional approach is still required to further support students and promote engagement. As the EDD Director, the Problem of Practice (PoP) under examination is the impact of the lack of sufficient support provided to students with basic English language proficiency at an EMI university in China. Accordingly, the aim of this OIP is to determine how support for these learners can best be developed through a DL approach.

As indicated in the Organizational Context, admission requirements for transnational institutions must adhere to State Council guidelines, which do not stipulate a minimum English threshold. Moreover, although there is an English component to the Gaokao, an educational reform initiative announced by the MoE in 2013 initially advocated for the removal of English from the Gaokao by 2020, with piloting that commenced in 2017 (Yang & Rui, 2014). To date, 14 provinces have conducted pilots, with national adoption of reforms expected to be implemented by 2022 (Xu, 2020). Rather than testing English ability via the national university entrance exam, students will instead be allowed two attempts at a separate language test, with only the highest score being counted (Yang & Rui, 2014). Since students can take this test at any time during their three years of high school, if they were to achieve the requisite 100 points in their first year of study, they could then be exempted from English study for years two and three (Yang & Rui, 2014). Moreover, as Murray and Hicks (2016) explain:

...students often train for tests and in doing so develop effective strategies for obtaining the scores they require for university entry without necessarily developing the kind of substantive, more productive underlying skills that give them the capacity to cope with the language

demands of their programmes. (p. 177)

Further compounding this issue is the belief by policy-makers that the experience alone of receiving university instruction in English should facilitate the development of students' English language skills (Corrigan, 2018; Dearden, 2018; Dearden & Macaro, 2016; Galloway et al., 2020; Lauridsen, 2020; The Quality Assurance Agency for Higher Education, 2013). What is not considered for EMI to be effective, however, is the requirement of a threshold language ability. As Hu (2009) relates, this lack of threshold impedes many students from benefitting from English instruction. The cumulative effect of these factors results in serious challenges for students entering ZHEU with basic English proficiency.

In concert with the above scenario, Y1 academic content is benchmarked at FHEQ (The Framework for Higher Education Qualifications in England, Wales and Northern Ireland) Level 3, a level that technically does not exist in the standard but is equivalent to RQF (Regulated Qualifications Framework) Level 3, which requires language proficiency equivalent to CEFR B2. Appendices B and C provide further detail on FHEQ and RQF equivalencies. Given that the language ability of the incoming Y1 ZHEU cohort each year is typically comprised of 20% of students at CEFR A1/A2, 65% at CEFR B1, and 15% at CEFR B2+, it is evident that the majority of students face some form of linguistic challenge upon entry. Further, the expectation that undergraduates with beginner or elementary language ability should be able to study and comprehend academic content at the tertiary level is wholly unreasonable and places undue stress not only on students, but also on the staff instructing them (Corrigan, 2018).

Despite the lack of a language entry requirement, it is the popular opinion across ZHEU academic departments that it is the sole responsibility of the ELI to address the language needs of learners. As such, there is a dearth of strategies or support built into academic program syllabi aimed at assisting students in bridging this gap. This is consistent with the findings of a systematic review of research on EMI in HE conducted by Macaro et al. (2018), which concluded there is a widely held belief among academic content instructors that they are not responsible for addressing students' English

language difficulties. Given the challenges faced by students with low English proficiency at ZHEU, and indeed across the broader Chinese HE EMI sector, it is vital that a solution must be found.

Framing the Problem of Practice

Seeking to situate the PoP in relation to the broader contextual forces that shape it, this section aims to provide theoretical insight into student motivations for EMI study, examines social, political, cultural, and organizational discourse factors, and ends with a discussion on faculty preparedness.

Cultural Capital

In consideration of the impetus for student enrolment at an EMI institution, connections can be made with social attainment theory (Alexander & Eckland, 1975; Blau & Duncan, 1967) and social reproduction theory (Bourdieu, 1977, 1990). Chinese parents, influenced by values instilled from their Confucian heritage culture (Mason, 2014), are in favour of EMI education given its perception as a gateway to a multitude of economic, social, educational, and professional opportunities and resources (G. Hu, 2009; Li, 2020). This aligns with the concept of habitus and capital formation articulated in social reproduction theory, wherein social and cultural beliefs influence individual choices and values. As G. Hu (2009) relates, English proficiency is viewed as a legitimate and prestigious form of symbolic capital in China. Accordingly, the pursuit of EMI education should theoretically allow students, and by extension their families, to attain cultural capital in an institutionalized form via the achievement of an English degree. These academic qualifications can then be utilized to generate economic capital (G. Hu, 2009; Li, 2020). Given the widespread tendency of Chinese parents to decide the university and program of study for their children, this is consistent with the notion of cross-generation uplift present in both social attainment theory and social reproduction theory.

This trend coincides with the rapid expansion of HE in China from the 1990s. Whereas 1.2 million students were enrolled at the start of the decade, this number quickly grew to 22.8 million by 2011 (Gao, 2018), and as of 2020 sits at 50.2 million (UNESCO, n.d.). Given the limited access to HE prior

to the 1990s, it seems logical that more families would take advantage of the increased opportunity for their children to gain an education and raise their professional status. Thus, in considering EMI study, beyond the high value placed on achieving an English degree itself, additional benefits for students include increased opportunities for interaction with international/foreign students, and the ability for home students to study in their own country (Macaro et al., 2018). The latter is particularly relevant to parents, not only because of contemporaneous COVID-19 restrictions, but also considering recent negative events receiving media coverage, e.g., “Asian Hate” in the US and “Everyone’s Invited” in the UK, thus increasing the demand for international education domestically (ISC Research, 2021).

The growing market for HE creates a challenge for EMI institutions, however, in that degree achievement is contingent upon a certain level of language proficiency. The tacit assumption by policy makers and parents that students can succeed, simply by virtue of instruction and study being in English, overlooks the significant gap in ability that exists for students at the lower end of the language spectrum. This situation is consistent with findings by Macaro et al. (2018), who identified the primary drawback of EMI being the potential for negative impact on content uptake due to low levels of language proficiency. Other limitations they highlight include the creation or consolidation of inequality regimes and disadvantageous outcomes for students, EMI teaching workload concerns for instructors, as well as the lack of teacher development and support.

Meritocracy and Inequality Regimes

Although access to HE in China is broadly characterized as meritocratic, given that it is based solely on Gaokao performance, closer scrutiny reveals a selection process that privileges urban students over those from rural areas (Hamnett et al., 2019; Jia & Ericson, 2017; Y. Liu, 2013). A single university entrance exam does not exist at the national level; instead, each province has its own version, with different questions, section scores, and weightings. Additionally, local governments and agencies differ in their interpretation of Gaokao policy implementation (Y. Hu, 2021). The impact of this variation

results in differing admission requirements provincially (Hamnett et al., 2019). Moreover, quotas are in place for each province and region (Hamnett et al., 2019; Jia & Ericson, 2017; M. Zhu, 2014). What this means in the context of this PoP is a high Gaokao score from a rural province is not equivalent to high score from an urban province, such as Beijing, Tianjin, Shanghai, Jiangsu, and Zhejiang. This scenario can lead to the creation of a glass ceiling (Acker, 2009), wherein all admitted students are led to believe they will equally attain the same opportunities and access to educational outcomes. However, given the variation between Gaokao performance by province, as well as the linguistic challenges of study in a second language, those at the lowest end of the language spectrum are disadvantaged from the outset.

ZHEU's lack of entry requirement serves to create an inequality regime (Acker, 2006), as it continues to reinforce divisions related to class and ethnicity. An examination of student performance on ZHEU's 2018-19 post-entry English placement test as seen in Appendix D, Table D1 demonstrates this inequity, with the performance of students from minority, rural, and lower socioeconomic regions being markedly lower than those from ethnic majority, urban, and more affluent areas, i.e., at or less than a score of 40, which is the threshold for CEFR B1 language ability. These results are consistent with a recent study of student perceptions on the washback effect of the English component of the Gaokao on their tertiary English performance. From a survey of 17 of the 31 provinces and regions across China, respondents from Gansu, Heilongjiang, Henan, Liaoning, Shaanxi, Shanxi, Sichuan, and Xinjiang (all with lower economic and urban profiles) indicated that test preparations did little to improve their listening skills for university English learning (H. Zhang & Bournot-Trites, 2021). Moreover, in comparing placement test data with the UN Education Index values in Appendix D, Table D2, similar attainment patterns reflect a disparity between urban and rural provinces nationally.

The issue is further compounded for students from ethnic minority areas. While Mandarin is the official language of China and the Han majority group (91.59% of the population), there are 55 minority groups (8.41% of the population), most with their own languages with distinct grammatical and

phonological characteristics (G. Zhu et al., 2019). Thus, students from areas such as Guangxi, Guizhou, Hainan, Inner Mongolia, Qinghai, Tibet, Xinjiang, and Yunnan face the trilingual challenge of speaking their first language at home and learning Mandarin and English at school as their second and third languages respectively (Han et al., 2016). It should also be noted that “most minority learners have to study English in classrooms where Putonghua [standard spoken Mandarin] is the dominant medium of instruction for most curricula from secondary school onwards” (Wang, 2015, p. 41). Finally, a general lack of educational development in poorer, rural areas as compared with affluent, urban areas (e.g., resources and facilities, qualified teachers, learning support from families due to language barriers, etc.) adds to the problem (Gil, 2016; Han et al., 2016; G. Wang, 2015; X. Wu & Tarc, 2021).

When viewed through the lens of rational-technicism, it is evident that this one size fits all approach, which emphasizes neutrality and generalizability for the sake of bureaucratic practice, will have the effect of advantaging some groups and disadvantaging others, as social structures associated with class and ethnicity are not accounted for (Ryan & Rottman, 2007). As Rottman (2007) indicates, this is not so detrimental at the local level, however, when implemented at the national level the repercussions can be serious. In the context of this PoP, while applicants need to achieve a Gaokao threshold for admission, the CFCRS does not stipulate a specific requirement to demonstrate a minimum English level to gain entry to an EMI institution. This lack of language entry requirement hinders students from rural and ethnic minority areas who have not had access to sufficient English study at the primary and secondary level (J. Lu, 2013), thereby disadvantaging them for tertiary EMI study.

Although it might seem logical on initial consideration for ZHEU to implement an English language entry requirement, previous research from an EMI institution in southwest China indicates that it is not as straightforward as it would seem (G. Hu et al., 2014). While the rationale could be put forward that a minimum English proficiency level is required to competently study in a tertiary EMI environment, the creation of such an admission requirement could “also serve, wittingly or unwittingly,

the ideological goal of elitism and perform the ideological task of reinforcing the status of English as a gatekeeper” (G. Hu et al., 2014, p. 32). Moreover, this would be at odds with the meritocratic ideology espoused by the government regarding access to education (Y. Liu, 2013).

Disciplinary Acculturation and Engagement

Beyond language difficulties, learners at transnational HE institutions also struggle with disciplinary acculturation, given the added requirement of understanding and adopting the discourse practices of the disciplinary community they have chosen to enter (Dearden, 2018; Evans & Morrison, 2011). According to Andrade (2006), this transition creates many adjustment challenges for students, chiefly related to academic skills, learning style, and educational background. In tandem with adapting to language demands, the new learning environment requires students to question and think critically, actively participate and self-nominate, and garner knowledge through their own research and learning. These all stand in stark opposition to what they have previously experienced in the Chinese secondary school system, which is primarily instructor-centred with students as passive recipients (Kirkpatrick & Zang, 2011; S. N. Liu & Feng, 2015). Most students find these demands overwhelming in their first year of study and their coping mechanisms vary. Often, this can have a negative impact on engagement.

A simplified definition of student engagement equates it with participation and motivation, however Appleton et al. (2008) describe it as a complex multidimensional construct with four subtypes: academic (e.g., time on task), behavioural (e.g., attendance), cognitive (e.g., self-regulation), and psychological (e.g., belonging). For many instructors in EMI institutions, and HE in general, it is fair to say there is a general awareness of these engagement constructs, although the amount of deliberation given to each dimension when assessing student engagement will vary between instructors, as well as between departments and institutions. While it is hoped that equal consideration is given to all factors, there is evidence to suggest that increased importance is being placed on monitoring academic and behavioural engagement issues over the latter two subtypes (Macfarlane, 2013).

Faculty Preparedness

As outlined in the PoP, while the ELI is in place to support the English needs of students, academic faculty more broadly do not provide language support. As subject specialists, it is their understanding that their role is to deliver disciplinary content to students, not foster their language development (Dearden, 2018; Murray & Hicks, 2016). With regard to faculty preparedness for EMI more generally, although interview panels are conducted in English, with consideration given to linguistic competence, evidence of research publications in English, and previous experience teaching in English, ZHEU's language policy does not formally require that candidates have experience with or knowledge of EMI (ZHEU, 2015). Rather, their academic achievements are the principal criterion for appointment.

It should also be noted that ZHEU does not explicitly require instructors to demonstrate high levels of English proficiency themselves. While there are many non-native English-speaking faculty members with excellent language ability, this level of proficiency is not universal. Further to this, during an EDD focus group on PD needs, non-native English staff requested more support in this regard. This view aligns with a survey by O'Dowd (2018), who examined the concerns of faculty at EMI institutions. The primary issues cited were low levels of language competence for not only faculty but also students, the lack of EMI training and support available, and a decline in teaching standards when instruction is delivered through a language other than the instructor's first language. Another issue arising from the ZHEU focus group was the common perception that PD that is focused on teaching practice is not valued by heads of department (HoDs) or rewarded in professional development reviews (PDRs), as priority is instead placed on internationally recognized published research (Macaro & Han, 2020; Young, 2006).

Guiding Questions Emerging from the Problem of Practice

From an educational leadership perspective, the issues raised in connection with this PoP relate to culture, equity, and capacity. Despite students exhibiting dramatic differences in language ability upon entry to ZHEU, a one size fits all approach is being applied to their instruction. Although the ELI

provides some level of differentiated support, module specifications for disciplinary courses are benchmarked against the FHEQ, which as highlighted previously are equivalent to CEFR B2 for Y1. This integrationist ideological perspective adopts a normative approach to support the needs of learners; in situations such as these, the dominant culture is favoured while others are marginalized (Lumby, 2012). This scenario can then lead to the creation of out-groups who face numerous challenges, such as the achievement gap and dropping out, especially among minority student populations (Sailes et al., 2014). By designing courses in this way, it places some learners at a disadvantage and creates the risk of failure. Rather than trying to get all students to fit the same mould, it is important to recognize sub-cultures and adopt a differentiation perspective, thus accepting that culture is not shared equally (Jackson, 2011).

Based on the above, what steps can this Sino-foreign cooperative university take to meet the needs of learners? Considering the factors articulated, four key lines of inquiry present themselves:

1. What can be done to address the issue of inequality regimes?
2. How can student disciplinary acculturation and agentic engagement be strengthened?
3. How can faculty capacity be developed to support low-language-proficiency learner needs?
4. Would changes to recruitment practices for disciplinary academics help to address the PoP?

With regard to the first question, although one of the conditions contributing to the existence of inequality regimes is the entry requirement delineated by the State Council, it should be noted that ZHEU does have control over other influencing factors, which could be addressed to mitigate further entrenchment of said regimes post-entry. Despite being constrained by FHEQ level requirements, how the university chooses to address program delivery could be given consideration. Certainly, a broader approach could be implemented to thinking about support, beyond what the ELI is currently providing.

On the matter of disciplinary acculturation and engagement, this is again something that is addressed by the ELI, but not necessarily by the broader university. This issue can be linked to the earlier point raised about compartmentalization of responsibility and speaks to a larger issue of consciousness-

raising for faculty. While the EDD provides PD opportunities in this regard, these are not widely taken advantage of by ZHEU faculty. Expanding on this point in consideration of the third question, developing faculty teaching capacity to support students with low language proficiency, the larger challenge may in fact be how to get faculty to engage with PD, given the departmental emphasis on research output.

Concerning the fourth question, recruiting faculty with knowledge of effective EMI didactic practices would undoubtedly benefit students. Indeed, there are currently universities in Europe that have adopted this practice and seen positive results (e.g., Airey et al., 2017). To implement such a change would require cooperation with academic departments, Human Resources, and the Centre for Academic Affairs, however. While not an impossibility, this approach could prove challenging given the sense of ownership each of these respective areas attaches to the hiring process.

Stemming from the above-highlighted questions and challenges, the overarching question in consideration of the PoP is the following: how can the level of support provided by academic faculty outside the ELI be developed to improve learning outcomes for low-language-proficiency learners?

Leadership-Focused Vision for Change

Use of a DL perspective supported by social cognition and culture theory strategies is the approach I have selected to focus on a teaching culture change within ZHEU, with the aim of influencing how support is provided to students. To achieve this, the social cognition strategy of sensemaking (Gioia & Chittipeddi, 1991; Kezar, 2013; Kezar & Eckel, 2002; Weick, 1995) can engage stakeholders in double-loop learning to consider the tacit institutional assumption that the ELI bears sole responsibility for addressing the language challenges of students. Moreover, from a cultural perspective Theory U's (Scharmer, 2016a) mindfulness approach complements double-loop learning and can facilitate a culture shift by raising awareness of a disconnect between beliefs and values. By involving stakeholders across the university in reflection and discussion on their roles, experiences, and identities, the intention is to create a bottom-up vision for change concerning ZHEU's approach to support. The collaborative

discussions and collective problem solving that result from this organization-wide evaluation of structures, policies and practices should ideally result in a reshaping of support towards more equitable student success (Kezar et al., 2021).

Gap Between Present and Envisioned Future State

Currently, the only modules specifically addressing students' language needs are discipline-specific EAP classes delivered by the ELI during Y1 and Y2, as well as a handful of Y1 introductory taster modules co-delivered by departmental faculty and ELI lecturers. For the most part, departments do not tailor their content or adjust program delivery in consideration of the specific language challenges faced by learners. Anecdotal evidence indicates that the majority of faculty are unaware that the university lacks a language entry requirement. Thus, most academic staff hold the belief that students enter ZHEU with the requisite language skills to succeed at the tertiary level. As such, faculty understand their challenge to be that of guiding students towards gaining disciplinary content knowledge, not in developing competence to understand their discipline in a second language.

Accordingly, the dominant style of delivery is via lecture, with the expectation that students will be able to sustain their attention to listen, understand, and take notes in their second or third language over an extended period. To be certain, this type of learning can already be considered demanding for many native speakers. In reality, this mode of instruction can impede learning for students with lower language proficiency and result in them resorting to mediating strategies in their first language, such as translating lecturers' PowerPoints into Chinese and studying Chinese versions of the textbook (G. Hu et al., 2014; G. Hu & Lei, 2014; Jiang & Zhang, 2019; Yu et al., 2021). Additionally, concern over loss of face due to a lack of English ability can cause students to avoid direct interactions with instructors, thereby preventing them from asking for help or clarification (Cortazzi & Jin, 1996; Yu et al., 2021). Rather than actively involving students in the learning process, lecturing emphasizes passive learning via the accumulation and compartmentalization of information. Although this delivery format might have

historically been the acceptable model in HE, cognitive science and neuroscience studies provide evidence “that learning of discrete facts, rather than synthesis, is much less successful, and that curriculum and pedagogies that emphasize integration of content, existing schema, and the like are critical to student learning” (Zull, 2011, as cited in Kezar, 2018, p. 14).

Beyond the narrowly focused area of support provided by the ELI and a select group of academics, it would appear that discipline-specific modules more broadly could benefit from being delivered with some thought being given to students’ language needs. A change like this would require a shift in the teaching culture of ZHEU, as well as the teaching identity of content instructors, however. Based on this, an incremental change process is suggested. A key aspect to consider is raising instructor awareness to their own ethnocentric bias regarding course design, as this has the potential to result in curricula and assessments that reflect the cultural values and implicit norms of the instructor, as opposed to accounting for the needs, expectations, and cultural preferences of learners (Fovet, 2019).

Culture Shift to Improve Student Support

For organizational change to be successful from a cultural perspective, a repositioning of beliefs, values, and assumptions is required. Schein (2017) refers to these elements as “cultural DNA” (p. 7), since they arise from the shared learning of a group through experience and provide meaning and stability. It should be noted that these are non-negotiated components and embedded within a culture. Drawing on this biological metaphor, cultural DNA can be interpreted as the deeply entrenched aspects of an organizational culture that are replicated by its members and passed on to future generations (Bains, 2015). These genetic associations convey the notion of fundamental, predetermined mechanisms that cannot be easily changed (Schultz, 2016). Within the context of this OIP, the components of ZHEU’s cultural DNA that influence the PoP include mindset, norms, beliefs, values, assumptions, mental models, identity, and desired behaviours.

Given that cultural DNA is developed early by organizational staff and provides sources of

stability, meaning, and predictability, Schein (2017) warns that it cannot be altered without altering a group completely. For this reason, it is crucial for culture change programs to align with a group's culture. The challenge, then, is how to recombine the cultural DNA of ZHEU to create genetic diversity from the existing parent DNA. This will require a second-order change involving double-loop learning.

Within organizational development literature, first-order change is characterized as single-loop or alpha change, while second-order change is described as double-loop or gamma change (Argyris & Schön, 1978; Golembiewski et al., 1976). Whereas first-order change involves incremental modifications to an existing framework and allows for "the tacit reinforcement of present understandings", second-order change requires an alteration of the framework itself, involving "the conscious modification of present schemata in a particular direction" (Bartunek & Moch, 1987, p. 486). Accordingly, this type of deep change relies on social cognition approaches such as sensemaking and organizational learning to effect transformation (Kezar, 2018), as second-order learning requires interrogating and reorganizing individual and collective assumptions (Barth & Rieckmann, 2012). Furthermore, it has been demonstrated that "change strategies are successful if they are culturally coherent or aligned with the culture" (Kezar, 2018, p. 57). It will therefore be important for me as a change agent to focus my analysis on ZHEU's culture and structure to establish how best to approach the change process (Kezar, 2018).

Cultural evidence can include interaction patterns, formal and informal relationships, and language and jargon. Structural elements can involve institutional structures, decision-making processes, policies and procedures, curricula and assessment, and approaches to L&T. Within the culture and structure of ZHEU, the belief and expectation that learners with low English proficiency should be able to functionally achieve an undergraduate degree in four years, simply by studying in an EMI environment, is an implicit assumption that must be challenged and overturned.

Sensemaking

In consideration of the PoP, there seems to be dissonance between the values of the institution

and what the actual requirements are for supporting learners in an EMI context. Based on this, the skill of sensemaking can be used to develop an understanding of the problem. As defined by Kezar and Eckel (2002), sensemaking involves shifting mindsets, with the aim of altering behaviours, beliefs, and values. At the individual level, this happens when new meaning is attached to familiar concepts and ideas. Mechanisms for approaching sensemaking are often referred to as sensegiving in that they facilitate reflection on identity, reconsideration of assumptions, and take place when new cues are presented and strengthened through repeated interactions (Weick, 1995). In relation to this OIP, sensegiving could involve such strategies as a speaker series, PD workshop opportunities, communities of practice (CoPs), and the creation of guidance documents and concept papers.

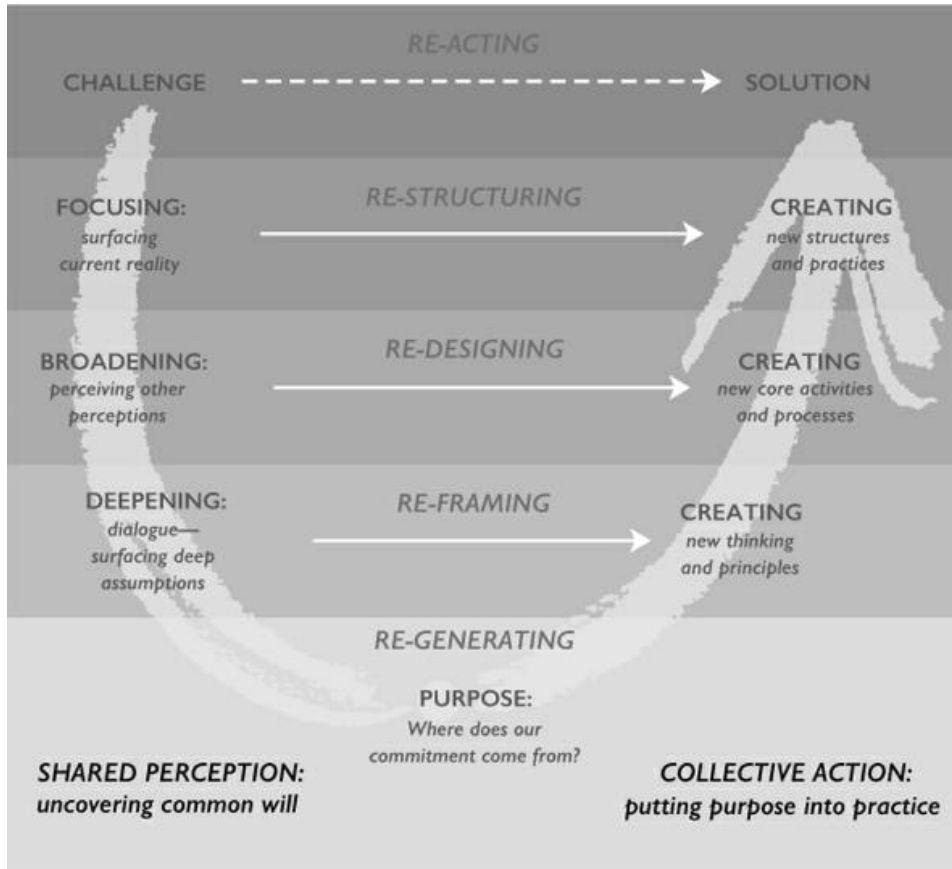
Theory U (Mindfulness)

Capitalizing on the archetype of a developmental culture (Bergquist & Pawlak, 2013) will enable the change initiative to be positioned as supporting the personal and professional growth of faculty, in addition to helping to meet the needs of learners. Scharmer's Theory U (2016) can be an effective approach to managing this change, in that it "requires [individuals] first to venture inward and downward into [their] own values and core beliefs and then to venture upward and outward in a way that applies the insight [they] gain to the challenges that surround [them]" (Buller, 2015, p. 89). The foundation of Theory U is based on Scharmer's (2000) conceptualization of five levels of organizational reality concerning response to change. Depicted as a U curve in Figure 1, the horizontal axis portrays a shifting relationship from perception through to action, while the vertical axis shows levels of change from the shallowest to deepest response (Scharmer, 2016a). Whereas levels 0, 1, and 2—reacting, restructuring, and redesigning—can be characterized as reactionary change and, as such, equated with single-loop learning, the deeper changes required at levels 3 and 4—reframing and regenerating— are more akin to double-loop learning. From an organizational learning perspective, the principles outlined in Theory U provide developmental support for analysis of ZHEU's cultural DNA with respect to the PoP.

Moreover, Theory U aligns well with sensemaking and can be employed at institutional, departmental, and individual levels to consider how to approach ZHEU’s organizational challenge.

Figure 1

The Five Levels of Behaviour in Response to Change



Note: Image depicts the five levels of behavioural change in organizations. Levels 0 (reacting), 1 (restructuring), and 2 (redesigning) are equivalent to reactionary change or single-loop learning. Levels 3 (reframing) and 4 (regenerating) represent deep change or double-loop learning. From “*Theory U: Leading from the future as it emerges* (2nd ed.),” by C. O. Scharmer, 2016a, p. 29 (<https://www.bkconnection.com/books/title/Theory-U-2nd-Edition>). © 2009, 2016 C. O. Scharmer. Used with permission.

Priorities for Change

Through applying elements of DL, I would seek to promote strategic consensus with HoDs via the development of mutual values and goals, which can be linked to shared cognition of the mental

models of academic staff regarding their understanding of ZHEU's circumstance and setting (Acciarini et al., 2021; D. Knight et al., 1999). This approach will require a metacognitive shift for some, in particular an examination of their own cognitive processes to become aware of their biases and perspectives, which would ideally lead to them being more open to other perspectives and shifting their view (Burke et al., 2006). HoDs' mental models regarding the goals of their department and the supporting role they can play for faculty and students will also need to become internalized. This will be connected to their understanding of the situation that ZHEU faces with the lack of an English entry requirement and recognizing their responsibility. Given that different departments will have distinctive approaches to teaching based on their field of study, it will be important for faculty to align their attitudes around this shift within their own disciplinary focus. In tandem with this process, as the leader driving this change, I should focus some attention on identifying the "what's in it for me" element (Napier et al., 2017) for various stakeholders and finding a way of communicating this in a compelling manner, as a strategy for decreasing resistance and increasing buy-in.

To further increase acceptance and support for change, a DL approach can also be used to build connections with teaching champions who would like to see an equitable approach to student support adopted more widely. These individuals could be given roles as mentors and empowered to promote key tenets of the change initiative (Taylor, 2020). By involving them in a planful alignment pattern of DL (Leithwood et al., 2007), their expertise can be used to marshal academic optimism across teaching staff, an aggregate variable based on the teacher beliefs of trust, collective efficacy, and organizational citizenship behaviour, which can positively influence student learning (Mascall et al., 2008). Moreover, as conveyed by Outram and Parkin (2020), frequently with change initiatives people need to know "what is the story that is going to make [them] care enough to go through the pain and discomfort of change and personal transition" (p. 13). Accordingly, these champions can contribute narrative leadership by informally introducing the "change story" across ZHEU by word of mouth, and via

workshops and information sessions.

Change Drivers

A key driver of change with regard to addressing this PoP will be the academic staff outside of the ELI. As teaching professionals, they have come to this vocation to disseminate knowledge and spark learning in others. By raising their awareness to the difficulties students with low language proficiency face and providing the opportunity to contribute to the development of a solution that is contextually relevant to them, it is hoped faculty will rise to the challenge. As Massey and Hart (2020) relate, “Change is inevitable. But it is much better to change from a position of strength and have the power to make the choice to change than to be forced to change, which is typically a weak position” (p. 152).

The promotion of a growth mindset (Dweck, 2006) and learned optimism (Seligman, 2006) will be helpful in this regard. According to Dweck, people with growth mindsets perceive the world through the lens of nurture, which should appeal to teacher practitioners at ZHEU. With learned optimism, Seligman advocates for systematic and regular reflection on the positive events in people’s lives. When applied to making personal changes to practice, this process will benefit faculty as disruption of the status quo could potentially move them out of their comfort zones and they could find themselves dealing with learning anxiety in the form of feelings of temporary incompetence (Schein, 2017). CoPs can support faculty by allowing them as a group to form a common understanding and identity by sharing their thoughts and experiences in relation to change (Wenger-Trayner & Wenger-Trayner, 2014).

Support from university leadership concerning this problem will also help to drive the change process. Given the emphasis in ZHEU’s vision and mission on improved teaching pedagogy and support for students, senior leadership, i.e., the SMT, Deans, and HoDs, can be motivated to embrace the tenets of learning leadership (Schein, 2017) discussed previously and in turn promote a developmental learning culture aimed at solving an institutional problem, which could ultimately lead to a transformational organizational change. For example, institutional incentives via the annual PDR process could be

provided, thereby contributing to the fulfilment of criteria which could qualify staff for promotion. By demonstrating a willingness to reward risk-taking and experimentation, senior institutional leaders can demonstrate that they place value on organizational learning.

Organizational Change Readiness

“People don’t really fear change. They fear loss” (Buller, 2015, p. 29). Based on this “replacement view of change” (Buller, 2015, p. 29), when faced with a change initiative, people are frequently uncomfortable and believe that to change means they must give something up, i.e., replacing A with B. Further, and in the instance of change at tertiary institutions in particular, the sense of loss can be more pronounced given the independent and territorial nature of HE. If a significant amount of effort has been invested in developing A, and faculty believe that A is working perfectly well, why should they then discard A and replace it with B? As Buller (2015) indicates, people may take affront, as the change could be perceived as a criticism of their work. Further, when trying to balance commitments to teaching, research, and administrative responsibilities, ZHEU faculty could perceive a change effort as an extra burden on top of what they already must accomplish. Therefore, before embarking on any change, it will be crucial to make organizational members aware of the challenges presented by the PoP and help them to recognize how the existing situation is impeding the production of better student learning outcomes (Cawsey et al., 2016). It will also be important in the process of awareness-raising to assess ZHEU’s readiness for change. In this regard, two tools can be used: the Organizational Capacity for Change Scale (Judge & Douglas, 2009) and the Action Self Enabling Reflective Tool (Jones et al., 2012).

Organizational Capacity for Change Scale

Judge and Douglas (2009) view organizational capacity for change (OCC) as a multi-faceted phenomenon related to issues of human capabilities, informal organizational culture, and formal organizational systems/processes. Understanding them to be operationalized through eight interconnected dimensions, they developed a 32-item inventory that can be evaluated by Likert scale.

The identified dimensions are trustworthy leadership, innovative culture, effective communication, involved middle management, trusting followers, accountable culture, systems thinking, and capable champions. Judge and Douglas contend that by scrutinizing an organization with this survey tool, it is possible to assess its managerial and organizational capabilities in responding to change. Accordingly, based on my experience working in two distinct academic areas of ZHEU, as well as my involvement across departmental and university-level committees, the OCC has been applied in a preliminary review of change readiness. Refer to Appendix E for the completed OCC survey.

Concerning the trustworthiness of departmental leaders, scores are generally favourable given that leaders tend to fall in line behind SMT decisions. Areas for improvement, however, include understanding how to clearly articulate messaging to faculty. From the perspective of innovation and change, ZHEU places high importance on this. However, while ZHEU attracts creative people, there are unfortunately some aspects of operating within a Chinese policy infrastructure that cause retention issues. Communication-wise, the flow of information is something that needs to be improved across all levels. There is an aspect of overload connected with administrative responsibilities which seems to contribute to this. Furthermore, decisions reached by committees are often buried in meeting minutes. Although this information is readily available via the intranet, it requires knowledge of where to look.

Similar to departmental leaders, middle managers demonstrate commitment to organizational mission and objectives and are often vocal in raising issues constructively. From the faculty perspective, given the disparate size of departments—some have less than ten people while others have almost two hundred—there are varying levels of awareness regarding institutional changes and their intended benefits. Further to this, larger departments tend to have greater levels of distrust of senior leadership, likely due to lack of direct interaction. As concerns a culture of accountability, ZHEU is generally strong from the standpoint of policy and procedure. Although, again, due to varying department sizes, there are some who are overburdened with administrative and teaching work, while others have light

workloads, comparatively. Regarding systems thinking, ZHEU is an organization oriented towards reinvention through piloting and reform initiatives. This bodes well for change from an operationalization view but is tempered by the communication issues highlighted above. Finally, based on the supportive culture of innovation, ZHEU has no shortage of creative academics enthusiastic to experiment and challenge the status quo. This should be qualified, however, as being related to their field of study and research focus, not necessarily to pedagogy and support.

Based on this initial analysis, ZHEU appears to be moderately well-placed for a change initiative. It will be vital, however, to focus on clear communication given the importance of messaging around change. To facilitate change readiness, the goal of this communication should be twofold: (1) to inform and (2) to create a community. As indicated by Elving (2005), transparency about the specifics of change and how organizational members' work will be impacted can have a positive impact on change acceptance. Moreover, creating feelings of community can contribute to identity formation and team spirit, which can help to foster commitment and support a shift in organizational culture.

Action Self Enabling Reflective Tool

A second tool to assess change readiness is the Action Self Enabling Reflective Tool (ASERT), depicted in Appendix F. Developed by Jones et al. (2012), the aim of the ASERT is to examine the operationalization of DL practices in HE, and in the context of this OIP, it will also be useful for examining organizational culture. The ASERT presents four dimensions (context, culture, change, and relationships) with specific values within (trust, respect, recognition, and collaboration), and overlaps them with four criteria (people, processes, PD, and resources). Together, the combination of these factors is seen as helpful in supporting practices regarded as most effective in promoting DL for L&T.

Comprised of two parts, the first part of the tool is an action matrix, which examines the relationship between the dimensions (Y axis) and criteria (X axis) and indicates how the various types of alignment depicted in the grid can intersect with the values to create different conditions for DL. The

second part of the tool, seen in Appendix G, is a self-enabling reflective process involving a series of steps designed to promote reflective inquiry and analyze the relative effectiveness of the descriptor/value pairs regarding the criteria. In consideration of the change process required to implement a change in teaching culture, the ASERT can be used at various developmental stages to assess, evaluate, and monitor progress. Further, it can facilitate analysis across levels within ZHEU, i.e., institutional, school, and departmental. Through this tool, it will be possible to identify the contributions of stakeholders to the process, while also recognizing and accommodating differences in values and beliefs. In this way, it is hoped the ASERT can help to remove potential barriers to change and promote buy-in (Gaubatz & Ensminger, 2015) of the value of and need for a change in teaching approach.

Chapter Summary

This chapter has introduced the PoP, which details the language support challenges faced by students with low English proficiency at ZHEU, a transnational EMI institution in China. By examining the university's organizational context and the social, political, and cultural factors influencing the PoP, I have identified the need for a change in ZHEU's teaching culture as a means of addressing this issue. Given the difficulties associated with initiating culture change, I have decided to follow a DL approach, supported by sensemaking and mindfulness strategies, to ensure that change participants fully understand the scope of the problem and are actively involved in the development of a solution. An initial examination of my institution's organizational readiness has helped me to determine that there is moderate potential for ZHEU to embrace a change in teaching culture. Chapter 2 will provide further detail on the DL perspective and support mechanisms that will be used to strengthen faculty receptivity to change and guide the transition, as well as the planning and development of the change plan.

Chapter 2: Planning and Development

Chapter 1 introduced ZHEU and its unique organizational context, described the PoP and the contextual forces influencing it, and identified a leadership focused vision for change to address the challenge it faces. In Chapter 2, attention shifts to the planning and development of the change process via a leadership approach grounded in DL values and focused on capacity-building. A framework for leading the change process is presented that joins the Change Path Model (Cawsey et al., 2016) with Theory U (Scharmer, 2016a) and DL tenets (Jones et al., 2014). To diagnose issues contributing to the PoP, organizational analysis is used to generate possible solutions. Based on critical evaluation of these solutions, a way forward is proposed supported through participative action research. The chapter concludes with a discussion of ethical leadership considerations as regards organizational change.

Leadership Approach to Change

A transformation in the teaching culture and identity of ZHEU faculty is proposed to address the challenges faced by low-language-proficiency students. Given that changes this significant should not be undertaken without consultation and input, a DL approach will be implemented, as this will allow for the involvement of people at all levels in collaboration and decision-making. The intention is to assist disciplinary faculty in recognizing and embracing the shared goal of an expanded strategy for student support. Accordingly, this capacity-building approach can be achieved by nurturing DL tenets (Jones et al., 2014), developing buy-in, concentrating on the change context, and ensuring planful alignment.

Capacity-Building

Framing change through Fullan's (2006) definition of capacity-building, it is viewed as "any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of student learning. [This] involves helping to develop individual and collective: knowledge and competencies; resources; and motivation" (p. 9). When undertaking capacity-building for school improvement, Hopkins (2001) suggests that it is essential to: provide PD; engage in enquiry and

reflection with respect to progress; ensure that students are involved; utilize a DL approach; participate in collaborative planning; and coordinate efforts across the institution. Thus, to navigate away from the existing deficit mindset, which places the burden of change on learners (Kezar et al., 2021), a starting point for encouraging collective ownership and responsibility for low-language-proficiency student support will involve sharing data (Matthews, Moorman, & Nusche, 2008) and proactively opening discussion on how to address this challenge.

Incubation of Distributed Leadership Tenets

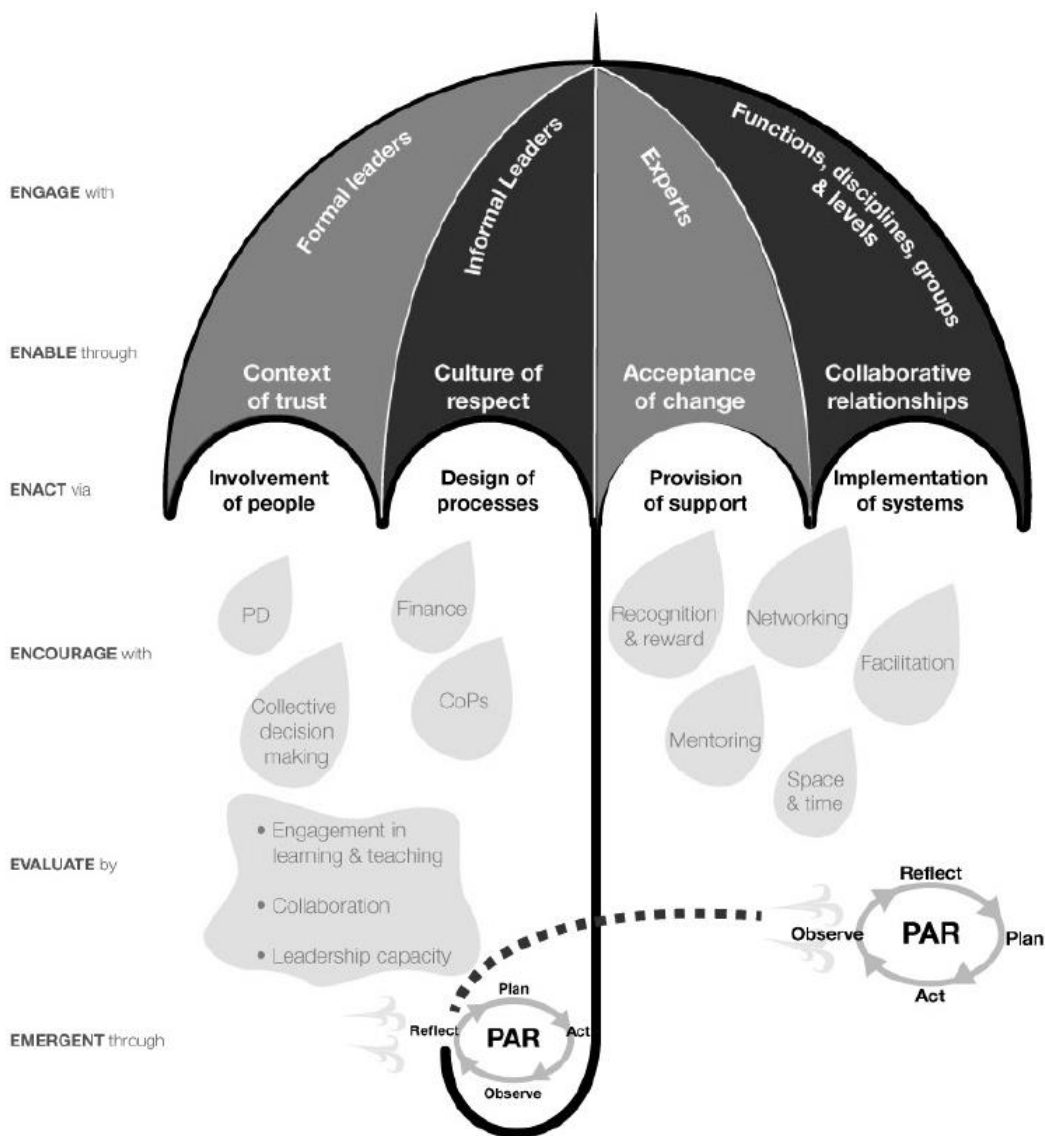
For change to be successful in HE, faculty commitment and participation are necessary, and in some instances is also the result of them leading the change (Randall, 2012). Following a DL approach can facilitate this, in that participants are given the opportunity to contribute to decision making and collaborate in developing solutions, which can lead to them championing change implementation (Jones & Harvey, 2017). In consideration of this, and to help focus on sustainable L&T change in HE, Jones et al. (2014) conceptualized a model of DL, seen in Figure 2, which consists of six underpinning tenets identified as essential to successfully supporting the development of leadership capacity in L&T:

1. *Engage with* – involvement of a diverse array of institutional players from different functions, disciplines, groups, and levels who contribute to L&T, either directly or indirectly, i.e., formal leaders, informal leaders, experts in L&T, staff in units adjacent to teaching.
2. *Enable through* – collaborative relationships are fostered to effect change through a context of trust and culture of respect.
3. *Enact via* – people are involved via the creation of inclusive processes, supports, and systems.
4. *Encourage with* – raising awareness through a variety of channels, such as PD, mentoring, CoPs, financial support, provision of time and space, and recognition and incentives.
5. *Evaluate by* – use of appropriate mechanisms to demonstrate evidence of increased engagement in L&T, collaboration, and growth in leadership capacity.

6. *Emergent through* – demonstrated through ongoing cycles of action research based on participative action research (PAR) methodology.

Figure 2

6E Conceptual Model of Distributed Leadership



Note. Key tenets of DL represented as the relationship between constituent parts from all relevant functions, disciplines, groups, and levels across an institution. From “Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching,” by S. Jones, R. Hadgraft, M. Harvey, G. Lefoe, and K. Ryland, 2014, *Australian Government - Office for Learning and Teaching, Final Report* (<https://ro.uow.edu.au/sspapers/592>). Open access.

Depicted as an umbrella, the 6E Conceptual Model represents DL as the relationship between constituent parts from all relevant functions, disciplines, groups, and levels across an institution. Within the context of this OIP, these are represented by the EDD, schools and departments, senior leadership, academic committees, Registrar's Office, Human Resources, Academic Services Office, IT department, and the students themselves. Appendix H provides detail on the involvement of these stakeholders.

Based on these tenets, Jones et al. (2014) developed a benchmarking framework to evaluate the institutional practice of DL, comprised of five domains: Engage, Enable, Enact, Assess, and Emergent. As seen in Appendix I, these benchmarks offer "good practice" reference points and provide a framework for self-evaluation, which will be discussed in further detail in Chapter 3. When used in conjunction with the ASERT (Action Self-Enabling Reflective Tool), this instrument can provide insight into the identification of principles, practices and actions which will be key to implementing successful change at ZHEU via a DL approach.

Developing Buy-In and Overcoming Barriers

To promote buy-in and build consensus of the need for pedagogical change across ZHEU, a bottom-up approach should be implemented. It is vital that faculty are convinced of the merits of and willing to experiment with new techniques, rather than feeling forced to employ didactic methods they do not believe in, which could lead to poor implementation (Muijs, 2010). As such, a DL approach can be used to facilitate the development of a culture of inquiry, as opposed to staff assuming a compliance orientation (Sloan, 2013). As revealed by Gaubatz and Ensminger (2015) in research investigating the link between leadership behaviours and organizational change, specifically focusing on potential barriers to change, in many instances resistance was chiefly a product of staff attitude. This can be ascribed to a desire to maintain the status quo, a lack of knowledge and expertise related to the change area, as well as an absence of consultation with staff related to change decisions. Thus, to avoid the development of such impediments, it will be critical that the following contextual conditions, as identified by Ely (1999),

are present to contribute to the successful implementation of change within ZHEU: (a) dissatisfaction with the status quo; (b) existence of knowledge and skills; (c) availability of resources; (d) availability of time; (e) existence of rewards or incentives; (f) shared decision-making and communication; (g) institutional will and commitment; and (h) leadership at both the senior and project level.

Alignment of Contextual Conditions, Change Agent Domains, and Distributed Leadership Tenets

To facilitate the incubation of the above conditions, organizational change literature also recommends certain domains be addressed by change agents (Gaubatz & Ensminger, 2015). These include: (a) identifying an issue which is not addressed by the status quo; (b) building capacity by boosting the confidence and competence of members to participate in and enable the change process; (c) aiding members to recognize a personal connection and see the benefits of the change; (d) ensuring that the leadership is in support of the effort; and (e) explaining why the change is appropriate. These five domains can be aligned with the eight contextual conditions detailed above and are also congruent with the 6E conceptual model of DL. Figure 3 below identifies connections that will be fostered between these three areas within the change initiative outlined in this OIP.

The most significant challenge at the outset of the ZHEU change process will be creating a receptive climate for the first condition identified by Ely (1999) - building dissatisfaction with the status quo. Gaubatz and Ensminger (2015) advocate for the use of relationship management strategies such as sharing key information and data, providing training, and soliciting staff input and feedback as a way of achieving this. Other recommended task-focused leadership behaviours will involve including ZHEU faculty in the decision-making process by appealing to their sense of duty in determining what is best for their students and involving them in setting expectations and objectives regarding change.

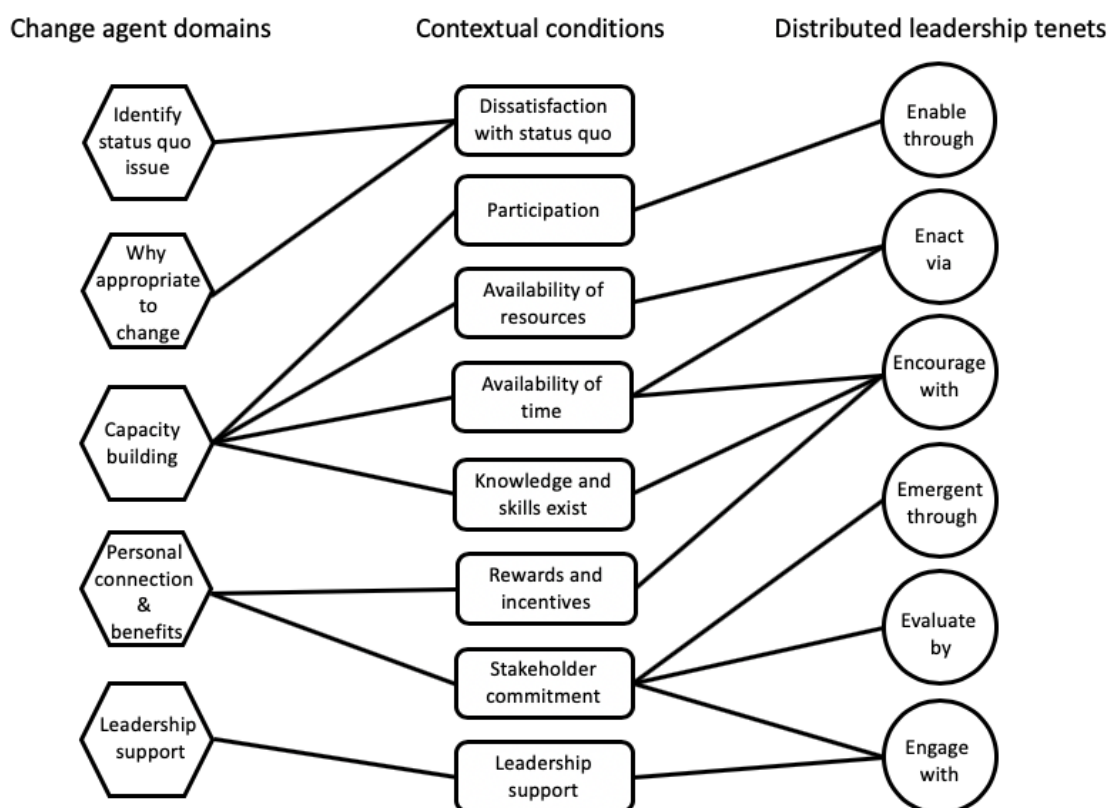
Planful Alignment

Focused attention on applying the tools outlined above can enable a planful alignment DL pattern (Leithwood et al., 2007), rooted in the recognition of shared beliefs and values. In promoting

this leadership orientation, decisions can be made based on reflection and dialogue; trust in the motives of colleagues can be built; belief in capacities of colleagues can be developed; colleagues can demonstrate a commitment to shared organizational goals; and emphasis is placed on cooperation over competition. In order for this approach to be successful, the key element of time must be accounted for, to allow ZHEU faculty to not only ruminate and plan but also contend with the associated impact on policies, tasks, and practices that change may bring (Sloan, 2013). This is consistent with the time component identified by Ely (1999) and Jones et al. (2014).

Figure 3

Change Agent Domains, Contextual Conditions, and Distributed Leadership Tenets



Note. A visual representation of the connections between change agent domains (Gaubatz & Ensminger, 2015), contextual conditions (Ely, 1999), and distributed leadership tenets (Jones et al., 2014).

Framework for Leading the Change Process

To embark on a culture change will entail comprehending ZHEU's organizational culture. As

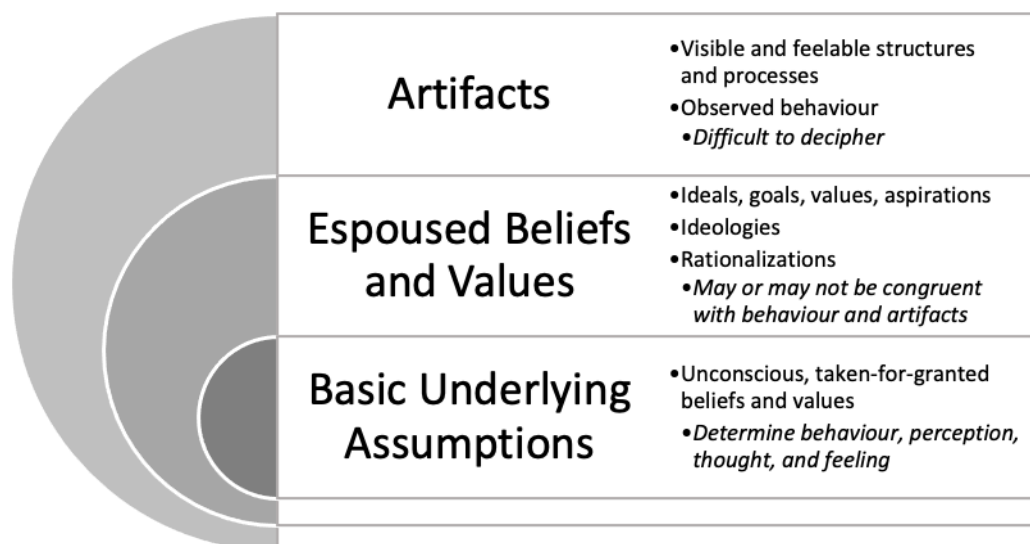
highlighted by Elmore (2004):

Cultures do not change by mandate; they change by the specific displacement of existing norms, structures, and processes by others; the process of cultural change depends fundamentally on modelling the new values and behavior that you expect to displace the existing ones. (p. 11)

Consequently, in commencing the change process, it will be important for me as the agent leading the change to develop a clear picture of its cultural structure and understand how to analyze it. Undertaking this action will allow for the implementation of ZHEU's Change Process Framework, which integrates the Change Path Model (Cawsey et al., 2016), Theory U (Scharmer, 2016a), and the Sustainable Enabled Evaluated Reflection (SEER) DL Change Process Model (Jones & Harvey, 2017).

Understanding Culture as a Part of Managing Change

Culture is comprised of three levels: artifacts, espoused values and beliefs, and basic underlying assumptions (Schein, 2017), as illustrated in Figure 4. Artifacts are the visible products of a culture, such as its physical structures, organizational charts, published values, language, and manners of interaction. Schein (2017) reveals that although these are observable traits, they are not necessarily easy for an outsider to decipher, given that they could be construed through the lens of the observer's own cultural experience. Espoused values and beliefs are the articulated desired behaviour of an organization, such as its mission, vision, and strategy (Cawsey et al., 2016). In some instances, it is possible that there is a disconnect between what is desired and what is observed. This can be equated with what Argyris and Schön (1978) term the difference between *theory of action*, or espoused theory, and *theory-in-use*, which is the actual observed behaviour. As Argyris (2002) states, "people consistently act inconsistently, unaware of the contradiction between their espoused theory and their theory-in-use, between the way they think they are acting and the way they really act" (p. 7). Analysis of ZHEU's artifacts, values, and beliefs will provide valuable insight into the disconnect between its EMI theory of action and theory-in-use, thereby highlighting the inadequacy of the status quo and serving as an initial motivator for change.

Figure 4*The Three Levels of Culture*

Note. The three levels of culture. A reconceptualization of Figure 2.1 from “Organizational Culture and Leadership,” by E. H. Schein, 2017, p. 17. © 2017 by Edgar H. Schein. Fair Use.

Assumptions are taken-for-granted beliefs based on established patterns of behaviour (Schein, 2017). These are similar to theories-in-use, in that they are implicit expectations that guide behaviour (Argyris & Schön, 1978). Moreover, assumptions are the deepest and most engrained aspects of culture given their tacit nature, and therefore difficult to change. As such, uncovering ZHEU organizational assumptions about support for low-language-proficiency students will be central to successfully implementing change. It is interesting to note that assumptions often can be at odds with what an institution’s written vision and mission state (Tagg, 2007). In order to modify a basic assumption, it is necessary for an individual to go through a process of double-loop learning, to re-examine the fundamental nature of their own cognitive structure (Schein, 2017).

Analyzing Elements of Culture

To change a culture requires understanding it at a detailed level, and in particular awareness of the stable elements that contribute to its success (Schein, 2017). Conducting an analysis of the three

levels of culture can provide such insight. As a change agent, I can do this by observing artifacts, reading documents and having conversations to uncover espoused values and beliefs, and observing and speaking with people about underlying assumptions (Cawsey et al., 2016). It will also be helpful to bring together a representative group from the across ZHEU and having them identify behavioural artifacts of the organization (Schein, 2017). Once compiled, a separate list of significant organizational espoused values can be created, compared with the artifacts, and considered as to whether they are congruent. If any discrepancies are identified, the group can then engage in an exploration of the underlying assumptions that could explain the behavioural artifacts. Involving ZHEU staff in a double-loop learning process such as this will be invaluable for detecting a misalignment between the university's espoused values and beliefs, and its artifacts and the observed behaviour of its faculty.

A possible outcome of these conversations could be the identification of organizational defensive routines, which are "any policies or actions that prevent the organization from experiencing pain or threat and simultaneously prevent learning how to correct the causes of the threat in the first place" (Argyris, 1986, p. 541). As Tagg (2007) relates, pedagogical reform often clashes with defensive routines, with the logic of confidence causing colleges and universities to reject clear solutions to the most obvious educational problems. By taking a double-loop approach to address the PoP, the governing value of language support being the exclusive responsibility of the ELI should be reconsidered. In modifying this governing value, additional support strategies could be considered and made available that were previously closed off (Tagg, 2007). Recognition of this reality can then contribute to bottom-up visioning, an employee-centric approach which will be useful in facilitating alignment between the change vision of ZHEU staff and the broader vision for change with respect to the PoP (Cawsey et al., 2016). This will be vital to the successful implementation of second-order culture change within ZHEU. Cultural analysis would occur primarily in the first stage of the ZHEU Change Process Framework discussed below but would also remain embedded throughout the transition.

ZHEU Change Process Framework

The ZHEU Change Process Framework, represented in Figure 5, is an integration of the Change Path Model (Cawsey et al., 2016), Theory U (Scharmer, 2016a), and the SEER DL Change Process Framework (Jones & Harvey, 2017), supported by sensemaking (Gioia & Chittipeddi, 1991; Kezar & Eckel, 2002; Weick, 1995) and growth mindset strategies (Dweck, 2006).

Change Path Model

The Change Path Model (Cawsey et al., 2016), a four stage paradigm of organizational change, is the core of the ZHEU Change Process Framework. When used in conjunction with Nadler and Tushman's (1980) Congruence Model in critical analysis, it allows a change leader to take a systems-level approach to change, considering elements across three levels: individual, organizational, and procedural. During the first stage, *awakening*, the need for change is identified and the change vision is developed. This is followed by *mobilization*, which entails organizational analysis and communication of the need for change. Next comes *acceleration*, which focuses on action planning and implementation. Once the new desired state of *institutionalization* is achieved, monitoring and measurement mechanisms are utilized to track the change and ensure stability. The four stages are elaborated below.

Awakening. Sensemaking/sensegiving activities during the awakening stage can provide an opportunity for EDD change agents to conduct guided discussions with faculty to identify the issues as detailed in the PoP and raise awareness of a performance gap, thus facilitating the development of shared understanding of the necessity for change. Although faculty may be aware of the language challenges faced by students, “diffusion of responsibility” (Darley & Latané, 1968) could be preventing them from taking action, as they believe that the ELI is already addressing this issue. The aim is to assist faculty in diagnosing defensive routines, embracing a perspective focused on acknowledging the specific needs of low-language-proficiency students, recognizing the role they as faculty can play in addressing these needs, and adopting a willingness to experiment and develop strategies to support them. This can

be further supported by outlining a clear vision for change to clarify “the road ahead”, provide guidance and direction, and positively influence faculty involvement (Cawsey et al., 2016, p. 114).

Mobilization. During this stage, critical organizational analysis can provide understanding of ZHEU’s formal structures and systems and identify how they can best be utilized to support change implementation. Further, engagement with the change at the school level can boost understanding, create buy-in, and legitimize the change among staff with serious concerns (Cawsey et al., 2016). Emphasis on cultivating an organizational learning culture and promoting innovation and testing will also be key. This can be achieved by following an action path of “seeing first” based on experimentation and piloting (Mintzberg & Westley, 2001), thus providing the foundation through which the change vision can be better realized (Kempster et al., 2014). Involving departmental volunteers in piloting changes in their courses can enable testing, learning, and involvement across schools, a participative approach that is crucial to changing attitudes and gaining acceptance for change before plans are fully mapped out and structurally executed (Cawsey et al., 2016; Kempster et al., 2014). During this iterative period of emergent change (Fredricks et al., 2020), experimentation and risk-taking would be promoted (Cawsey et al., 2016), given the vital role it can play in organizational learning, as well as helping to broaden faculty commitment and ownership through involvement (Kempster et al., 2014). By fostering a learning culture, DL capacity can be built to respond to complex challenges (Fredricks et al., 2020).

Acceleration. In this phase, the focus moves to planning and implementation. Cawsey et al. (2016) highlight the importance of engaging others in action planning, as this can enhance stakeholder understanding of the transition and give them a sense of empowerment and agency. Responsibility charting is a possible tool that could be used to assign actions, determine timelines, and keep the change initiative on track (Cawsey et al., 2016). This would be undertaken through the lens of a planful alignment DL pattern (Leithwood et al., 2007), as discussed previously. Moreover, to build momentum and contribute to capacity-building, PD can be provided to assist in the development of new skills and

awareness about L&T support for students. Contingency planning and remaining open to alternative paths forward as the change unfolds will also be necessary, given the emergent nature of the change. Finally, an effective communication plan will be vital, to ensure clear messaging and avoid misinformation potentially negatively impacting the change initiative.

Institutionalization. Once the new desired state has been achieved, it will be important to assess the adoption and impact of the change at the organizational level. This can be achieved through evaluation and monitoring mechanisms, which can be established in the mobilization phase as a means of tracking and guiding the transition (Cawsey et al., 2016). Possible examples would include student performance data and feedback from surveys and focus groups, with input provided from both faculty and students. Use of such measures will be beneficial as they can demonstrate progress and results, inform decisions, and support accountability (Markiewicz & Patrick, 2016).

Theory U

To support the Change Path Model, promote sensemaking, and encourage the development of a growth mindset, Theory U (Scharmer, 2016a) can provide a framework for recognizing blind spots based on assumptions, both personal and institutional, which can impede change. The central concept of this culture change model is based on the observation that “the success of an intervention depends on the interior condition of the intervener” (Scharmer, 2016a, p. 27). What this means is that the inner place from which an individual operates has an impact on how an action is conducted. Scharmer refers to this as *presencing*, which can be equated with the level 4 “regenerating” response to change previously discussed in Chapter 1. Presencing involves a deeper level of learning and knowing – “learning from the future as it emerges” – wherein awareness of and “experiencing the present” allows the individual to recognize their future potential in responding to a change (p. 49).

Throughout the culture change journey along the Theory U curve, which is anticipated to occur both at the individual and group level, the process engages with seven cognitive spaces of attention.

Downloading, seeing, and sensing occur on the way down the left-hand side of the U and can support the awakening and mobilization stages of the Change Path Model. *Presencing* is at the bottom of the U and is anticipated to occur between the mobilization and acceleration phases, although there is the possibility of this overlapping across both phases, given individual and group variability. *Crystallizing, prototyping, and performing* will coincide with the acceleration and institutionalization stages on the right side of the U. Scharmer (2016a) equates these seven spaces with the rooms of a house; rather than using all the rooms, the issue many organizations face is that they only use a few. These are usually the four rooms located in the upper half of the U, which are equivalent to restructuring (level 1 change) and redesigning (level 2 change). See Appendix J for details on the Theory U curve and the cognitive spaces.

An important distinction that Scharmer makes about failed change projects highlights the choice of following re-engineering approaches to change, instead of thinking more deeply about how to reframe the problem. As such, moving beyond merely learning from and reflecting on past experience [e.g. Gibbs reflective cycle, (Gibbs, 1988); Kolb experiential learning cycle, (Kolb, 1984)], presencing involves “letting go” of old habits and patterns, fully seeing the current reality, and recognizing a future that wants to emerge in response to a challenge (Scharmer, 2016a). Accordingly, Theory U is a mindfulness-centred practice with the dual purpose of enabling the cultivation of the interior condition of the individual, while also positively transforming the collective system (Scharmer, 2016b). Based on this, Theory U’s impact on ZHEU’s teaching culture is anticipated to emerge through both individual and collaborative inquiry. Integrating the cognitive elements of the U curve into the facilitation of the change process can further the development of mutual understanding and shared responsibility for supporting students within ZHEU’s unique context, as well as help to reduce resistance.

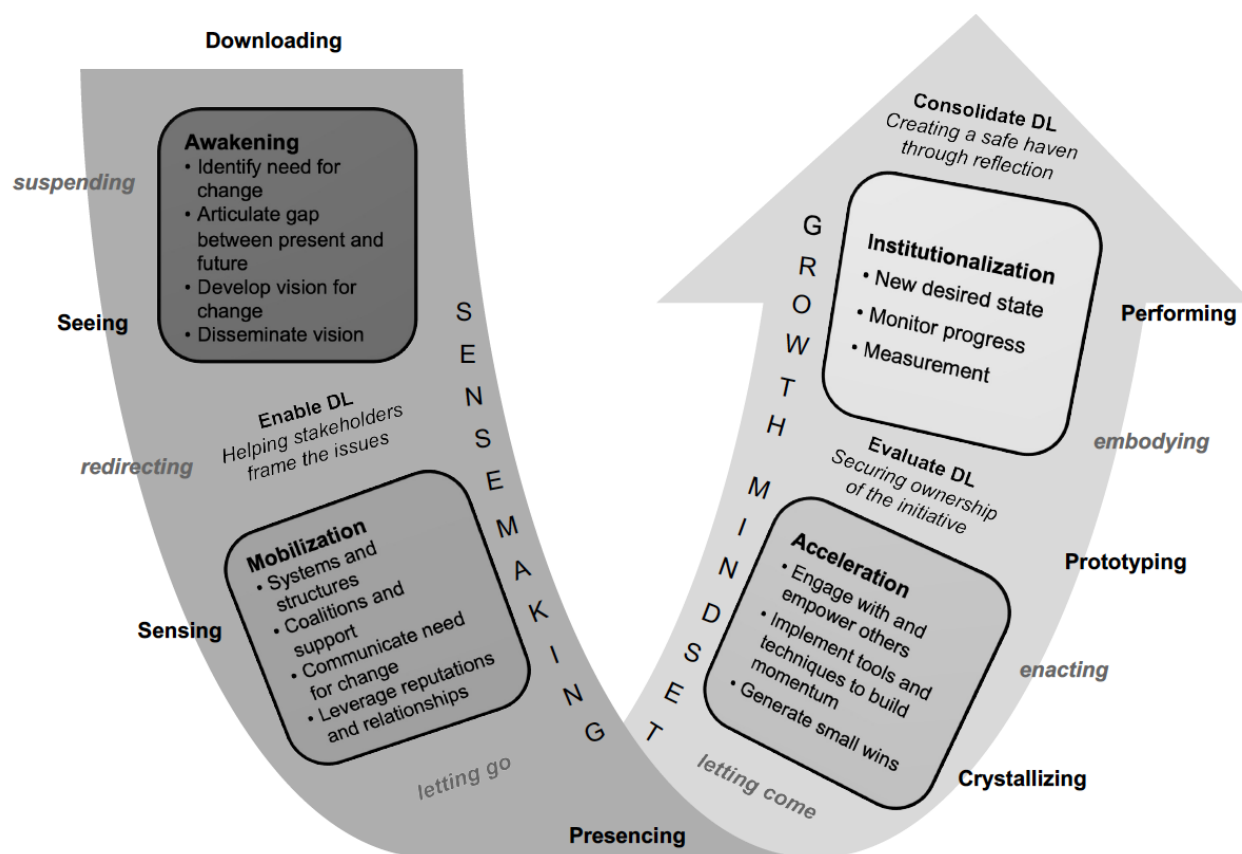
Sustainable Enabled Evaluated Reflection DL Change Process

The SEER DL Change Process (Jones & Harvey, 2017) is anticipated to be useful when integrated into the framework, as it can facilitate a scaffolded DL approach throughout the change. Inspired by

Heifetz's (1994) adaptive leadership model and exemplifying Grønn's (2002) concept of conjoint agency, it incorporates the ASERT and Jones et al.'s (2014) DL benchmarking framework. As detailed in Appendix K, the SEER is a three-phase model comprised of guiding questions that can assist change agents in achieving sustainable change, enabled through support mechanisms, evaluated against benchmarks, with reflection allowing for flexible response to the change as it develops and consolidates over time.

Figure 5

ZHEU Change Process Framework



Note. The core of the anticipated ZHEU Change Process Framework is the Change Path Model (Cawsey et al., 2016), which is represented by four stages—awakening, mobilization, acceleration, institutionalization—mapped along the centre of the Theory U curve (Scharmer, 2016a). The change journey along the U curve passes through the seven cognitive spaces of attention—downloading, seeing, sensing, presencing, crystallizing, prototyping, performing— scaffolded by sensemaking (Gioia & Chittipeddi, 1991; Kezar & Eckel, 2002; Weick, 1995) and growth

mindset strategies (Dweck, 2006). Support for DL throughout the transition is provided by the three phases of the SEER DL Change Process Model (Jones & Harvey, 2017).

Sensemaking and Growth Mindset

Sensemaking and growth mindset strategies can be used to bolster the change. Organizational research has revealed that university change initiatives can be successful when they use sensemaking and sensegiving at both departmental and institutional levels (Gioia & Chittipeddi, 1991). As introduced in Chapter 1, sensemaking is understood to be a cognitive process related to meaning construction and reconstruction, aimed at facilitating understanding of the need for change. Correspondingly, sensegiving efforts are actions aimed at shaping the sensemaking and meaning construction process. Three features have been identified as helpful in supporting bottom-up change transformations: depth of process, breadth of engagement, and links between strategies and barriers (Kezar, 2013). Depth of process means the expansion of sensemaking/sensegiving strategies from superficial to deep throughout change implementation. Initially, focus can be placed on enhancing stakeholder understanding of the challenges stemming from the PoP and the need for a new solution. As the initiative unfolds, efforts can then shift to giving insight on how to achieve change. Breadth of engagement aligns with DL as members across all levels of ZHEU should be involved in rethinking work processes concerning how to better support students. Finally, sensemaking/sensegiving can help change participants recognize how experimentation with different strategies can be useful in overcoming challenges they are facing with the change.

Studies have also revealed a relationship between the mindsets of staff and their environment or organization (Kezar, 2018). Thus, the promotion of a growth mindset environment will be critical, given that ZHEU faculty will need to develop awareness that new talents can and should be cultivated concerning the provision of support. As indicated by Dweck (2019), staff commitment to improvement, innovation, and collaboration is bolstered in environments that espouse a growth mindset. This can be achieved through recognition and reward not only of achievement, but also of learning and progress,

which are underscored by advocating for support processes such as “seeking help from others, trying new strategies, and capitalizing on setbacks to move forward effectively” (p. 26). Further, organizations that encourage risk taking, with the understanding that not all risks will be successful, are more likely to benefit from increased staff participation with developmental and collaborative activities, which can lead to the institutionalization of growth mindset values.

This section has detailed the anticipated stages and components of the ZHEU Change Process Framework, as a means of facilitating a reconceptualization of ZHEU’s teaching culture through a DL approach supported by sensemaking and growth mindset strategies. In the next section, ZHEU’s organizational elements will be analyzed to determine where the lack of equilibrium lies between these components to consider how to approach addressing the issues raised by the PoP.

Critical Organizational Analysis

There are two schools of thought concerning how to assess organizational effectiveness. The first measures success based on the consistent achievement of organizational missions and objectives, while the second espouses a capacity-building perspective in the realization of institutional goals, focused on optimal alignment between strategy, structure, processes, and people (Andreadis, 2009). Through the lens of the latter, given that ZHEU admits students without a minimum English language requirement, it could then be inferred that adequate calibration exists between the above elements to facilitate degree attainment for all students. The circumstances detailed in the PoP conflict with this, however. The starting point for addressing this situation lies in conducting an organizational analysis.

Congruence Model for Organization Analysis

Drawing on an open systems perspective, Nadler and Tushman (1980) created the Congruence Model to measure the degree of fit between structural components and how they contribute to the achievement of organizational goals. As a means of assisting organizations in striving for equilibrium between key elements, as well as strengthening the relationship between the external environment and

an organization's strategy and structure (Cawsey et al., 2016), this model can be used to analyze risk and identify areas of misalignment. The four components it examines are: the work of the organization, the people who perform the work, the formal organization that provides the structure and processes, and the informal organization or culture, which is usually unwritten and implicit but has a significant impact on behaviour. Applying this analytic process to ZHEU provides an opportunity to examine organizational capacity, identify symptoms and problems, assess congruence, and develop strategies for improvement.

Symptoms

As highlighted by the PoP, students with weaker English ability demonstrate increased levels of absenteeism and poorer performance in their academic studies, oft-cited issues in EMI classrooms more broadly (Galloway et al., 2020). Further, lower levels of engagement and motivation can also be connected to these two factors. Another serious symptom is exhibited by academic integrity issues in student work, which are manifested through plagiarism, collusion, and essay commissioning. Connected to the last point, each year the number of local essay mills targeting ZHEU students continues to rise, with some even offering their services on campus. Finally, ZHEU consistently receives feedback from its British parent university during annual monitoring visits on the poor performance of 2+2 students, with complaints about low English levels and lack of critical thinking skills, as compared with home students.

Inputs

Four key factors make up the "givens" faced by an organization: environment, resources, history, and strategy (Nadler & Tushman, 1980). Demands from the environment on ZHEU include requirements instituted by central, provincial, and local governments, the MoE, ZHEU's parent universities, and British and Chinese accreditation bodies. Three significant external influences from the above include enrolment quotas by province, CFCS regulations, and Gaokao reform, all of which can be linked directly to students with lower language proficiency.

From a resource perspective, among the key factors influencing faculty ability to support less

proficient students are a general lack of knowledge of EMI didactics, time pressures, unfulfilled headcount challenges, high faculty turnover, several young and inexperienced faculty, and a sizable proportion of non-native English-speaking faculty. Further, many academic faculty view research as their top priority (Hora, 2012; Parker, 2008; B. Rogers & Swain, 2021; Young, 2006).

Historically, although ZHEU is less than 20 years old, it has undergone rapid development with the ongoing addition of several buildings to its physical space, an increase in the number of faculties and programs offered, and correspondingly in staff and student numbers. Further, while expansion is still underway on the main campus, the new entrepreneur campus is being constructed. Given the faculty recruitment and retention challenges ZHEU continues to face, one cannot help but speculate on the staffing challenges the new campus will experience. Further, an argument could be made that focus could be concentrated on refining the main campus' provision before embarking on the creation of a new college with six completely new academic programs.

Strategically, ZHEU's leadership agenda is supported by four pillar themes: education, research, social services and regional impact, and influence on education. The aim of the education pillar is "to enhance [ZHEU's] undergraduate education excellence, through rigorous teaching quality assurance, new frameworks for undergraduate teaching, enhanced curriculum and a wider base of education options for students as well as promoting research-led L&T and new educational technologies" (ZHEU, 2020, p. 1). From this aim, there is scope to open a conversation concerning broader academic support for students with low language proficiency.

Outputs

Cawsey et al. (2016) define outputs as the services and products an organization provides to generate revenue and meet mission-related goals. For ZHEU, these are comprised of the creation and delivery of modules and programs, conferment of degrees, generation of research output, partnership with industry, and provision of community service. Focusing on the student achievement aspect, ZHEU's

2017 - 2022 learning, teaching and assessment strategy identifies six objectives:

- Development of an innovative educational model that partners industry with education to produce fully prepared graduates.
- Implementation of a student-centred research-led L&T approach.
- Improvement of the student learning experience by providing targeted and proactive support.
- Focus on quality assurance to ensure curricula and assessments meet international quality standards and are fair and equitable.
- Development of technology-enhanced learning environments to improve student experience.
- Expansion of pedagogic research to contribute to educational reform and innovation.

To guide faculty towards achieving these goals, each academic unit is required annually to complete an operational plan and action matrix, which is monitored and evaluated by the L&T committee (LTC). While departments tend to broadly accomplish these goals, they nonetheless do not focus specifically on strengthening EMI or addressing the challenges faced by students with low language proficiency. A closer review of these objectives, or espoused values, reveals there is potential to focus faculty attention on the role they can play in supporting low-language-proficiency students.

Problems

Given that one of ZHEU's target outputs is producing capable graduates with an adequate level of facility in English within their disciplinary area of study, it is problematic to admit students with CEFR A1 and A2 English language capability. This is demonstrated through internal data which indicates a roughly 40% failure rate annually of these students on Y1 EAP modules. Students at A1 comprise many of the failures, while most students at low A2 manage to achieve the minimum of 40% to progress to Y2 EAP. Students at high A2 commonly sit at 45%, which indicates they are prepared to progress to study in Y2. Although failure rates across disciplinary programs have not been included in this analysis, Y1 academic content is delivered at RQF level 3, which has a B2 threshold. It can thus be inferred that these

students face similar challenges across their disciplinary courses, a point which is anecdotally and historically reinforced by academic faculty complaints about student performance attributed to low language ability. These criticisms can then be linked to a second problem: the compartmentalization of responsibility for assisting students in developing language proficiency.

The costs associated with these problems are multivariate. From the student perspective, an increased reliance on rote learning and other compensation strategies impedes deeper development and can result in a lack of in-depth understanding of the subject area (Galloway et al., 2017). High failure rates among low-language-proficiency students can also be linked to reduced engagement and non-attendance. While semester one absence rates sit around 5% for A1/A2 students, in semester two they quadruple to approximately 20% [ZHEU internal data]. Although ZHEU has a policy that allows students up to eight years to complete their undergraduate degree, this then results in increased time and money invested on the part of the student. Ultimately, some students simply drop-out.

From the teacher perspective, program pressure to pass students can result in students progressing when in fact they should be held back. This is exemplified by the compensated pass policy wherein students who marginally fail modules (35% - 39%) totaling up to 12.5 credits in Y1 and Y2, and up to 10 credits in Y3, are allowed to progress. In instances where a passing grade is granted for students with low language ability, it serves to reinforce the problem, rather than correct it. Further, increased frustration due to poor performance and engagement on the part of these students can impact teacher motivation (Macaro et al., 2018).

Organizational Components

Within Nadler and Tushman's framework, the component parts of the organization are central to "transforming energy and information from inputs into outputs" (p. 43). Examining these components within ZHEU, as outlined in Appendix L, can provide insight into potential areas of misalignment.

Work. Broadly, L&T at ZHEU involves the development and delivery of EMI courses, except for

those delivered in other languages. CEFR language level benchmarks for undergraduate EMI modules are as follows: B2 for Y1, C1 for Y2 and Y3, and C2 for Y4. Student language ability ranges from A1 to C2, however. Data on incoming Y1 student language ability is shared with ELI faculty, and students are streamed into Y1 EAP modules by language level. Conversely, disciplinary faculty do not receive information about student language level and no streaming occurs in degree subject courses. While ELI modules adhere to CEFR requirements as outlined in ZHEU's language policy and ELI instructors employ EMI didactic strategies, it is unclear whether this practice is applied in disciplinary modules.

The work of academic faculty is broadly defined by four categories: research, L&T, professional practice, and service. Based on these, academic positions are delineated in the following classifications: Teaching and Research (TR) or Teaching and Practice (TP). While the workload of all academic staff is divided across three categories with a 40-40-20 split, there are key differences between the categories they are assigned and how work is prioritized. For those on TR contracts, work is focused on: research (40%), L&T (40%), and service (20%). As previously indicated, the widely held belief that research not only takes priority over teaching but that it is also the path to promotion strongly influences the work process of TR faculty (Macaro & Han, 2020; Wynants & Dennis, 2018). In contrast, TP faculty arrange their work as L&T (40%), professional practice (40%), and service (20%). Lacking an official research remit, their focus is primarily on TP, though they are free to conduct research on their own time.

An interesting difference between the TR and TP contracts is the focus on PD and academic reflection on practice. While an element of this is alluded to in the L&T category criteria, it is the explicit focus of the professional practice category criteria. This emphasis would then indicate that those on TP contracts could be more receptive to engaging with PD than their TR peers, again based on the intense focus on promotion within the ZHEU academic environment.

Individual. The ZHEU teaching body is a mix of approximately 60% Chinese national and 40% international faculty. Among the international staff, roughly half are native English speakers, and within

this group, half again work for the ELI. Looking across the teaching population, just under a quarter are native English speakers. Even though many non-native speaker faculty members have excellent English ability, there are also many who are less than proficient. Additionally, anecdotal TR faculty feedback indicates apprehension at addressing students' language challenges due to lack of knowledge of language teaching pedagogy, and lack of confidence on the part of non-native English speakers. Regarding years of teaching experience, there is a relatively even split of 29% with zero to five years, 33% with five to ten years, and 38% with ten years or more of tertiary teaching. Across this group, just over half have a certified post-graduate teaching qualification, and within this group, roughly 40% are ELI faculty. This can be attributed to the fact that it is ELI policy to hire instructors specifically with language teaching credentials. In contrast, hiring practices for TR faculty tend to focus on degree specialization and research profile over teaching qualifications. Effectively, possessing a doctoral degree and conducting research in a subject area is what qualifies them to work at ZHEU, in addition to their ability to competently complete their interview in English. It should also be noted that recognition of teaching certification is only identified within the professional practice category criteria.

Formal organization. Academic governance of L&T structures, processes, and methods is overseen centrally by the LTC, with more granular scrutiny taken up by several sub-committees. All committees have ELI representatives who are charged with addressing issues related to language development, thus reinforcing diffusion of responsibility. To check the validity and reliability of assessments and marking, moderators and external examiners are in place. Qualifications for appointment to these roles include fluency in English and subject expertise, but no knowledge of EMI assessment strategies is required. At program and module design levels, requisites are in place for adherence to Quality Assurance Agency subject benchmarks and FHEQ requirements, but no prompts are provided within program and module templates concerning the support and development of English language proficiency or meeting CEFR requirements.

The sole guidance document to mention CEFR requirements is the language policy. However, rather than providing direction on how to develop language-level appropriate program and module learning outcomes, content, and assessments, it instead refers faculty to consult with the ELI. While the language policy does extend to several areas (faculty recruitment, L&T, assessment, research, administration, social and daily life, public communication), it only stipulates which languages should be used under different circumstances. It does not define formal requirements of ZHEU's approach to EMI pedagogy, which should be a core element of EMI policy (Airey et al., 2017; Corrigan, 2018; Dearden, 2018; Galloway et al., 2020; Lauridsen, 2020). It should also be noted that, unlike other academic governance policies and frameworks that are cross-referenced multiple times between documents, the language policy is only referenced in one document: the HoD role description. Thus, despite its existence, it is not widely discussed or referred to across the broader ZHEU academic community.

Regarding the recruitment of TR faculty, when selecting prospective candidates, the primary focus is on academic qualifications and the potential for raising ZHEU's research rankings. Although linguistic competence is taken into consideration and previous EMI experience is favourable, per the language policy formal teaching qualifications or knowledge of EMI didactics are not required.

To support the development of teaching expertise, the EDD offers the Postgraduate Certificate in Teaching and Supporting Learning in Higher Education (PGCert). This master's level qualification is accredited by Advance HE and upon completion participants gain fellowship to the Higher Education Academy. Course completion is mandatory for faculty with less than five years' HE teaching experience and optional for all other faculty. It should be noted that while the program does focus on theories, principles and practices that are conducive to HE didactics in a transnational context, it does not provide specific guidance on how to address the language challenges of low-language-proficiency learners.

Informal organization. Initial analysis of ZHEU's three levels of culture provides insight into the informal organization. In reviewing its artifacts (published values), although there are many references

to innovative educational models and internationalization, there is a distinct “silence” (Bacchi, 2009) concerning ZHEU’s didactic approach to delivering EMI. ZHEU defines internationalization as “international recruitment” of faculty and students and participating in international HE networks and organizations. Examining the espoused beliefs and values (mission, vision, and strategy) reveals great emphasis on the development of students’ cross-cultural leadership skills, yet there is no discussion of EMI pedagogical strategy. There is, though, a focus on research-led and technology-enhanced L&T, which could be leveraged to address the PoP. It is interesting to note in the ten-year strategy (ZHEU, 2018b) that, due to increasing competition between Chinese joint venture HE providers, “Delivering international education programmes in English no longer represents a competitive advantage” (p. 1). Concerning basic underlying assumptions, which are taken for granted beliefs and frequently unvoiced, three main themes emerge: (a) EMI is sufficient for students to develop the requisite content knowledge and English language skills for degree attainment; (b) it is the ELI’s responsibility to remediate students’ language-related difficulties; and (c) successful promotion outcomes for TR faculty are tied to research. Given the preliminary nature of this analysis, there are likely deeper, unseen levels of ZHEU’s culture that could be revealed during the awakening stage of the change process.

Assessing Congruence

Using the Congruence Model to diagnose issues of fit between the four core elements as concern the PoP, several areas of misalignment present themselves. Regarding the fit between people/formal organization, there is a distorted perception of organizational structures, given the belief that student language issues should solely be addressed by the ELI, yet all faculty are required to teach students with low English proficiency. This issue cascades to the fit between people/work, as academic faculty lack the skills to address language challenges faced by low-language-proficiency students and consequently do not tailor their content or pedagogical approach. Relatedly, the work/formal organization fit is problematic given that organizational arrangements are not adequate to meet the

demands of teaching students with low language proficiency, resulting from diffusion of responsibility. Finally, the work/informal organization components are also not congruent given the impact of the lack of EMI pedagogical guidance in the language policy, which influences the espoused beliefs, values, and assumptions of TR faculty and prevents them from recognizing responsibility for addressing language challenges. Further, the TR faculty assumption that research is viewed more favourably than L&T in promotion applications might also have a negative impact on the provision of support, given that time is prioritized for research. Stemming from this analysis, a discussion of potential solutions will be the focus of the next section.

Possible Solutions

In consideration of the language challenges faced by learners at ZHEU, four solutions will be articulated and evaluated to arrive at a solution that will meet the needs of stakeholders. Appendix M provides a summary of this evaluation. A participative action research process will also be discussed to outline the inquiry cycle that will be implemented as part of the improvement process.

Solution 1: Maintenance of Status Quo

In principle, the model of EMI HE delivered by ZHEU should be sufficient to support the needs of students, given the existence of a mandatory, in-sessional EAP program in Y1 and Y2. The aim of this program is specifically to bolster language development via a discipline-specific approach, combined with academic communicative skills (Schmidt-Unterberger, 2018). Consequently, and given that most students successfully achieve their degrees in English, an argument could be made for maintenance of the status quo. Moreover, ZHEU's espoused values, as explicated in the language policy, indicate institutional awareness of the necessity for supporting students' language needs in an EMI setting. Further, ZHEU's learning, teaching, and assessment strategy highlights the importance of providing targeted and proactive support, and fair and equitable curricula and assessments. Finally, the mission and leadership agenda reinforce the importance of exploring innovative education models. By focusing

on these values, the module and program learning outcomes of all disciplinary courses should be designed to not only reflect achievement of disciplinary knowledge but also improved language proficiency. In instances where this does not exist, faculty can be reminded of the requirements laid out in the above policies, with the recommendation of bringing their courses into alignment.

Resources Required

No additional resources would be required for this solution. The ELI is fully staffed to deliver Y1 and Y2 EAP modules to students. Moreover, as outlined in the language policy, disciplinary faculty can contact ELI colleagues to request guidance on language benchmarking criteria for creating CEFR level-appropriate learning outcomes and designing assessments. This practice already occurs on the Y1 taster modules, which involve the co-delivery of content by disciplinary and ELI faculty, so there is capacity for this practice to develop more broadly within ZHEU's culture.

Limitations

Maintenance of the status quo will not provide adequate support to students with A1/A2 proficiency, given that learning outcomes and assessments are benchmarked at CEFR levels that are higher than their ability level, as per FHEQ requirements. Despite most students possessing adequate levels of English upon admission, the existence of provincial recruitment quotas and lack of entry requirement still mean that approximately 20% of students are registered each year with insufficient language ability. This is problematic given that the acquisition of subject knowledge is dependent on English language proficiency (Galloway & Ruegg, 2020). Moreover, although the implications of Gaokao test reform are yet to be fully seen, the ramifications for changes to the English test component could potentially result in an even greater number of students entering ZHEU with limited language ability.

Concerning the language policy, it only stipulates that learning outcomes, curricula, and assessments meet CEFR requirements; it does not address tailoring the teaching approach to strengthen language comprehension and development. Thus, the issue of support for learners with low language

proficiency will persist. Further, the values outlined in the artifacts mentioned above are vague and top-level, with no explicit guidance provided as to how they should be achieved in an EMI context. Based on this, TR faculty would require a significant amount of guidance to (a) ensure their courses meet CEFR requirements; (b) implement a didactic approach that then supports this; and (c) understand how to assess for not only disciplinary knowledge but also language ability. Finally, as regards the support provided by ELI faculty on Y1 taster modules, this occurs because of their teaching allocation. Engaging ELI faculty to consult/assist with disciplinary module development, while not an impossibility, is not a guarantee given their existing workload responsibilities.

Implementing this solution would constitute “reacting”, which is a level 0 change (Scharmer, 2000) as described in Chapter 1. In effect, TR faculty consciousness would be raised to students’ challenges, with their attention drawn to ZHEU’s existing policies and espoused institutional values. This approach would not address the underlying issue of diffusion of responsibility or the lack of TR faculty knowledge of EMI didactics, and would perpetuate the downloading behaviour described in Theory U (Scharmer, 2016a). Consequently, it is unlikely assumptions would be overturned or alignment would happen between espoused theory and theory-in-use, thereby preventing real culture change.

Solution 2: Revise the Language Policy

Building on the limitations identified with Solution 1, a second possibility is to revise ZHEU’s language policy. Given that it is “a living document, subject to ongoing revision” (ZHEU, 2015, p. 1), it is reasonable to consider updating it, particularly in light of the fact that it has not been reviewed since its creation. Adding a stipulation about EMI pedagogy would be a significant contribution to ZHEU’s espoused values and help to strengthen its HE provision in the increasingly competitive Chinese EMI market, thus partially addressing the concern raised in the ten-year strategy. Moreover, it would respond to increasing calls in literature for EMI HE providers to address the silence in language policies on pedagogic approach (Airey et al., 2017; Corrigan, 2018; Dearden, 2018; Galloway et al., 2020;

Lauridsen, 2020). Consequently, modernizing it would demonstrate leadership backing for an institutional approach to EMI didactics aimed at supporting the language needs of all learners, which correlates with ZHEU's learning, teaching, and assessment strategy. Further, amending the policy would bring it into alignment with the university's mission and leadership agenda, as discussed above. Finally, and importantly, these changes would address the issue of compartmentalization of responsibility, by raising TR faculty awareness to the fact that they can and should be providing students with support for language challenges. This is reinforced by a recent survey of Japanese and Chinese student views on the provision of support in EMI, which indicates the widely held belief that academic faculty should address students' language challenges, in addition to providing content knowledge (Galloway & Ruegg, 2020).

Resources Required

Demand for resources would be minimal. Despite the existing policy lacking guidance on EMI pedagogy, it is otherwise quite thorough, thanks to the rigour of the working group who initially drafted it. As such, it is believed that an update to the policy could be achieved in a relatively brief period of time (months) by a small group of people. A task and finish group could be assembled, with membership across the university, to investigate best practices and develop guidelines for ZHEU's didactic approach to EMI. The revised policy would then go to the LTC for review and approval, with the possibility of more time added on for revision based on feedback. Once adopted, it would be disseminated across the university, with responsibility residing with departments to enact it. Redrafting of the policy could also be an opportunity to raise its profile by cross-referencing it across key academic governance documents.

Limitations

The primary concern with this solution lies in the fact that it would be the responsibility of departments to ensure their faculty adopt this change. It is unclear whether policy revision would translate into a change in TR faculty's approach to teaching, given the existence of symbolic compliance. As Teelken (2012) relates, this involves superficial reaction or adaptation to changes, particularly when

traditional values are deeply embedded. Examples of symbolic compliance already exist within ZHEU, as demonstrated by variability in engagement level with the peer observation of teaching policy, which ranges from perfunctory to full commitment. A secondary issue pertains to agency. Given that the LTC is the policy owner, while it is within my agency as EDD Director to raise concern over the silence in the policy, change would need to be initiated from that committee, which may not view it as a priority.

Implementing this solution could be equated with level 2 change, “redesigning”, which is essentially re-engineering (Scharmer, 2000). This single-loop learning strategy would add the “core process” of EMI pedagogy to the language policy, to refocus attention on a shared equity approach of supporting students’ language development. Although it may cause TR faculty to reflect on their actions, it is unlikely to induce sufficient reflection to overturn deep, taken-for-granted assumptions about teaching (Scharmer, 2016a). As Walker and Soule (2017) relate, “culture change can’t be achieved through top-down mandate” (Introduction, para. 3).

Solution 3: Faculty Recruitment Strategy

A third possible solution is to refine the faculty recruitment process to include a more specific focus on EMI pedagogy. Currently, the essential qualifications used to shortlist candidates focus on them holding a degree in the area of specialty (normally a doctorate, though a master’s will be considered), their capacity for publishing high quality research in international publications, and experience teaching and supervising in their subject area. In reviewing ZHEU’s job postings, it is not consistently stated across ads that the ability to teach in English is a requirement, though given that ZHEU is an EMI institution, it can be implicitly assumed. In changing the recruitment process, additional criteria could be included, such as experience with EMI and demonstrated awareness of related pedagogical approaches, and a requirement to meet a minimum level of language proficiency (Airey et al., 2017; Dafouz, 2018; O’Dowd, 2018; Z. Zhang, 2018). It would not be necessary to add a requirement for formal teaching qualifications given the existence of ZHEU’s in-house PGCert, however. Hiring TR faculty with knowledge of and

experience with EMI didactics would bring an immediate improvement to program delivery aimed at supporting student language challenges. Additionally, these new members of staff have the potential to positively influence the teaching practice of colleagues, through the planning of module and program learning outcomes, as well as informal personal interactions, and via CoPs and peer observation.

Resources Required

Resource requirements would be moderate for this proposal. Firstly, a consultation process would be necessary between the Academic Services Office, HR, EDD, and Departments to agree on a set of new criteria. Once decided, HR staff would require training on what to look for when shortlisting candidates and interview panels would require guidance on the type of questions to ask. It may also take a longer period to find suitable candidates based on the new hiring criteria. Financially, depending on the experience and rank of candidates, it may necessitate awarding higher salaries.

Limitations

This solution may be difficult to achieve in that there is the potential for there to be a limited number of candidates who fulfill the new criteria. Given that ZHEU is already facing faculty recruitment and retention challenges, made more acute due to the extreme border and lockdown restrictions imposed by the Chinese government in the wake of the COVID-19 pandemic, it may be challenging to fill headcount. Another limitation stemming from this option is that it does not address the EMI didactic deficit in existing TR faculty. Further, by instituting new standards for incoming staff, it runs the risk of creating an “us” versus “them” scenario, which could potentially have the opposite impact culturally to the ideal scenario of positive peer influence described above. Finally, the faculty recruitment process is controlled by HR and the Academic Services Office. Thus, while I do have the agency to raise this concern, other units may not view it as a priority to address.

Revising the hiring criteria can also be viewed as a level 2 re-engineering approach to change. Although the intention to improve EMI pedagogic standards is demonstrated by this redesigning

approach, the theory of action is flawed in that it does not focus on addressing the core process of teaching across the wider culture (Fullan, 2006; Scharmer, 2000).

Solution 4: Professional Development

To address the deficit in the knowledge base of TR faculty on EMI pedagogy and help build confidence in supporting students' language challenges, a fourth possible solution is a PD initiative. Understanding that EMI is a "Bermuda Triangle" of language, pedagogy, and culture (Lauridsen, 2010), it should address the principles for quality L&T in multilingual and multicultural learning spaces (Cozart et al., 2015). These principles cover three dimensions—HE institution, instructors, students—and identify each actor's respective focus of activity—educational context and institutional environment, educational processes, educational outcomes—as seen in Appendix N. It should also take into account four dimensions impacting teacher competencies: (a) generic language and teaching skills; (b) discipline-specific language and teaching skills; (c) national context competencies; and (d) internationally transferable competencies (Macaro & Han, 2020). Based on these, the PD initiative would combine the concepts of universal design for learning (UDL) and EMI didactics.

UDL is a L&T framework conceived by Rose and Meyer (2002) and further developed at the Center for Applied Special Technology (2018), which is influenced by the concept of universal access promoted by Universal Design in architecture, and informed by cognitive neuroscience. A UDL approach encompasses three neural networks associated with learning—*affective, strategic, and recognition*—aimed at improving and optimizing L&T (La et al., 2018). Didactics can be defined broadly as: "the science of instruction and the art of instruction" (Herbert, 2018, p. 9). In an HE context, this involves such practices as student-centred active learning, group dynamics, and intercultural communication (Lauridsen & Lauridsen, 2018). By providing academic staff with learning models informed by cognitive science and HE didactics focused within ZHEU's EMI context, the aim would be to increase buy-in, stimulate reflection on professional practice, and implement positive change in the classroom and

lecture theatre. This approach would in turn provide support to students with language challenges.

Resources Required

Resource requirements for this proposal would be high regarding the investment of time, people, and information. It would involve consultation and collaboration with a broad array of stakeholders: EDD, faculty, students, academic committees, leadership, UK parent university, and external quality agencies. The EDD would coordinate a cultural analysis to properly understand ZHEU's values, beliefs, and assumptions, with results shared across the institution. This analysis would be considered alongside research on UDL and EMI pedagogy and used to help guide the design of the PD program, in consultation with departments. Additionally, data would be shared with TR faculty on student language level to provide deeper insight into the challenges students face in their classrooms, with departments involved in examining the issue through their disciplinary lens and contributing to the development of a solution. Fiscally, the cost would be low. Costs could be absorbed under the EDD's budget, e.g., coffee/snacks for focus groups, presentations, and a speaker series.

Limitations

Changing organizational culture and people's mindsets is difficult. Compared with the other three options, this would be much more challenging to implement. It would require time and work to build consensus about the needed direction and approach to supporting students with low language proficiency (Kezar, 2018). The institutional logic that it is the ELI's responsibility to support language development is reinforced by ZHEU's structures and policies, and deeply embedded within the culture (Manning, 2018). As such, it will take time to overturn these assumptions and develop a new understanding of what the identity and responsibilities of an academic faculty member in ZHEU's EMI context should involve. Further, there is potential for resistance from academics who are more research-focused than teaching-oriented.

Implementation of a UDL/EMI PD initiative would constitute "reframing" and "regenerating",

which are level 3 and 4 changes (Scharmer, 2000). Reframing would involve a change in L&T actions, structures, and processes for TR faculty. Regenerating would focus on the creation of a shared vision through intention, purpose, and will, to build a common goal (Scharmer, 2016a). As such, there would be a challenge in undertaking this change given the emphasis on altering underlying mental models.

Chosen Solution

Based on the above evaluation, the selected solution is a combination of two options: the provision of PD (Solution 4) and a review and update of the language policy (Solution 2). Solution 1 is not viable since maintaining the status quo would not address the problem. Furthermore, Solution 3 would be difficult since revising faculty recruitment criteria would make an already contextually challenging process even harder to complete. As the EDD Director, it is within my remit to evaluate ZHEU's L&T needs, and propose, design, and provide PD to support faculty development. As such, the PD initiative, while ambitious, is congruent with my role, scope, and agency. Further, stemming from the organizational analysis, the silence within ZHEU's academic governance on the language policy, as well as the lack of clear definition or guidelines on EMI pedagogic approach, both align with the PD solution and would contribute positively to ZHEU embracing a teaching culture change. As such, I will propose a review of the policy as a necessary element in support of the PD initiative and work with the LTC-appointed task and finish group to achieve it. The next section describes how cycles of participative action research can be used to implement, monitor, and evaluate the change.

Participative Action Research Cycles

In consideration of the challenges stemming from the PoP, action research can guide change participants in undertaking active interrogation of ZHEU's teaching practice, using both individual and collective self-reflection, to understand how they are irrational, unsustainable, and unjust (Kemmis et al., 2014). In the first instance, its teaching practice is irrational in that students' self-expression is limited when receiving instruction at a level that exceeds their language ability. It is also unsustainable,

as it negatively impacts the self-development of these learners. Finally, it is unjust given that it serves the interests of the majority of students while limiting the self-determination of those with lower language proficiency (Kemmis et al., 2014). Accordingly, participative action research (PAR) can be undertaken as “practice-changing practice” (Kemmis, 2009, p. 464), aimed at altering “practitioners’ practices, their understandings of their practices, and the conditions in which they practise” (p. 463).

The steps of PAR—plan, act, observe, reflect—can be attributed to the pioneering work of Lewin, who believed in the use of purposeful reflection as a problem-solving strategy in support of effecting social change (Hase, 2014). Lewin (1946) outlined an action research process of creating a change plan, executing the first part of the plan, observing what happened, and then using evaluation to reformulate the plan. He then described the action research cycle recommencing at the second part of plan, proceeding through the steps of acting, observing, and evaluating, and then moving forward through subsequent planning cycles. Kemmis et al. (2014) refer to this self-reflective process as a spiral of action research, cautioning that it is not always a linear process but can in fact be more “fluid, open, and responsive” (p. 18), with the stages overlapping. They elaborate that based on this, successful PAR is not defined by whether participants have followed the steps exactly. Instead, it is determined by whether they experience a transformation in their practice and develop a better understanding of their practice and the circumstances in which they operate.

Harvey and Jones (2021) highlight that an advantage of approaching change through PAR is its flexibility. Given the dynamic nature of HE, participants can adapt and reformulate their plans as they progress through successive cycles of planning, acting, observing, and reflecting, in response to shifting demands and priorities. By undertaking this social and educational process collectively, thus the participative aspect of PAR, ZHEU co-participants can engage in the self-reflection process to collaboratively study, reframe, and reconstruct their teaching practice (Kemmis et al., 2014). In parallel to this, participant involvement with CoPs can support this reflective process through the dimensions of

joint enterprise, mutual engagement, and shared repertoire (Wenger, 1998).

Leadership Ethics and Organizational Change Issues

ZHEU faces an ethical dilemma regarding the lack of language requirement and its subsequent contribution to the creation of inequality regimes. By admitting students who lack the language skills to study at the tertiary level, it raises the teleological question of whether this is *right* (Northouse, 2016). If, in its service to students as an HE provider, ZHEU intends to meet their best interests, it must rethink its duty of care with respect to its approach to supporting low-language-proficiency learners. The values it espouses are at odds with the experienced reality of these learners. For example, university strategy highlights the importance of fair and equitable curricula and assessments aimed at aiding “progression from admission through to graduation and employment” (ZHEU, 2018, p. 3). While this may be possible due to the compensated pass policy and concession of allowing up to eight years to complete a four-year degree, one must question whether students’ best interests are served by these policies.

Since the lack of language entry requirement is imposed by the MoE and beyond the control of the university, ZHEU collectively must then demonstrate the “courage to see freshly” and move past its “established ways of seeing” and recognize a new solution (Senge et al., 2004, loc. 500-501). Revision of the language policy and acceptance of an expanded approach to language support will demonstrate this and address the ethical concerns raised above. It will also serve to better align pedagogic practice with ZHEU’s learning, teaching, and assessment strategy objective of improving the student learning experience with the provision of targeted and proactive support. By promoting these values, ZHEU leadership can positively influence the university’s ethical climate as regards equity of opportunity in L&T (Northouse, 2016).

In reflecting further on the question of “what is right” concerning the PoP and proposed change, Starratt (2017) provides three guiding ethics of leadership: critique, justice, and caring. Moreover, given ZHEU’s location and context, the influence of Confucian virtue ethics (Wong, 2021) is also considered,

based on the notion of their positive influence on people's work performance (Hackett & Wang, 2012).

Ethic of Critique

A critique of the model of EMI advanced by ZHEU can raise awareness of the inequity it causes by disproportionately benefitting some students while failing others (Starratt, 2017). It is disingenuous for ZHEU to admit learners with A1/A2 language ability without providing a clear picture of the pedagogic approach that will be employed to guide them towards achieving their degree at C2 level. Although focusing attention on the ELI and its provision of mandatory EAP modules in Y1 and Y2 as a robust language support mechanism is true, this obscures the reality that scaffolded language support is not provided in disciplinary study. Correspondingly, the lack of widespread knowledge among TR faculty that ZHEU does not have a language entry requirement contributes to unrealistic expectations regarding student performance, which has a direct influence on how classes are taught and courses and assessments are designed. To address the above issues, there should be clearer messaging to students with low language ability on the extent of the challenge they can expect to face over the course of their study. Further, information about the lack of entry requirement should be more widely discussed with faculty, and they should be provided with data on student language level, in the same way as ELI faculty (Dearden, 2018). Communication strategies in this regard will be elaborated in Chapter 3, as being transparent with students and faculty will help ZHEU to maintain positive relationships and avoid anyone developing a sense of betrayal that they may have been deceived (Cawsey et al., 2016). This behaviour would also align the Confucian ethical leadership stance of *junzi*, a morally exemplary person who knows and does what is correct and just (Ip, 2011). Individuals who embody *junzi* are guided by and espouse the interlinked core values of *ren* (compassion/humanity), *yi* (righteousness/justice), and *li* (normative behaviours/rituals) (Ip, 2011; Tan, 2017; Wong, 2021), which are discussed further below.

Ethic of Justice

Application of an ethic of justice focuses on "equity, equality and equality of opportunity,

ensuring that all students (regardless of their personal, social, cultural or academic circumstances) can learn and achieve” (Ehrich et al., 2015, p. 205). As indicated by Starratt (2017), administrators can accomplish this through the inclusion of ethical learning activities that are aimed at promoting individual choice in curricular programming. Implementation of a UDL approach will allow for this, with its emphasis on ensuring equality of treatment and opportunity for all learners. The principles of UDL concentrate on developing learning environments and accessible pedagogy that provide: (a) multiple means of representation; (b) multiple means of action and expression; and (c) multiple means of engagement (Rose et al., 2014). A move to implement UDL principles across ZHEU modules and programs will acknowledge there is a diversity of language ability represented within courses, support the tenet that all learners have the same right to education, and demonstrate that ZHEU as an institution values equitable access to learning for all (La et al., 2018). Taking this action can also be connected to *yi*, the virtue ethic that emphasizes moral rightness and doing the right thing over focusing on self-interest (Ip, 2011; X. Wang et al., 2018).

Ethic of Caring

According to Starratt (2017), an ethic of caring emphasizes the importance of concern for individuals’ well-being and “requires fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering them in their authentic individuality, [and] a loyalty to the relationship” (p. 86). Attending to the needs of others with regard to the change initiative demonstrates care and respect, or *ren* (Wong, 2021). This also aligns with the teleological approach of ethical altruism (Bowie, 1991). Actions such as mentoring and empowerment, team-building activities, and the promotion of citizenship and belonging characterize altruistic service behaviours (Kanungo & Mendonca, 1996), which are consistent with a DL approach and will be vital to supporting faculty through a teaching culture change. Further, embracing an ethical altruism perspective will focus on the social responsibility of minimizing student disadvantage created by inequality regimes (Northouse, 2016).

An ethic of caring can also place importance on recognizing the autonomy and goals of TR faculty. Implementing a bottom-up approach to address the PoP, which will involve soliciting opinions and feedback from stakeholders, understanding their needs, values, and purposes, and including them in the co-creation of a change vision, will demonstrate respect and build collective willingness and confidence in the change initiative. The revised teaching approach will also show regard for the autonomy and goals of low-language-proficiency learners in achieving their degrees. As such, it will be essential to consult with students about their learning experiences and expectations throughout the change. The process of consultation with faculty and students is congruent with the virtue of *li*, as it socially conforms to desirable institutional etiquettes, norms, and protocols (Ip, 2011). The ideal outcome would be the identification of a common goal, which would then lead to a community response to a shared problem, thereby ensuring a goal congruent with everyone's purpose and needs.

Chapter Summary

Chapter 2 has provided detail on the planning and development of this OIP. As the change agent leading this initiative, I have discussed the conditions and strategies that will be conducive to successfully implementing a DL approach to change. These include capacity-building; developing buy-in to overcome resistance; ensuring congruency between contextual conditions, change agent domains, and DL tenets; and enabling a planful alignment DL orientation. To guide this transition, I have proposed a change framework based on the Change Path Model (Cawsey et al., 2016), supported by mindfulness, sensemaking, growth mindset, and self-reflection strategies. Critical organizational analysis has revealed several areas of misalignment within ZHEU's component parts, which I have identified as contributing to the PoP. Based on these disconnections, I have proposed the solution of providing faculty with PD and updating ZHEU's language policy. The intention is to develop the capacity of TR faculty to address the challenges faced by students with low English proficiency. In the concluding chapter of this OIP, I will focus on the implementation, evaluation, and communication of the proposed change plan.

Chapter 3: Implementation, Evaluation, and Communication

Stemming from the organizational analysis, it has become evident that the primary source of the problem in this PoP is the underlying assumption that EMI, simply by virtue of the practice itself, is sufficient to guide all students regardless of language level towards successfully achieving their degrees in English. However, without a proper internal definition of what EMI means in ZHEU's context and lacking explicit faculty guidance on expectations for how to achieve this, it is not surprising that students with low English proficiency perform poorly. To address this challenge, the overarching aim of this OIP is to assist senior leadership and faculty in recognizing how embedded, non-negotiated beliefs, values, and assumptions, i.e., ZHEU's cultural DNA (Schein, 2017), negatively impact students through its existing cultural behaviour, and to guide ZHEU as an organization towards self-determining how to correct this.

As indicated in Chapter 1, cultural DNA can be difficult to change given that group members value stability and derive meaning and predictability from their organizational culture (Schein, 2017). Accordingly, to safeguard the success of this change effort, it will be important for me as the primary change agent to ensure that the initiative is introduced incrementally, in a low-stakes manner. This will provide a sense of constancy and also help to gradually influence the perception, thinking, and feeling of faculty towards EMI and UDL didactics and student language support (Schein, 2017). I anticipate that it will take several years for ZHEU's teaching culture to successfully transition from awakening through to institutionalization (Cawsey et al., 2016), given that this will be a second-order change (Bartunek & Moch, 1987). The last chapter of this OIP provides details on the plan for implementing, monitoring, and communicating this organizational change process via a DL approach. Note that in addition to highlighting the actions that I will be taking as the lead change agent, I will frequently refer to the actions of my department, the EDD, of which I count myself a change participant as well as leader.

Change Implementation Plan

The realization of this change initiative will require both macro and micro change management

strategies (Kang, 2015). Focusing on the process of capacity-building from a macro perspective, alignment with organizational strategy will be key. In revisiting ZHEU's 2017 - 2022 learning, teaching, and assessment strategy, detailed in Chapter 2, it can be seen that the proposed solution of providing PD and revising the language policy aligns with three of the six objectives: improvement of the student learning experience by providing targeted and proactive support; focus on quality assurance to ensure curricula and assessments meet international quality standards and are fair and equitable; and expansion of pedagogic research to contribute to educational reform and innovation. Based on this, the vision for a transformation in teaching culture at the macro level can be positioned as congruent with ZHEU's existing values, using its L&T strategy objectives as mobilizers for change (Basham, 2012).

In tandem with the above, managing the change at the micro level will require focusing on the people aspect, which will involve clear communication aimed at developing buy-in, managing expectations, and minimizing resistance (Basham, 2012). Sensemaking and Theory U strategies, as well as the promotion of growth mindset values, will be helpful given their crucial function in facilitating stakeholder meaning construction and confidence building. Moreover, these tactics embody the first four DL tenets—engage, enable, enact, and encourage—which are conducive to the development of leadership capacity for change in L&T (Harvey & Jones, 2021; Jones et al., 2014).

From the perspective of student impact, implementing a capacity-building approach addresses the equity issue of inequality regimes, which has resulted in the marginalization of low-language-proficiency students based on the lack of language entry requirement (Welton et al., 2018). By engaging in more inclusive pedagogic practices, the aim of this change in teaching approach is to disrupt and subvert the institutional status quo that has been disadvantaging these learners, close the achievement gap, and enact greater social justice (Capper, 2019; Theoharis, 2007; Torrance et al., 2021).

Goals and Priorities

In recognizing from the outset that second-order change can be difficult to achieve, it will be

important to present a transformational vision based on higher-order values to guide faculty towards understanding how this change will benefit the greater good for students (Cawsey et al., 2016). As such, it will be crucial that it is not seen as a burden, designed to make their lives more challenging, but instead as an opportunity to improve the learning conditions for all students, not only those with low English ability. Consequently, the primary goal is twofold: to improve learning outcomes for students and provide theoretical focus to the pedagogical considerations made by faculty. In achieving this goal, both stakeholder groups will benefit. Students will gain a better chance of uptake and retention, and develop more confidence, which can positively impact engagement and motivation. Faculty will acquire new skills and a better understanding of their students, as well as be rewarded by improved student performance. This will then allow them to feel more competent and satisfied by their work. Through this process, both stakeholder groups will benefit from principles of learning that focus on the development of their personal values, sense of self, and identity and purpose (Quinlan, 2014).

An early priority of the change initiative will be for my department to conduct a cultural analysis, as described in Chapter 2. This will allow us to uncover the nature of the disconnect between ZHEU's espoused values and actual practice, and to engage with stakeholders across all levels to help them to understand this. This exploration will aid stakeholders in recognizing ZHEU's current orientation as an EMI university and assist them in envisioning the potential for what ZHEU can achieve; in effect, laying the groundwork, per Theory U, for recognizing a new possible future (Scharmer, 2016a). It will be of particular importance for me to work with the LTC to review ZHEU's language policy, so we can define as an institution what our didactic approach should be to successfully delivering EMI. Moreover, as regards teaching, although ZHEU's mission, vision, and policies emphasize a focus on innovative teaching models, what this has traditionally meant is research-led teaching and not EMI/UDL pedagogy. This is because ZHEU positions itself as a research university first, and an EMI second. While it is certainly important to develop students' independent research and collaboration skills, implementing successful

EMI/UDL didactic approaches should also be emphasized.

As discussed in Chapter 2, even though quality teaching and research are given equal weighting in the contracts of TR faculty, research is prioritized over L&T based on the widely held assumption that this is the route towards achieving promotion. Consistent with this belief, within HE, although parity between criteria exists when considering promotion to lower ranks, greater emphasis is generally placed on research and evidence of national or international reputation to be promoted to higher levels (Parker, 2008). It will therefore be important for me to address the structure of promotion criteria with senior leadership, i.e., VP Academic Affairs, Deans, and HoDs, to understand how promotion panels consider this at ZHEU and to determine whether bias towards research output exists. Connected to this, it will also be vital once I receive approval to proceed with the change initiative to solicit senior leaders to announce their support early and continually throughout the process. By speaking positively about the benefits and indicating alignment with L&T strategy, senior leadership can reinforce the significance of the transition and assist with getting faculty on board (Cawsey et al., 2016).

Managing the Transition

Given the expectation that it will take several years for a change in teaching culture to become institutionalized at ZHEU and the fact that it is difficult to make concrete plans for future actions, the following section will discuss the major actions of the first two stages of the change initiative. Using the Change Path Model (Cawsey et al., 2016) as a frame for action, the awakening and mobilization stages will largely focus on creating a cultural climate conducive to second-order change through sensemaking and piloting. The final stages of the model, acceleration and institutionalization, are dependent upon the achievement of certain conditions in the first two stages and will be addressed in Next Steps and Future Considerations at the end of this chapter. The implementation plan, as seen in Appendix O, is broadly mapped out according to major deadlines and events each semester in ZHEU's academic calendar, divided into five-month blocks. September to January represents Semester 1 and March to July,

Semester 2. Although work for the change initiative could still occur in February and August, the university is traditionally quite empty at these times due to the Lunar New Year holiday and summer leave period. Furthermore, key dates and central committees are not scheduled during these times.

Awakening

During the awakening stage, Year 1 Semester 1 (Y1S1), the EDD will expand upon the initial cultural analysis discussed in Chapter 2 and conduct an updated evaluation of ZHEU's artifacts, espoused values and beliefs, and underlying assumptions to identify blind spots (Scharmer, 2016a) and articulate a gap between the present and envisioned future state of student support (Cawsey et al., 2016). We will specifically focus on the disconnect between ZHEU's theory of action and theory-in-use (Argyris & Schön, 1978), through an examination of its mission, vision, strategy, and policy documents. Furthermore, we will compile external literature and research, analyze internal documentation and data, and conduct a series of consultations and surveys across all stakeholder groups. The culmination of this meta-analysis during this initial period of sensemaking and sensegiving (Gioia & Chittipeddi, 1991) will be summary documentation prepared by the EDD. I will present this to the HoD committee (i.e., VP Academic Affairs, Deans, and HoDs), accompanied by a strong vision for change for adoption and approval (Cawsey et al., 2016).

Mobilization

As the mobilization phase begins (Y1S2), the EDD will communicate the guiding vision widely and repeatedly to a diversity of ZHEU audiences in a variety of ways to raise stakeholder awareness, encourage "creeping commitment", and build a guiding coalition (Buller, 2015; Cawsey et al., 2016). In concert with this, each department's learning and teaching committee (DLTC) will establish a task force to conduct a more focused departmental consultation and analysis of EMI and UDL requirements based on their disciplinary needs, and consider specific challenges faced by their students. The work done by DLTC task forces will underpin each department's response to the change initiative throughout the

process. At the annual S2 L&T colloquium, I will chair an expert plenary panel discussion to further introduce the concept of EMI and UDL in HE, as well as build interest for the change. It will also serve as an opportunity for the EDD to announce a call for volunteers to participate in PD workshops. The intention is to recruit innovators and early adopters (E. M. Rogers, 2003), who will then experiment with teaching interventions in their course delivery the next semester (Y2S1) and provide feedback to the EDD and their respective DLTC task forces on their piloting efforts. For further detail on Rogers' adopter categories—innovators, early adopters, early majority, late majority, laggards—see Appendix P. Note: It is acknowledged that the original nomenclature of *laggard*, first attributed by Rogers in 1962, holds a negative connotation. As highlighted by Stewart et al. (2019), the term is not seen as helpful in promoting acceptance of change and may in fact contribute to further resistance. For this reason, the term has been revised to *hesitators*, which will be used in its place throughout the remainder of this OIP.

In Y2S1, DLTC task forces will expand on their foundational work of the previous semester. Through consultation with faculty and students, task force members will contribute to bottom-up visioning and fine-tuning the change within their own departments, which will be crucial for second-order change to be successful (Cawsey et al., 2016; Kezar, 2018). At the end of Y2S1, the EDD will gather the input and strategies devised by the DLTC task forces. We will then analyze this input, along with feedback from innovators and early adopters on their pilot efforts, to refine the PD workshops, which are anticipated will commence delivery across schools and departments in Y2S2 (acceleration). The information disseminated in these EDD-led workshops will help guide the broader academic population (i.e., early majority, late majority, and hesitators) on how to engage in PAR (Kemmis et al., 2014) and prototype (Scharmer, 2016a) changes in their own teaching practice, as discussed in Chapter 2.

Mentoring and a CoP will also be introduced during this period. With mentoring, initially EDD faculty will be available for classroom observations, followed up with written formative feedback and discussion (Lauridsen & Lauridsen, 2018). As innovators and early adopters involved in piloting become

comfortable and experienced with the revised didactic approach to supporting students throughout this phase, the EDD will guide these faculty in expanding the mentoring process to the school level. Given that unique teaching and support approaches are anticipated to emerge at the disciplinary level, it will make sense for mentoring guidance and encouragement to increasingly be provided by experienced disciplinary peers. The EDD will continue to remain available for mentoring support, however. At the community support level, the EDD will launch a monthly, institutional CoP for innovators and early adopters to share their experiences, although attendance will be open to all faculty. The aim here will be to provide pilot participants with a social structure for meaning construction of the change in their practice, involving the dual process of participation (e.g., sharing pedagogical experiences and reflections) and reification (e.g., sharing physical and conceptual artifacts) (Wenger, 2010). Moreover, by opening it to all faculty, legitimate peripheral participation will be encouraged (Lave & Wenger, 1991). The intention is to create opportunities for newcomers, i.e., beginners and lurkers, to interact with more experienced peers to learn about the new approach to teaching (Lave & Wenger, 1991; Wenger et al., 2002). Engagement with the CoP will be fluid, based on interest, with the strategic intent determined by the members, changing over time to meet their evolving needs (Wenger et al., 2002).

Understanding Stakeholders' Reactions to Change

Maintaining a focus on the DL tenets and planful alignment strategy outlined in Chapter 2 will be vital to understanding stakeholders' perceptions of the change initiative. A central aim will be mitigating resistance by being open and transparent, which will involve frequent communication by the EDD and the sharing of emergent learning across a variety of forums, such as email announcements, committee updates, faculty information sessions, and self-access LMS (learning management system) resource pages. To gauge the opinions and needs of faculty and students, the EDD will conduct focus groups and surveys at various stages throughout the process. When considering the "what's in it for me aspect", the EDD and DLTC task forces should pay special attention to learning the perspectives of stakeholders to

help frame the approach to change (Napier et al., 2017). Furthermore, we should also be mindful of the psychological contract employees feel they have with ZHEU, and help them to see it is not being breached by the change initiative (van den Heuvel et al., 2016). Engaging in a full discussion of what EMI entails, as well as of the pedagogic requirements detailed within the revised language policy, can contribute to the development of a shared understanding of the change and how it aligns with organizational systems and structures (Cawsey et al., 2016).

The EDD will integrate Theory U and growth mindset strategies (Dweck, 2006; Scharmer, 2016a) when delivering training sessions to help staff to diagnose defensive routines and embrace a presencing perspective. The outcomes of these sessions will be targeted towards faculty acknowledging the specific needs of low-language-proficiency students, recognizing the role they can play in addressing these needs, and adopting a willingness to experiment with different pedagogical methods to support them. Moreover, by encouraging faculty input into the process via sensemaking strategies (Gioia & Chittipeddi, 1991), the EDD will actively involve faculty in meaning construction of the change and provide them with the ability to influence how it will be implemented. This can be achieved following an overlapping four-stage process of *envisioning* (sensemaking), *signalling* (sensegiving), *re-visioning* (sensemaking), and *energizing* (sensegiving), discussed further below.

During the envisioning stage, EDD conversations with different ZHEU stakeholder groups will provide an opportunity for stakeholders to receive information about and develop deeper understanding of the challenges faced by students, with the aim of raising awareness of the need for and commitment to implementing a new teaching approach (guiding vision). It is important to note that stakeholder input will also be solicited during this phase. Concurrently, the signalling stage will begin, wherein the EDD will announce the training initiative and other activities aimed at providing faculty with guidance on how to support their students with low English proficiency. Some stakeholder pushback is anticipated during the re-visioning stage, based on organizational realities. Accordingly, re-visioning

allows for adjustments to the change vision of an altered pedagogical approach based on faculty input. During the energizing stage, the scope of the change initiative will be broadened across ZHEU, with the EDD widening the circle of stakeholder consultation and feedback. Throughout this sensegiving period, staff will be able to “respond to the proposed vision and attempt to influence its realized form, but it also [will be] a stage marked by the emergence and communication of an organization-wide commitment to action toward the vision” (Gioia & Chittipeddi, 1991, p. 443).

Constant communication with students will be important throughout this process. Soliciting student feedback during the awakening phase will provide the EDD with valuable insight into their needs and expectations. This information will also be useful in the development of the training workshops. Further, regular feedback via end-of-semester student module questionnaires and discussion at departmental Student-Staff Liaison Committees (SSLCs) three times a year will provide faculty, as changemakers, with feedback on the process of the change effort in real-time and allow them to adapt, as required.

Distributed Leadership Change Agents

Consistent with DL tenet 1, engage, change leaders across all levels will be involved in contributing to the achievement of the new envisioned state. Senior leadership can assist in driving the change forward by actively promoting the initiative, providing faculty with adequate time to engage in PD within their schedules, and ensuring a more evenly distributed evaluative focus on the promotion criteria between research and teaching (French et al., 2020). From the TR faculty perspective, innovators and early adopters will figure prominently in the change initiative. They will first serve as test recipients of the PD workshops, helping to fine-tune the efficacy of the training that will eventually be delivered to all faculty. They will also be involved in piloting pedagogical changes in their courses and providing feedback on the successes and challenges of these teaching interventions. Furthermore, they will serve as champions of the cause, giving presentations on their experiences at the annual L&T colloquium, as

well as through CoPs and mentoring.

More broadly at the departmental level, those involved in DLTC task forces will promote active consultation with and participation from faculty in the design, development, and delivery of discipline-specific EMI/UDL didactic approaches (Lancaster et al., 2014). The task forces will provide a vital link between the change initiative and their departments in clarifying the need for change, providing input into revisions, addressing faculty concerns, mitigating resistance, and increasing comfort levels (Cawsey et al., 2016). To guarantee the success of the task forces, they should be provided with terms of reference that clearly state the purpose and scope of their work and be comprised of a diversity of members with expertise from across their departments (Mrig & Sanaghan, 2014). HoDs and DLTC Chairs will be responsible for appointing task force members and ensuring they are provided with adequate resources to complete their work in the form of time, information, and administrative support.

Additional support for the change will be available through mentoring. This will initially be provided by EDD faculty, with the intention that it will later spread through the schools as disciplinary faculty develop experience and begin to mentor peers themselves. Correspondingly, as the CoP at the institutional level gains traction, it is anticipated that more focused CoPs will then develop at the school level, based on disciplinary focus and pedagogic strategy. From a systems and structures perspective, beyond the DLTC task forces, existing committees will perform essential work to drive the change forward. For example, following the anticipated adoption of the change initiative by the LTC, a task and finish group will be appointed to revise and disseminate the language policy. Moreover, the LTC and its various sub-committees will provide key contributions to the processes of monitoring, evaluation, and communication, discussed later in this chapter. Departmental engagement in all committees will be representative, with participants nominated by HoDs. Completion of committee work will be in keeping with administrative service requirements as defined under ZHEU's workload allocation model.

Supports and Resources

Beyond the mentoring and CoPs established to support faculty, arrangements will be made with Deans and HoDs to set a dedicated schedule for the EDD to deliver targeted workshops to each school. Moreover, they will also be asked to demonstrate departmental support by devoting the focus of their annual away-days to exploring what the changes mean from their disciplinary perspective and generating ideas for how module and program specifications can be modified to ensure alignment with L&T strategy objectives and the updated language policy. As change leader and EDD Director, I will recommend a new institutional norm to the LTC for approval based on ELI current practice, wherein faculty instructing Y1, Y2, and Y3 courses will be provided with summary information on their students' CEFR levels (i.e., based on placement test results for incoming Y1 students, and on Y1 or Y2 EAP exit performance for progressing students). This will then provide faculty with a clearer picture of students' language profiles within their class groups. Further, faculty will receive updates via DLTC task forces throughout the change initiative to keep departments apprised of progress and share achievements.

The EDD will design the annual PD calendar specifically to support the initiative, with guest presentations, seminars, workshops, and brown-bag sessions offered throughout the transition to complement main workshops. Furthermore, the EDD-organized annual L&T colloquium can be used to raise awareness, stimulate discussion, and showcase staff achievements. Within the EDD's PD pages on ZHEU's LMS, a dedicated resource area will be created to support the initiative. Divided into distinct categories, it will be a comprehensive central repository for all aspects related to the transition. All workshop content and resources will be accessible there, as well as case studies, video guidance, and links to external resources and theoretical literature on EMI and UDL. Additionally, relevant summary documentation stemming from the cultural analysis and the updated language policy will be available.

As mentioned above, the availability of incentives and rewards should be highlighted during the change. The PDR process can illuminate the success of the EMI/UDL implementation and changes in

practice. Successful change can also be highlighted in academic promotion applications. Further, TDF (Teaching Development Fund) support can be made accessible for EMI/UDL action research projects; completion of such projects can frequently lead to research publication, thus providing faculty with a double reward. Finally, an EMI/UDL category can be created within the annual teaching awards to recognize outstanding achievement of ZHEU faculty.

Potential Implementation Issues

Lack of willingness to engage with the training is the primary concern. Hesitators and non-adopters could hinder progress due to their reticence to accept the change initiative. Within this group, there could be three types of faculty. Firstly, some may be senior academics who do not believe they need to engage in PD based on their years of disciplinary experience in HE. It is not necessarily a given, however, that the time spent developing subject specialist expertise is automatically translated into advanced knowledge of teaching pedagogy. Although the two need not be mutually exclusive, it has in fact been revealed that some experienced faculty have no knowledge of concepts such as student engagement and active learning, which are norms within any PGCert that early career faculty are typically required to complete at present (Lauridsen & Lauridsen, 2018). Further, as reported earlier, there is a tendency for more high-ranking faculty to focus on research instead of teaching practice. In this regard, it will be important institutionally to facilitate broader understanding of what defines an expert university teacher, which in fact encompasses six task areas, as defined by van Dijk et al. (2020): “teaching and supporting learning, educational design, assessment and feedback, educational leadership and management, educational scholarship and research, and professional development” (p. 14). In the first instance, the EDD training workshops will explore aspects connected to all these areas when considering how to support students in ZHEU’s unique EMI context. More broadly, it will be useful for me to engage with policy owners in the Centre for Academic Affairs to discuss how these six task areas are accounted for across ZHEU policy documents.

Secondly, and connected to the above, promotion-oriented academics who are more focused on research over teaching could also present a challenge. Connecting back to the promotion criteria discussed earlier, it will be essential for me to work with leaders across the university to signal the importance of teaching development in parallel with research output. Finally, a potential third source of resistance could come from academics who believe it is not their job to address students' language difficulties since they are not language teachers but subject specialists. To capture this group, as highlighted under the goals and priorities above, it will be important for the EDD to focus on appealing to faculty members' higher-order values. By facilitating reflection on the needs of students, the aim is for faculty to recognize how significantly students could benefit from this change in didactic approach. Further, it will be crucial for the EDD to engage faculty in proper discussion of what EMI and UDL are and what they entail. Consequently, involving resistant faculty in a planful alignment DL approach (Leithwood et al., 2007) will be an important aspect of successfully implement this change.

Challenges and Limitations

A potential challenge for this initiative could be faculty time management. Although consideration can be given by ZHEU leadership to time provision for training and development, this does not account for how faculty choose to make use of their time. As highlighted by French et al. (2020), these decisions can be impacted by four job-related cognitions: "work-family balance, job satisfaction, organizational commitment, and turnover intentions" (p. 2). Thus, while the aim of this OIP's change framework is to use socio-cognitive and learning culture approaches to support faculty perception and responsiveness to the change, the influence of personal factors on faculty commitment may be beyond the scope of the workshops.

Another challenge could be negative classroom outcomes due to poor methodological implementation by staff. Although a DL approach to mitigate against a compliance orientation as discussed in Chapter 2 will be promoted by the EDD and DLTC task forces to all change participants,

there is still the potential for some faculty to engage in a perfunctory manner. While ZHEU has quality assurance mechanisms such as module questionnaires, peer-observation, and the SSLC to receive feedback on faculty performance, there is still the potential for poor teaching to go unreported.

A limitation of this OIP is that it does not address the language proficiency of instructors. As mentioned previously, there is a substantial proportion of staff who are non-native English speakers, many of whom have self-acknowledged that they are not language experts and do not feel comfortable correcting students' English. While raising their awareness to supportive pedagogical strategies can help to improve their EMI instruction to students, the training does not improve the language level of faculty. Although some northern European institutions are now implementing measures to certify the linguistic competence of faculty to instruct in English (e.g., Dubow & Gundermann, 2017; Kling & Stæhr, 2012), this is still a relatively new practice and has yet to be widely adopted or accepted across HE (Dafouz, 2018; Dearden & Macaro, 2016; O'Dowd, 2018).

Change Process Monitoring and Evaluation

The OECD Development Assistance Committee (2010, p. 9) identify five domains for selecting project evaluation criteria: relevance, efficiency, effectiveness, impact, and sustainability. Based on these, Markiewicz and Patrick (2016) offer guidance on typical monitoring areas associated with these domains, which will be useful in relation to this OIP. Examining the *context* will demonstrate relevance by allowing for an evaluation of the appropriateness of the change plan; specifically, monitoring changes in student performance that can be attributed to the PD initiative, the effects of modifications to the language policy, and faculty engagement with PD and CoPs. From an *implementation* perspective, the EDD will monitor the effectiveness of the workshops and CoPs, particularly regarding evidence of improved support for students. As concerns *management and governance*, the EDD can examine the work completed by innovators, early adopters, and DLTC task forces to glean insight on the efficiency of DL change agents. To determine the impact of *initial program results*, in addition to evidence from

student performance, the EDD can examine stakeholder feedback to track their views of the change process, and short- to medium-term outcomes can be identified. Finally, to measure the *benefits* of the change initiative and consider its sustainability, the EDD will seek evidence of capacity-building for L&T.

In consideration of how best to approach monitoring and evaluation of the above, although there are quantitative measures available in the form of student performance data and workshop attendance, measuring for culture change will be more challenging given its qualitative nature. Based on this, the EDD can examine the efforts of the initiative according to an evidence grid based on research, evaluation, and practice wisdom (Bamber & Stefani, 2016), and the DL benchmarks and PAR methodology introduced in Chapter 2 (Jones et al., 2014; Kemmis et al., 2014).

Evidence Grid of Research, Evaluation, and Practice Wisdom

When evaluating the impact of PD interventions, Bamber and Stefani (2016) highlight the distinction between indirect and direct impact. Indirect impact is easy to evidence, for example by gathering feedback on the perceived usefulness of PD. Direct impact, however, such as assertions of direct correlations between improved student performance and an instructor's engagement with PD activities, are more difficult to explicitly evidence. Based on this, they indicate there is a tendency among educational developers to rely on *outputs*, such as the number of workshop attendees and "happy sheet feedback" (p. 243), rather than *outcomes*, such as the qualitative measures of changed behaviours or practices, to show the value of their work. This inclination is unfortunate, given that the true impact of educational development lies in outcomes, not outputs. To address this problem, Bamber and Stefani (2016) advocate triangulating three sources of evidence: research, evaluation, and practice wisdom. Examples of research data could include research evidence, both empirical and secondary, and grey literature; evaluation data could come from course evaluations and peer review. Bamber and Stefani (2016) define practice wisdom as:

... a concept often used in social work. It is the knowledge, often tacit, which we draw on when

we make professional decisions, often developed in the workplace. We acquire practice wisdom through practice and interaction with others in our field, through experience and non-formal learning. It includes data which, if we do not draw on the concept of practice wisdom, can be discounted in the evaluation process: narratives, such as academics' or students' stories, changes to practices and professional relationships, and changes to policy. It also includes our tacit knowledge of 'how we do things' in our discipline, department, or university. (p. 248)

Professional knowledge based on context, judgement, and experience can be used to guide the data selection process using the following question prompts, developed by Bamber and Stefani (2016):

Context

1. Which data are relevant for the purposes of this specific evaluation?
2. What is the utility of the evidence?
3. What do these data mean within our institutional/disciplinary context?
4. Which internal factors or processes are involved?
5. Who might be interested in the data, and how might they interpret them?
6. Who needs to work together to make sense of the data?
7. In what form(s) should we evidence our value, to reach the right people in the right ways?
8. How can we present the evidence in a way that will be understood, accepted, and used by those receiving it?
9. How can we share the stories behind the data to enhance student learning?

Judgement

1. What questions do we need to ask of the data, to get better insights?
2. What other knowledge can we bring to bear, to make sense of what we're finding?
3. Taking the range of data as a whole, what can we learn that is not evident in the parts? What can we learn both about the 'woods' and the 'trees' (McArthur, 2013, p. 76)?

4. How can we build on this data?

Experience

1. How can our experience help us understand the data?
2. Where have we come across findings like these before, and what can we learn from comparing them?
3. Are there lessons/examples in other institutions/disciplines that are instructive?
4. Is there anything missing from the data that our experience suggests would normally be here?
5. How can we assess the enduring or slow-to-appear effects of our work? (pp. 249-250)

Informed by the triangulation model and Bamber and Stefani's (2016) questions, Appendix Q demonstrates a completed evidence grid for the PD initiative. It provides an overview of the anticipated output and outcome evidence that will be generated, monitored, and evaluated over the course of the transition. The evidence grid is a valuable tool in that it can be used from a planning perspective: (a) as a roadmap for the change; (b) as a monitoring and evaluation reporting mechanism to senior management and committees; (c) to justify the allocation of support and resources; and (d) for demonstrating the scope of research (Bamber & Stefani, 2016). To further evaluate the impact of the PD initiative on the development of L&T capacity, a DL benchmarking framework will be employed.

Benchmarking Framework for Distributed Leadership

As introduced in Chapter 2 and Appendix I, Jones et al. (2014) designed the DL benchmarks to enable institutions to recognize and assess their own practice in relation to capacity-building for leadership in L&T. Based on the six DL tenets—engage (with), enable (through), enact (via), encourage (with), evaluate (by), and emergent (through)—these indicators provide guidance on the evaluation of five DL domains—engage, enable, enact, assess, and emergent—underpinned by iterative PAR cycles (Jones et al., 2014). It should be noted that not all tenets have a corresponding domain. When creating the framework, Jones et al. recognized it was more appropriate for tenet four, encourage, to be

repurposed in the form of “good practice descriptors” within the tool. Likewise, tenet five, evaluate, was renamed as “assess” to prevent confusion given the evaluative nature of the benchmarks.

Each domain is defined by a scoping statement that provides a definition of DL connected to the value pairs and criteria outlined in the ASERT. The EDD can use the benchmarks to assess the PAR good practice action statements defined in Table 1, each of which focuses on the operationalization of an individual DL tenet (Harvey & Jones, 2021). A variety of methods will be used to gather the information for monitoring and evaluation such as surveys, focus groups, interviews, informal discussion, mentoring activities, scaffolded reflection sessions, CoPs, experiential workshops, and the annual L&T colloquium.

Tenet 1: Engage

During the first PAR cycle, the EDD will monitor stakeholder participation to ensure people are involved across all levels and contributing their expertise to the change. By tapping into people’s strengths, the desired outcome of DL capacity-building is for participants to build a sense of ownership as change agents. This would be evidenced through the acceptance by senior leaders of the need for the initiative, educational developers conducting secondary research and preparing literature, and faculty volunteers for piloting and participation on DLTC task forces.

Tenet 2: Enable

The second cycle will focus on the EDD evaluating the degree of acceptance for the change by monitoring the development of a context of trust, culture of respect, and collaborative decision making. Outcome evidence would be validated by senior leadership publicly taking on the roles of champions and demonstrating their support for the change (Harvey & Jones, 2021), the active participation of DLTC task force members, and the expertise of educational developers in developing the pilot workshops.

Tenet 3: Enact

Moving into the third cycle, the EDD’s focus will be on ensuring the provision of integrative systems, processes, and support to promote the involvement of people. Here, the EDD will scrutinize

outcome evidence to determine the efficiency of the DLTC task forces, provision of time for engagement with PD and awareness raising activities, reception to the changes in the language policy, and efficacy of the CoP and mentoring program.

Tenet 4: Encourage

This iteration of the cycle will concentrate on the success of activities and resources supporting the change. The EDD can measure output evidence through levels of engagement, such as through active workshop participation, CoP attendance and the spread of mentoring, teaching intervention experiments, faculty willingness to adopt a PAR orientation, and EMI/UDL presentations at the colloquium. It will also be important for senior leaders to voice support for documenting EMI/UDL, both through developmental goals and evidence of practice, in PDRs. Further, departmental leaders should reinforce that research and L&T are examined equally in the promotion criteria.

Tenet 5: Evaluate

Building on the output evidence from the previous cycle, in this stage the EDD will analyze data for evidence of increased engagement, collaboration, and L&T leadership capacity. In addition to student performance data, surveys, focus groups, the CoP, and reflective reports from DLTC task forces can provide insight. Furthermore, PDR and promotion processes should ideally be recognizing engagement with EMI/UDL, and applications should be coming in for TDF funding. Colloquium presentations should also demonstrate evidence of the development of L&T leadership capacity.

Tenet 6: Emergent

In cycle six the EDD will examine the role of PAR in L&T capacity-building and its influence on reflective practice for continuous improvement. As a part of workshop training for EMI, UDL, and PAR strategies, the EDD will have introduced participants to Brookfield's (2017) four lenses of critical reflection. This tool provides a useful method for faculty to gain insight and awareness into their own teaching effectiveness through consideration of multiple viewpoints: autobiographical, student, peer,

and theoretical. The EDD can gauge the extent to which this practice has been internalized through feedback methods such as surveys, focus groups, and self-evaluations, for both faculty and students.

Table 1

Good Practice Action Statements: Enabling Distributed Leadership for EMI/UDL Didactics

Tenets of Distributed Leadership	PAR Monitoring and Evaluation Steps			
	PLAN to...	ACT to...	OBSERVE that...	REFLECT...
ENGAGE	Recognize, acknowledge, and collaborate with hierarchical leaders as well as encourage 'experts' from all levels of the university	Ensure ongoing participation from all levels of the university	Active participation, rather than attendance, is evident for all PD initiative activities	That participants are supported to develop a sense of ownership in the PD initiative
ENABLE	Achieve active commitment from all levels of the institution	Initiate support to develop a culture of trust, respect, and collegiality	Participants are achieving change through collaboration	Through regular collaborative group reflection sessions
ENACT	Structure for multi-level engagement, allow for fluid boundaries and provide adequate time frames	Develop a systematic and robust methodology	Processes are codesigned, flexible, and agile	Through individual and regular reflection sessions
ENCOURAGE	Draw on existing EMI, UDL, and PAR theory and research	Design developmentally appropriate learning opportunities	PD is offered and engaged in	On new insights and learnings from PD and action learning activities
EVALUATE	Build in evaluation from the start	Engage in ongoing formal and informal evaluation	Regular collection, recording, documentation, and analysis of data is undertaken	On the evaluation data
EMERGENT	Ensure multiple cycles of PAR	Maintain flexibility in response to changing contexts	Over time, participants acknowledge their development of L&T leadership capacity for EMI & UDL	That L&T leadership capacity has been developed as individuals are acknowledgement as leaders

Note: Good practice action statements for monitoring and evaluating how the six DL tenets are enabled within the change initiative. Adapted from "Enabling leadership capacity for higher education scholarship in learning and teaching (SOTL) through action research," by M. Harvey, and S. Jones, 2021, *Educational Action Research*, 29(2), p. 180 (<https://doi.org/10.1080/09650792.2020.1803941>). © 2020 by Educational Action Research, reprinted by permission of Taylor & Francis Ltd, www.tandfonline.com.

Refining the Implementation Plan

Bryk et al. (2015) present the concept of a learning loop for quality improvement, which is based

on the notion of ongoing cycles of testing and modification. Comprised of three elements—the working theory of practice improvement, standard work processes, and practical measurement—each element exists in balance with the others. If a change is made to one component of the loop, it can “[press] on the other two, triggering changes there also” (p. 90). The process of refining the balance between the three elements and closing the loop, then, can be achieved through the PAR cycles described earlier. Taking the pilot classroom interventions as an example, the theory of improvement would be that training faculty in EMI and UDL strategies will allow them to provide more support to students (work process), which would then translate into improved learning outcomes for students (measurement). If, as a result of student feedback, we came to learn that the interventions were not working, this would then require a re-examination and alteration of the working theory and work processes and trying again. Through each successive attempt the process would be refined until reaching optimization. Recognizing that there is always the potential for future instability to disrupt the balance in the process, it would be important for the EDD and DLTC task force members to remain open to the possibility of modifications.

As demonstrated in the PAR cycles described above, the overall change implementation plan outlined in Appendix O, and the evidence grid depicted in Appendix Q, several opportunities have been included in the plan that allow for monitoring and evaluation by the EDD and departments. Examples include student module questionnaire feedback, SSLC meetings, reports from DLTC task forces, surveys, and focus groups. Moreover, aligning the pacing of the transition with the academic calendar affords the EDD and DLTC task forces with the use of the breaks between the semesters to focus on any required rethinking and refinement of the change initiative as it progresses. Moving on from monitoring and evaluation, the next section presents the communication strategies of the change initiative.

Plan to Communicate the Need for Change and the Change Process

Knowledge mobilization can be characterized as a focused, multidirectional social process that transfers information in multiple, iterative phases “from those that know to those that do not” (Cooper

et al., 2009 pp. 166-167). This can be a complex process in organizational change, wherein the success or failure of an effort is influenced by six aspects, synthesized from Elving (2005, pp. 131-134):

1. Readiness for change can be viewed along a continuum, with organizational change being most effective when participant resistance to change is low, or conversely when their readiness for change is high.
2. Organizational members must be made plainly aware of the change and how their work will be impacted as a result, as this will influence readiness for change.
3. Communication to create community builds feelings of trust in and commitment to the organization, thus supporting change willingness.
4. Feelings of uncertainty due to real or imagined personal implications of the change can affect change willingness.
5. Downsizing concerns can create worries of job insecurity, which can negatively impact readiness for change.
6. Being transparent when providing details about the motives for change and its implications for the participants and the environment will influence feelings of uncertainty and insecurity, thereby helping to mitigate rumours and other forms of informal communication that could negatively impact the change effort.

In light of these factors, it is important for change leaders to ensure that communication around change efforts is conveyed keeping people's uncertainties in mind, recognizing the threat these pose to change receptivity. This can be achieved by following an approach that not only plans to inform but also helps to build a sense of community around the change. Lavis et al. (2003) recommend organizing this knowledge transfer by considering five questions:

1. What should be transferred to decision makers (the message)?
2. To whom should research knowledge be transferred (the target audience)?

3. By whom should research knowledge be transferred (the messenger)?
4. How should research knowledge be transferred (the knowledge-transfer processes and supporting communications infrastructure)?
5. With what effect should research knowledge be transferred (evaluation)? (p. 222)

Within the context of this OIP, I will elaborate the responses to these questions below. Figure 6 provides a detailed list of the distinct functions and associated strategies that will be employed to fulfil knowledge mobilization.

The Message

When preparing information to identify the need for a change in how support is provided to students with low English proficiency, my team of educational developers and I will need to focus on creating an actionable message based on a body of research knowledge (Lavis et al., 2003). As opposed to relying solely on evidence from within ZHEU's context to articulate the gap, we should also provide corroboration with literature located within the HE context of EMI and UDL. In doing so, we will be offering senior leaders "ideas" in addition to data, thus supplying insight into how to address the student support challenge and creating a starting point for discussion of a solution via the proposed PD initiative (Lavis et al., 2003). Figure 6 provides examples of the support literature that will be compiled to achieve this, under the strategies of awareness and accessibility. These will be discussed in more detail below under the Awakening Phase Communication Strategies section.

Once senior leadership is on board with the vision for change, it can be disseminated more broadly across ZHEU. The PD initiative will be positioned as a positive change benefitting the institution and faculty will be informed that it will "proceed provisionally, subject to evaluation and modification as warranted" (Klein, 1996, p. 36). Introducing the change with phased pilots will not only create the conditions for attracting innovators and early adopters but will also serve to calm potential fears by letting the broader teaching population know that the strategies and guidance they will learn from the

PD initiative will first be evaluated and applied in ZHEU's context.

Figure 6

Knowledge Brokering Functions of ZHEU Change Initiative

LINKAGES & PARTNERSHIPS	AWARENESS	ACCESSIBILITY
<i>Facilitating connections among diverse stakeholders and supporting collaboration</i> <ul style="list-style-type: none"> • Event strategies: L&T colloquium, speaker series, workshops, award ceremonies • Network strategies: e-bulletin, LMS forum, CoPs • Focus groups • Mentoring 	<i>Increasing awareness of empirical evidence on EMI and UDL in HE</i> <ul style="list-style-type: none"> • Literature review • Reference lists/ annotated bibliographies • Research reports • Learning analytics • Conceptual papers 	<i>Increasing accessibility to EMI/UDL information by tailoring products to particular audiences</i> <ul style="list-style-type: none"> • Grey literature summaries • Briefing papers • Executive summaries of cultural analysis, research reports, and learning analytics • Fact sheets
POLICY INFLUENCE	ZHEU CHANGE INITIATIVE KNOWLEDGE BROKERING FUNCTIONS & STRATEGIES	ENGAGEMENT
<i>Using research to galvanize policy priorities or change</i> <ul style="list-style-type: none"> • Advocacy materials related to UDL • Media strategies: social justice and support for marginalized students • Case studies and evidence from other EMI HEIs 		<i>Increasing engagement with research content through making it appeal more to the senses</i> <ul style="list-style-type: none"> • Videos • Podcasts • Data visualization • L&T colloquium
ORGANIZATIONAL DEVELOPMENT	IMPLEMENTATION SUPPORT	CAPACITY-BUILDING
<i>Assisting to build strategic knowledge mobilization plans and processes or evaluating existing programs and practices</i> <ul style="list-style-type: none"> • Annual program review • Module and program specifications • Departmental operational plans 	<i>Consulting to provide assistance to implement knowledge mobilization around the change initiative</i> <ul style="list-style-type: none"> • EMI/UDL handbook • Consultation • Observation • Mentoring 	<i>Facilitating professional learning and skill development around knowledge mobilization</i> <ul style="list-style-type: none"> • Workshops • LMS resources • CoPs • Faculty case studies • L&T colloquium

Note. Knowledge brokering functions of ZHEU change initiative. Adapted from "Knowledge mobilisation in education across Canada," by A. Cooper, 2014, *Evidence & Policy*, 10(1), p. 47

(<https://doi.org/10.1332/174426413X662806>). © Policy Press 2014. Used with permission.

The Target Audience

Given the diversity of stakeholders who will be impacted by the change initiative, multiple audience-specific messages will be needed. To determine how to target the messaging for these different groups, Lavis et al., (2003) recommend the following steps. First, we should identify who will be asked to act to effect the change: this will be the faculty. Second, determine who will be able to influence those who are being tasked with bringing about change, which would be senior leadership,

line managers, and opinion leaders (Klein, 1996; Lavis et al., 2003). Third, discern with “which of these target audience(s) we can expect to have the most success and which messages pertain most directly to each of them” (Lavis et al., 2003, p. 223). Given that the change initiative will first involve the selection of stakeholders to be involved in planning and piloting, specific messages should be developed for the innovators and early adopters, and the various committees with different responsibilities. When creating messages, Klein (1996) highlights that for them to be resonant, information that is personally relevant to a person’s work area should be included given that it is more likely to be internalized. In particular, “content [that] is associated with work standards of evaluation, work expectations, reinforcement of performance and technical work-related information” (p. 36). Additionally, the students, as the receivers of the change, will also be given specific messaging. Further detail on message targeting will be provided below under the awakening and mobilization communication sections.

The Messengers

The credibility of the messenger will be key when determining who will be most effective at transmitting information to help drive the change forward, (Lavis et al., 2003). Klein (1996) indicates that those with formal authority and decision-making power can be valuable in this regard. For example, at the outset an endorsement of support from the Vice President of Academic Affairs will provide accountability and legitimacy the PD initiative. Furthermore, it will be helpful to have the remainder of the leadership, that is the Deans, HoDs, and me as EDD Director, champion the change, as the trustworthiness of the message can be linked to the status of the source delivering that message. This will also hold true for line managers, as they are the personnel in most frequent contact with their staff and will be expected to be well informed and accurate sources of information.

Informal leaders and those with “opinion-forming powers” (Klein, 1996, p. 36) can also be influential in persuading hearts and minds to embrace the change. Included among this group will be the educational developers, who will have the expert authority as researchers and knowledge brokers to

drive the change forward by providing training and being available as mentors. Similarly, inviting guest speakers and outside experts to deliver talks will also be useful. Additionally, DLTC task force members will develop knowledge in the process of interpreting the change within the disciplinary contexts of their departments and as such be another reliable source of information. Finally, and importantly, having the innovators and early adopters share their firsthand experiences regarding their piloting efforts will be vital to impacting the opinions and attitudes of the broader academic population.

The Knowledge-Transfer Processes and Supporting Communications Infrastructure

Lavis et al. (2003) emphasize the importance of active engagement and interaction to maximize the efficacy of knowledge transfer. While passive processes such as online resources and e-bulletins can and should be made available as support mechanisms, these should not be viewed as sufficient sources of information on their own. Consequently, interactive strategies like training workshops, CoPs, mentoring, and the L&T colloquium will play a central role in transferring information about and understanding of the change initiative. In fact, Lavis et al. (2003) relate that two-way exchange processes like these can be invaluable in creating cultural shifts given that knowledge brokers and change participants have equal opportunity to listen to and learn from each other. Additionally, repeating the message frequently and through a variety of mediums is required for it to be properly internalized (Cawsey et al., 2016; Klein, 1996). In this respect, Figure 6 provides a full list of the strategies via the functions of linkages and partnerships, awareness, accessibility, engagement, capacity-building, implementation support, organizational development, and policy influence.

Evaluation

Given the objective of changing faculty behaviour, i.e., teaching approach, to improve the level of support provided to students, the EDD can focus on evaluating the outcomes of the PD initiative (Bamber & Stefani, 2016; Lavis et al., 2003), as opposed to its outputs. This can be classified as examining the instrumental use of the information shared, in that it will involve measuring how the

knowledge learned in the training workshops is being acted upon (Lavis et al., 2003). The work done in the PAR cycles can be used to demonstrate this, as evaluating the operationalization of DL tenets to build L&T teaching capacity can provide this insight. Using tools such as focus groups and surveys throughout the process can provide “before and-after assessments of awareness, knowledge, attitudes, and behaviour” (Lavis et al., 2003, p. 239) regarding the success of the initiative. Further the EDD can evaluate support for the success of the PD program and associated support mechanisms by looking at student performance and gathering their feedback. However, as stated previously, it can be difficult to equivocally draw a direct line between faculty engagement with PD and student improvement, given the multitude of other factors that could also influence this (Bamber & Stefani, 2016).

In monitoring and evaluating the progress of the change, information about short- and medium-term achievements can be shared across the institution to maintain focus and ensure transparency. Examples in the short-term include the EDD creating and sharing an executive summary of the results of the cultural analysis, the LTC adopting the revised language policy and approving its distribution to departments, and centrally released announcements of the individuals who will be involved in piloting and DLTC task force work, respectively. In the medium term, the EDD can release updates on the progress of the pilots and work of DLTC task forces to assist in dealing with uncertainty and address any rumours that may be emerging. Klein (1996) suggests the objective of the communication strategy here should be threefold: (a) to provide faculty who are not yet involved in actively thinking about the change effort with detailed and accurate information about the progress of the change; (b) to manage the expectations of those not yet involved with an indication of how the change will affect them in the near future; and (c) to attend to any misinformation that may be spreading about the change. In addition to the EDD commencing workshop delivery institutionally, the CoP and mentoring support mechanisms will be announced, and the annual L&T colloquium will feature presentations and panels focused on EMI and UDL in HE. These will provide an opportunity for discussion on the specifics of the change initiative

and facilitate a move from theoretical to practical understanding of the change process (Klein, 1996).

Awakening Phase Communication Strategies

Given the aim during awakening of overturning ZHEU's status quo approach to student support and highlighting the disconnect between its theory of action and theory-in-use, communication will initially focus on persuading senior leadership of the merits of the PD initiative. This will require a strategy of disconfirmation, designed to reveal how the institution's current approach to EMI is interfering with the full realization of its L&T goals with regard to low-language-proficiency learners (Schein, 2017). The results of the cultural analysis, prepared as an executive summary and supported with research reports and learning analytics, can be used to achieve this.

Once the change initiative has been approved, multiple and repeated forms of messaging will be employed, not only at this stage but throughout the change initiative (Klein, 1996; Lavis et al., 2003). In tandem with the Vice President's initial announcement, my team and I will then hold a series of follow-up meetings with departments to answer questions and provide clarification. Multiple messages will be developed, providing information specific to roles and responsibilities, and to manage expectations and reduce ambiguity, for the following target audiences: Deans and HoDs, innovators and early adopters, various committees (i.e., LTC, DLTCs, DLTC task forces, SSLCs), faculty in general, and students. It should be noted that from the start of the initiative, specific questions will be added to the end-of-semester student module questionnaires to gauge their opinions on EMI support and establish a baseline for monitoring and comparison throughout the transformation.

As per Figure 6, the knowledge brokering functions that will be relied upon during this initial phase will be based on: linkages and partnerships, in the form of focus groups and e-bulletins; awareness, through the availability of empirical evidence on EMI and UDL in HE; accessibility, by providing summary information in condensed formats; capacity-building, in the form of resources posted to the LMS; and policy influence, using case studies and evidence from other EMI HEIs.

Mobilization Phase Communication Strategies

As we move into the next phase and piloting efforts begin, the EDD will provide regular progress updates on the change initiative to senior leaders. These will also be disseminated via committees to faculty, to ensure stakeholders are kept informed, help maintain positive focus on the change, and deal with any rumours that may be circulating. The work of the DLTC task forces will further spread the message of change as they consult internally within their departments and begin interpreting and re-envisioning the change through the lenses of their disciplinary requirements. To accompany the release of the revised language policy, the EDD will announce a Q&A forum to provide understanding of the changes and initiate a discussion around the implications of the revisions for student support, teachers' practice, and module and program design.

To further help with faculty change adoption, HoDs will be asked to make periodic announcements to their departments, both in person and via email, highlighting the progress being made by the effort both institutionally and at the DLTC task force level, and reiterating their support for the initiative (Klein, 1996). EDD delivery of PD workshop pilots will provide guidance on the practical application of the change vision's actionable message, with feedback sessions gathering information to refine the workshops, based on the experiences of the innovators and early adopters.

The EDD will use several knowledge brokering functions during this phase. Linkages and partnerships will capitalize on CoPs, mentoring, and the colloquium, in addition to continued communication via focus groups and e-bulletin updates to build connection with the change and promote collaboration. Engagement will be increased through the release of a variety of accessible audio and visual materials. Capacity-building strategies will see further support materials added to the LMS and the commencement of workshop piloting. Focusing on implementation support, the EDD will begin work on the development of an EMI/UDL handbook. To provide further insight into the significance of language policy changes, advocacy materials related to UDL, and stories from the media

on social justice and support for marginalized students will be shared with faculty. Further, these discussions will also focus attention on organizational development and how changes to the language policy will require future consideration in module and program specifications, as well as reflection in annual program reviews, and inclusion in departmental operational plans.

Chapter Summary

In this chapter I have outlined the implementation, evaluation, and monitoring mechanisms that will be employed during the awakening and mobilization stages (Cawsey et al., 2016) of a transformation in ZHEU's approach to EMI. Although this OIP extends over a period of 18 months, given the second-order nature of culture change, I estimate it will take several years to achieve full implementation and institutionalization of an embedded EMI/UDL teaching approach. The primary goal of the change implementation plan is to improve learning outcomes for students by equipping faculty with pedagogic strategies to make L&T more equitable.

During the awakening phase, cultural analysis will provide insight into incongruencies between ZHEU artifacts, beliefs and values, and underlying assumptions influencing the PoP. I will then apply the insights gathered from this process to develop a vision for change. In the mobilization phase, piloting will allow for prototyping and refining of teaching strategies before they are presented more widely in PD workshops. In tandem, DLTC task forces will begin the work of interpreting the change through their departmental lenses in consultation with faculty and students. Mentoring and CoP initiatives will also be introduced to support the transition and contribute to meaning construction. Focus groups, surveys, and other feedback mechanisms will also be used to understand stakeholders' reactions to change.

To effectively monitor and evaluate the change process, given that we are implementing a culture change, we will place more effort on examining qualitative outcomes over quantitative output. PAR cycles will enable us to examine the development of L&T leadership capacity, evaluated against DL tenets. Any required adjustments as a result of monitoring and evaluation will be determined through a

learning loop for quality improvement process. Finally, I have described a means of knowledge mobilization that focuses on crafting and delivering clear messaging to a variety of targeted audiences, using a range of knowledge brokering strategies.

Next Steps and Future Considerations

The success of this change initiative will be contingent upon several factors: the outcomes of the classroom interventions conducted by pilot participants, the work of DLTC task forces in determining how the change can be operationalized within the contexts of their disciplines, successful revision of the language policy, and receptivity on the part of faculty to developing L&T leadership capacity. As such, I will prepare an evaluation of the change initiative for senior leadership at the end of the mobilization phase. Based on the monitoring and evaluation tools built into the implementation plan, which include course correction mechanisms, it is anticipated that sufficient positive evidence will be present to warrant progression to the next stage of the initiative. Contingent upon a positive outcome and support from senior leadership, the next two sections provide a roadmap for the final stages of the transition.

Acceleration

The next year and a half of acceleration will see wider engagement across ZHEU as the transition gains momentum. Formal workshop delivery will commence across schools at the start of Y2S2. To provide ample opportunity for faculty engagement, the EDD will offer discipline-specific workshops on a continual basis throughout the next three semesters, thus allowing time for the conditions to develop for the remaining categories of adopters—early majority, late majority, and hesitators (E. M. Rogers, 2003)—to participate. After faculty have had a chance to engage with PD and begun experimenting with adapting their approach, they will follow paths similar to those of the innovators and early adopters before them and spend time prototyping in their courses. The outcome of this period of experimentation is meant to inform module design, with the expectation that module specifications will be modified to not only reflect this pedagogic shift but also bring them into alignment with ZHEU

strategy and policy. In effect, producing balance between ZHEU's theory of action and theory-in-use. Faculty will have until the end of Y3S2 to submit their changes for review. This process will be overseen by DLTC task forces and submitted to the Academic Quality Sub-Committee (AQSC) for final approval.

Based on the success of the workshops, the EDD will add EMI/UDL content to the core Learning, Teaching and Practice module delivered as a part of ZHEU's in-house PGCert. While completion of the PGCert is mandatory for all new faculty who do not already have a postgraduate teaching certification or less than five years of HE teaching experience, PGCert sessions are open and all faculty are encouraged to attend. Beyond adding content to the core module, the EDD will also begin development of an elective five-credit EMI/UDL module to be added to the PGCert, contingent upon AQSC approval and meeting Advance HE accreditation requirements. To achieve Fellowship via the PGCert, participants must complete 20 credits, 15 of which are mandatory, with the remaining five being elective. Offering an EMI/UDL module on the PGCert will therefore reinforce its importance within ZHEU's context and help to further embed this pedagogic approach in its culture.

From a monitoring perspective, several sources of information will be available for analysis. A faculty survey will be distributed to gather opinions on the training and interventions; feedback from this can be used to inform modifications to the training and will also be shared with DLTC task forces for further review. Pending LTC approval, a category related to EMI/UDL support strategies will be added to the Annual Program Review template in Y2S2. Departments will then be asked starting in the fall of Y3S1 to reflect on the inclusion of EMI/UDL in their programs. Over time, it is anticipated that these annual reports would reveal a change in L&T leadership capacity, which could potentially be linked to better performance from students with low language proficiency. The end-of-semester module questionnaires will continue to gather student opinions on the effects of the change in teaching approach. Furthermore, departmental SSLCs will provide a forum for discussion with students, and student performance data will be analyzed at the end of every semester for emerging trends.

To keep a positive focus on the transition and celebrate faculty achievements, the Y2S2 L&T colloquium will feature presentations from innovators and early adopters, and in the Y3S2 colloquium one of the parallel session themes will be devoted to EMI/UDL. Through consultation with the Academic Services Office, EMI and UDL practice will begin to be recognized through teaching awards and TDF applications. Furthermore, conversations between line managers and faculty members during annual performance reviews should begin to include reflection on practice and goal setting regarding teaching interventions, with UDL/EMI ideally being added to the promotion criteria. From a capacity-building and collaboration perspective, beyond the central CoP, the EDD will encourage and support the addition of school level CoPs. Additionally, the intention is to expand mentoring beyond the EDD, with faculty beginning to provide mentoring within their departments and based on their disciplinary expertise.

Institutionalization

Moving into the fourth year, as the transformation in didactic approach becomes more established across ZHEU, attention will be focused on bringing program specifications into alignment, as occurred similarly with course specifications the previous year. Based on approval, the new elective PGCert EMI/UDL module will be offered. The theme of the colloquium in Y4S2 will be EMI and UDL to allow faculty to display their practice and share their experience with peers. Recognition for risk-taking will be provided via teaching awards and TDF funding. Line managers will also engage in professional conversations and goal setting with faculty members during annual PDR meetings. Further, faculty will be encouraged to provide evidence of EMI/UDL teaching strategies to fulfil L&T criteria for promotion applications. Finally, mentoring and CoPs will be firmly embedded support networks across ZHEU.

The progress of the change initiative will continue to be monitored via end of semester module questionnaire feedback, as well as through regular discussion via committees (DLTCs, SSLCs, AQSC, HoD). During this phase, analysis of student performance will also be conducted, with the aim of mapping improvement in progression and achievement of learning outcomes. Faculty feedback will

continue to be gathered. Using the SEER DL Change Process Model, introduced in Chapter 2, the EDD would use the questions from the Consolidate DL phase of the model to reflect on the success of the PD initiative, examining what worked well, what could be improved and whether there are any arising difficulties, whether anyone else should be involved, and what future actions/modifications to systems or structures are required to ensure the change is embedded and a DL approach becomes the norm (Jones & Harvey, 2017).

Narrative Epilogue

Early in my doctoral journey I derived inspiration from Bacchi's (2009) 'what's the problem represented to be' approach to policy analysis. In particular, I was drawn to the notion of 'silences' in problem representation and their associated impacts. I discovered that these omissions can limit the understanding of whatever the issue is that needs addressing and consequently have an impact on how change can be effected. It was through this lens that I contemplated the challenges faced by students in ZHEU's transnational context and began to examine how best to approach resolving this issue. Although I had long thought that faculty beyond the ELI should also be accountable for dealing with students' language challenges, I was unsure how this could be operationalized in light of the influence of disciplinary teaching identities. Over the course of this doctoral program, I have developed the ability, through the accumulation of a depth and breadth of knowledge, to see the problem "with fresh eyes" (Scharmer, 2016a, p. 38). This understanding has enabled me to confidently develop a comprehensive solution to respond to this serious and persistent challenge. Through engagement with the literature, I learned about the important role of culture in successful change initiatives (Schein, 2017) and came to understand how advancing a DL approach could empower and motivate people to take responsibility for change (Harris, 2005). Armed with this knowledge, I was able to embark on a quest to conceptualize a solution that would benefit all stakeholders. It is with happiness and satisfaction of this achievement in mind that I draw this work to a close.

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Appendix A: Common European Framework of Reference for Languages (CEFR) Reference Levels

(Council of Europe, 2001)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix B: Equivalencies Table of Qualifications Frameworks

(European Commission, 2020)

RQF/CQFW level	FHEQ	CEFR level
8	8 – Doctorate	C2
7	7 – Master’s	C2
6	6 – Bachelor’s	C2
5	5 – Diploma of Higher Education	C1
4	4 – Certificate of Higher Education	C1
3		B2
2		B1
1		A2
E3		A1
E2		A1
E1		A1

The RQF (Regulated Qualifications Framework for England and Northern Ireland) and CQFW (Credit and Qualifications Framework for Wales) scales are divided into nine levels: entry level (further subdivided into sub-levels one to three) and levels one to eight.

The FHEQ (Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies) in England, Wales and Northern Ireland has five levels, numbered four to eight to match the RQF/CQFW levels.

Appendix C: ZHEU Undergraduate Module Level Requirements

ZHEU Module Level	Equivalent British Parent University Module Level	FHEQ Level
Year 1	Level 0	Level 3
Year 2	Level 1	Level 4
Year 3	Level 2	Level 5
Year 4	Level 3	Level 6

FHEQ stands for “The Framework for Higher Education Qualifications in England, Wales and Northern Ireland”. It applies to degrees, diplomas, certificates, and other academic awards (other than honorary degrees and higher doctorates) granted by a higher education provider in the exercise of its degree awarding powers.

FHEQ is an important reference point for providers of higher education. These are numbered 4-8, succeeding levels 1-3 which precede higher education in “The National Qualifications Framework and The Qualifications and Credit Framework (NQF/QCF)”.

Note that the ZHEU degree is four years and the degree from the British parent is three years. Thus, the equivalent designation of Level 0.

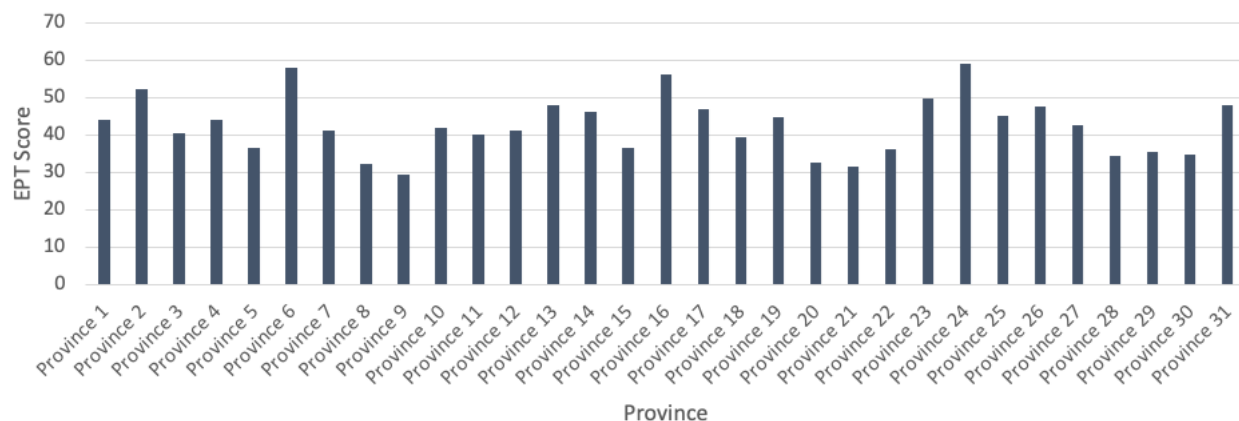
For more information, please refer to:

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Appendix D: Comparison of ZHEU Placement Test Performance with UNDP Education Index Values

Table D1

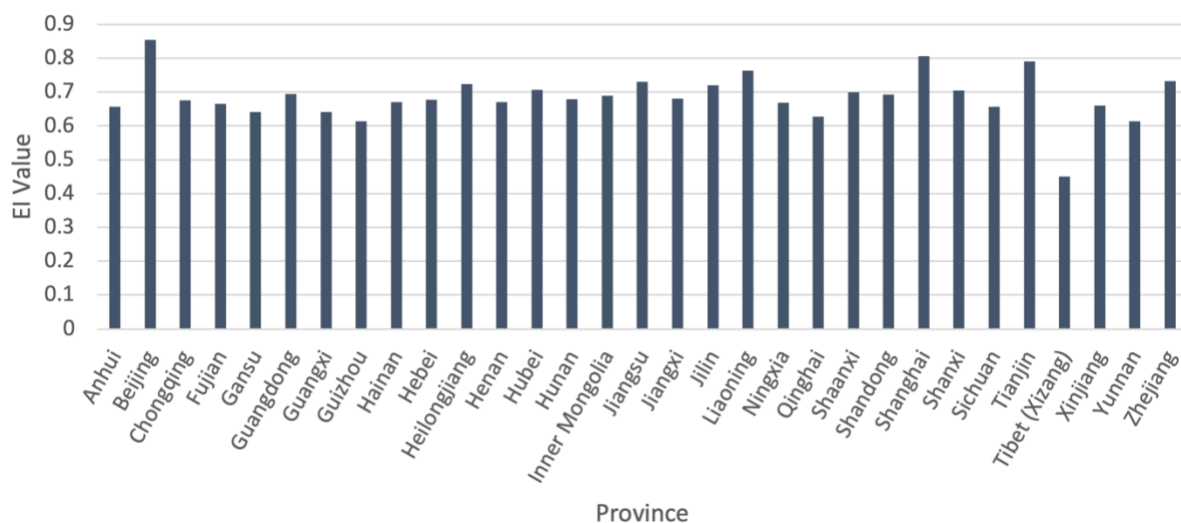
2018-19 ZHEU English Placement Test Results by Province



Note: The chart displays average scores on the English Placement Test by province. A score of 40 is the threshold for CEFR B1 language ability. Average test scores below 40 correspond with rural western provinces and regions, whereas higher scores align with more affluent, urban provinces.

Table D2

2016 UNDP Education Index Values by Province



Note: The UN Development Programme (UNDP) Education Index measures the combined average of expected years of schooling and mean years of schooling to provide an indication of education attainment. Adapted from “HDI among Regions in China” by UNDP China and Development Research Center of the State Council of China, 2016, *China National Human Development Report 2016*, p. 32.

Appendix F: Action Self Enabling Reflective Tool (ASERT) for Distributed Leadership

Criteria for Distributed Leadership (X Axis)	Dimensions and Values to enable development of Distributed Leadership (Y Axis)			
	CONTEXT Trust	CULTURE Respect	CHANGE Recognition	RELATIONSHIPS Collaboration
People are involved	Expertise of individuals is used to inform decisions	Individuals participate in decision making	All levels and functions have input into policy development	Expertise of individuals contributes to collective decision making
Processes are supportive	Leadership is seen as a shared process not a position	Decentralised groups engage in decision making	All levels and functions have input into policy implementation	Communities of Practice are modelled
Professional development is provided	DL is a component of leadership training	Mentoring for DL is provided	Leaders at all levels proactively encourage DL	Collaboration is facilitated
Resources are available	Space, time & finance for collaboration are available	Leadership contribution is recognised and rewarded	Flexibility is built into infrastructure and systems	Opportunities for regular networking are supported

Note: The ASERT matrix allows for an examination of the operationalization of DL across specific organizational dimensions, values, and criteria. Reproduced from “Distributed leadership: A collaborative framework for academics, executives and professionals in higher education” by S. Jones, G. Lefoe, M. Harvey, and K. Ryland, 2012, *Journal of Higher Education Policy and Management*, 34(1), p. 76 (<https://doi.org/10.1080/1360080X.2012.642334>). © 2012 Association for Tertiary Education Management and the L. H. Martin Institute for Higher Education Leadership and Management. www.tandfonline.com. Used with permission.

Appendix G: Self-Enabling Reflective Process

(Australian Government Office for Learning and Teaching, n.d.)

Step	Reflection on practice	Reflective prompts
One	<u>Identify where a distributed leadership approach is to be enabled</u>	Is this an Institute wide focus, or does it affect a particular section, group of people, program or project?
Two	<u>Identify the <i>criterion</i> (from the action framework) for distributed leadership on which to focus</u>	Which of the four criteria will provide the initial focus for this project?
Three	<u>Identify the <i>dimension</i> and the associated values (from the action framework) for distributed leadership in relation to the chosen criteria</u>	Which of the four dimensions will provide the initial focus for this project?
Four	<u>Reflection on current action</u> (as identified in the intersecting cell of the action framework)	What is the extent to which the identified action item occurs currently?
Five	<u>Reflection for further action</u>	What action could be taken to identify existing opportunities that have not yet been taken advantage of? What action could be taken to identify new opportunities? What action could be taken to generate new opportunities? What action should be taken to ensure these new opportunities are sustainable?
Six	<u>Reflection to ensure integrated concerted, supportive action</u>	How does the proposed action arising from these reflective prompts affect the other criteria and dimensions? What change is needed in the other four criteria to ensure that the proposed action is implemented?
Seven	<u>Identify a plan of activity to achieve the desired action outcome</u>	Indicative questions: What action needs to be taken? Is there a preferred sequence? Who needs to be involved in action? What time period is involved? Is there need for training/facilitation in reflective processes? What finance is needed?
Eight	<u>Reflect on the outcomes of the action taken in terms of the desired action outcomes</u>	Indicative questions: What worked well? What needs improvement? Who else should be involved? What changes are needed in future actions?
Nine	<u>Adjust the reflective process as needed to flexibly accommodate the specific institutional context and culture</u>	Indicative questions: What difficulties has the process of reflection encountered that is related to the specific institutional context? Do these difficulties warrant a change to the process?

Note: Hyperlinks included with reflection items provide links to institutional examples in practice.

Appendix H: ZHEU Stakeholder Groups

Stakeholder group	Members, disciplines, and functions
EDD	Director, educational developers, educational technologists, e-learning officers, resource provision, LMS
Schools and departments	Teaching staff, module and program leaders, L&T committee chairs, HoDs, deans, resource provision
Senior leadership	Academic Affairs vice president, deans, HoD support, promotion, sponsorship
Academic committees	LTC, DLTCs, AQSC, APSC
Registrar's Office	Timetabling
Human Resources	Professional development reviews, recruitment, onboarding
Academic Services Office	Promotion process, teaching awards, teaching development funding
IT department	IT support
Students	Engagement

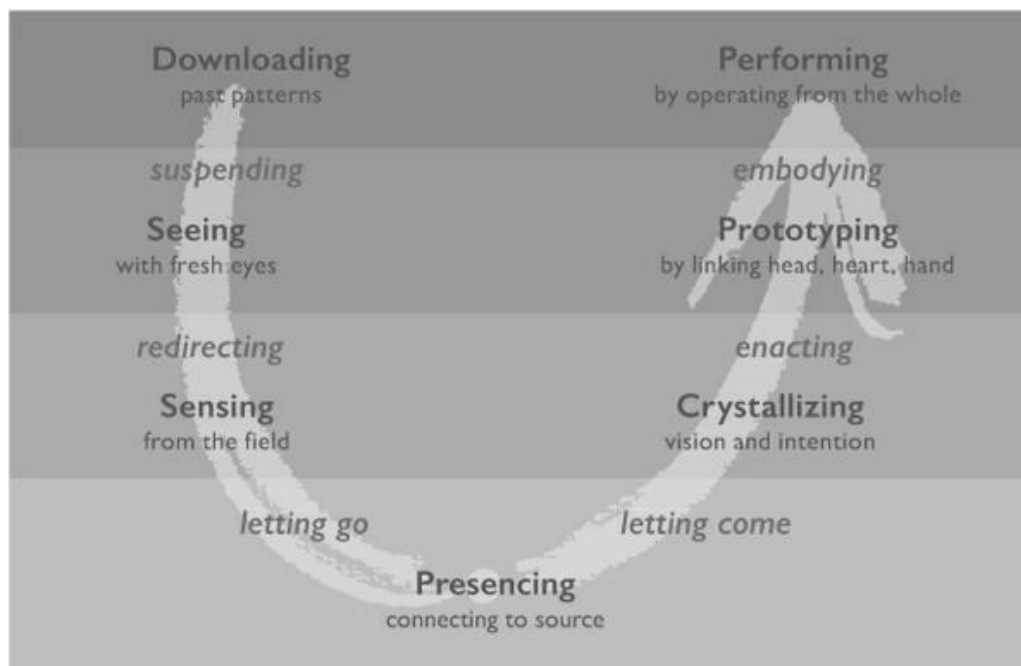
- LMS: Learning management system
 LTC: Learning and Teaching Committee
 DLTC: Departmental Learning and Teaching Committee
 AQSC: Academic Quality Sub-Committee
 APSC: Academic Practice Sub-Committee

Appendix I: Benchmarking Framework for DL

(Jones, Hadgraft, Harvey, Lefoe, & Ryland, 2014, pp. 26-27)

Domain	Scope	Elements	Good Practice Descriptor (aka tenet 4, "encourage")
Engage	Distributed leadership engages a broad range of participants from all relevant functions, disciplines, groups and levels. This includes formal leaders, informal leaders and experts.	Formal leaders (academic and professional)	Formal leaders proactively support initiatives through attendance at meetings, publication of activities and other sponsorship activities.
		Informal leaders	Staff participate in learning and teaching enhancement and are recognised for their expertise through good practice.
		Discipline experts	Academics from relevant disciplines contribute their discipline expertise to initiatives either through self-nomination or peer nomination.
		Functional experts	Professional staff contribute their relevant functional expertise to initiatives either through self-nomination or peer nomination.
Enable	Distributed leadership is enabled through a context of trust and a culture of respect coupled with effecting change through collaborative relationships.	Context of trust	Decisions made in initiatives are based on respect for and confidence in the knowledge, skills and expertise of academics and professional staff in addition to the relevant rules and regulations.
		Culture of respect	Decisions made in initiatives are shared between all participants based on their expertise and strengths.
		Acceptance of need for change	Initiatives combine formal leadership authority, relevant rules and regulations and the expertise of staff in an integrated top-down, bottom- and middle-up approach.
		Collaborative relationships	Participants in initiatives are provided with professional development opportunities as well as experienced facilitators and mentors to encourage collaborative decision making.
Enact	Distributed leadership is enacted by involvement of people, the design of processes, the provision of support and the implementation of systems.	Involvement of people	Initiatives identify and encourage the participation of experts from among all relevant academic and professional staff.
		Design of participative processes	Communities of practice and other networking opportunities are encouraged and supported.
		Provision of support	Space, time and finance for collaborative initiatives are provided.
		Integration of alignment of systems	Systems are aligned to ensure that decisions arising from initiatives are integrated into formal policy and processes.
Assess	Distributed leadership is best evaluated drawing on multiple sources of evidence of increased engagement collaboration and growth in leadership capacity.	Increased engagement	Performance review processes acknowledge individual engagement in initiatives.
		Increased collaboration	Data (such as university cultural surveys; collaborative grant applications related to learning and teaching enhancement; and collaborative publications) identify evidence of increased collaborative activity between staff.
		Growth in leadership capacity	Participation in initiatives is recognised and rewarded.
Emergent	Distributed leadership is emergent and sustained through cycles of action research built on a participative action research methodology.	Participative action research process	An action research process that encourages participation through cycles of activity underpins the initiative.
		Reflective practice	Reflective practice is built into initiatives as a formal practice and stage of the initiative.
		Continuous improvement	Output from each stage of the initiative will be sustained.

Appendix J: Theory U



Note. The inflection points of the Theory U curve. From “Theory U: Leading from the future as it emerges (2nd ed.),” by C. O. Scharmer, 2016a, p. 38 (<https://www.bkconnection.com/books/title/Theory-U-2nd-Edition>). © 2009, 2016 C. O. Scharmer. Used with permission.

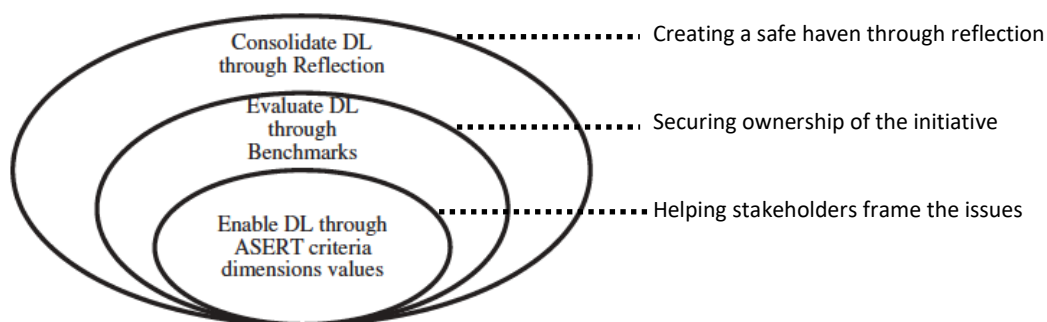
Cognitive Space	Description
Downloading	We become aware of past patterns of behaviour that may be interfering with the adoption of new ideas. To enter the U curve will involve moving past downloading previous behaviours and simply reenacting old habits of thought.
Seeing	This new awareness allows us to suspend judgement and see the situation we are facing with fresh eyes.
Sensing	As awareness deepens, we are able to redirect our perception to sense the whole field around us, in effect seeing and taking everything into account.
Presencing	Heightened awareness of the entire situation allows us to let go of our old ideas and ways of doing things, connect to the sources of our being in the current reality, and entertain new future possibilities.
Crystallizing	Our developed awareness allows us to envision and crystallize our intentions for the new future that wants to emerge.
Prototyping	The process of prototyping different solutions allows us to explore by doing.
Performing	Once solutions are refined, we are then able to perform and embody new practices and infrastructures, in better alignment with the surrounding environment.

Descriptions adapted from Scharmer (2016a, pp. 38-39).

Appendix K: Sustainable Enabled Evaluative Reflection (SEER) DL Change Process Model and Map

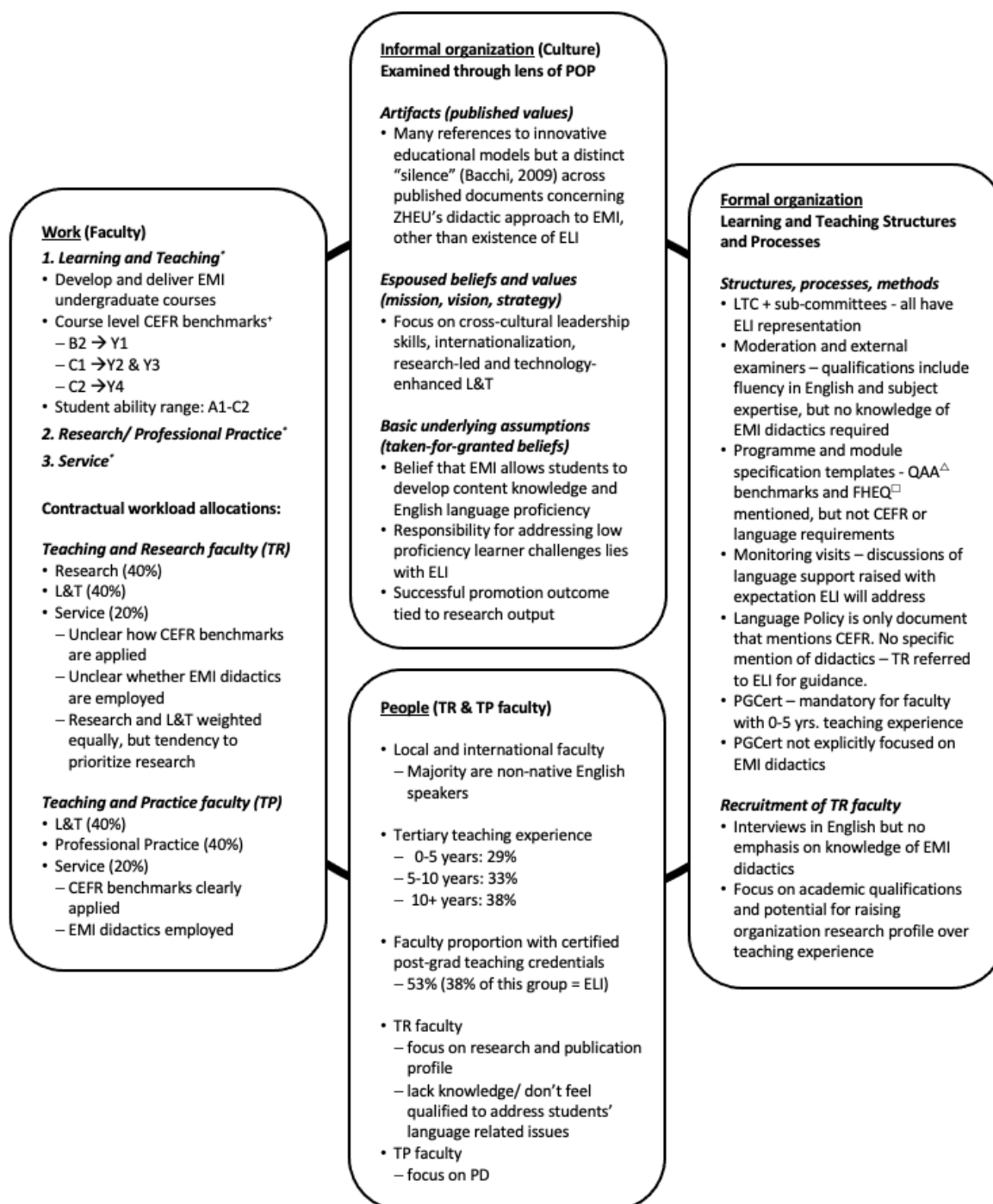
(Jones & Harvey, 2017, pp. 134-5)

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Phase	Resource	Indicative Question
One: Scaffold Enable DL	ASERT	<ul style="list-style-type: none"> (i) Is the initiative an institute-wide focus, or does it affect a particular section, group of people, program or project? (ii) Which of the four criteria and four dimensions will provide the initial focus for the initiative? (iii) How does the proposed action affect other criteria and dimensions? (iv) What change in the other criteria needs to ensure that the proposed action is implementable? (v) To what extent does the identified action occur currently? (vi) What action can be taken to identify, and generate, existing/new opportunities? (vii) What plan of activity will achieve the desired action outcome? What action is needed? Is there a preferred sequence? Who needs to be involved? What are the resource needs?
Two: Analysis Evaluate DL	Benchmarks for DL	<ul style="list-style-type: none"> (i) Do all staff from relevant disciplines and functions contribute to initiatives? (ii) Are decisions reliant on expertise as well as relevant rules and regulations? (iii) Is an integrated approach established? (iv) Do participants receive professional development? (v) Are resources available to encourage collaboration? (vi) Does systems alignment ensure integration of decisions into formal policy and processes? (vii) What data identifies evidence of increased collaborative activity between staff? (viii) Does an action research process, including reflective practice underpin the initiative?
Three: Reflection Consolidate DL	Reflection	<ul style="list-style-type: none"> (i) What worked well? (ii) What needs to be improved? (iii) Who else should be involved? (iv) What changes are needed in future actions (v) Do these difficulties warrant a change to the process? (vi) What difficulties exist related to the specific institutional context?

Appendix L: ZHEU Organization Component Analysis



* See the next page of this appendix for definitions specific to ZHEU’s context

+ See Appendix A for CEFR benchmarks

□ See Appendices B and C for FHEQ levels

△ Quality Assurance Agency Benchmarks: <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Learning and Teaching: “Concerned with the education of students, the delivery of modules and degree programmes and the organisation of those activities.” (ZHEU, 2017, p. 1)

Professional Practice: “The use of one’s knowledge in a particular profession and academic reflection on that practice and experience.” (ZHEU, 2017, p. 1)

Research: “Encompassing research and development, it is creative and systematic work undertaken in order to increase the stock of knowledge and to devise new applications of available knowledge [OECD Frascati Manual 2015].” (ZHEU, 2017, p. 1)

Service: “Defined as service to the University, discipline, profession, and/or community. Service to the University is defined as undertaking administrative or other support duties and responsibilities at any level, and/or a significant contribution to the University’s internationalisation agenda.” (ZHEU, 2017, p. 1)

Appendix M: Summary and Evaluation of Possible Solutions to PoP

		Possible Solutions			
		Maintenance of Status Quo	Language Policy Update	Faculty Recruitment Strategy	PD Initiative
Resources required	Time				
	Human				
	Fiscal				
	Information				
	Technological				
Pros/cons	Benefits				
	Trade-offs				
Impact on cultural change	Level of Change (Scharmer, 2000)	0	2	2	3 & 4
	Espoused theory becomes theory-in-use?				
	Underlying assumptions challenged?				
Agency	Within change agent's role, scope, and agency?	✓	x	x	✓

Key:

Minimal/ Weak	Medium/ Moderate	High/ Strong
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Appendix N: IntUni Principles for Quality L&T in the Multilingual and Multicultural Learning Space

(IntUni Erasmus AcademicNetwork project 2012-15, 2015, p. 19)

Dimension (actor)	Focus of activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	1. Providing an inclusive learning space 1.1 Providing institutional support for learning-conducive environments 1.2 Integrating students and staff in the institution
2. The teacher	Educational processes	2. Raising awareness about teaching and learning processes 2.1 Reflecting on teaching approaches and negotiating learning processes 2.2 Managing and leveraging diversity
3. The student	Educational outcomes	3. Developing one's own cultural identity and extending one's knowledge base 3.1 Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 3.2 Acquiring and applying contextual and intercultural knowledge to different cultural contexts

Appendix O: Change Implementation Plan

Phase/action	Stakeholder involvement
Awakening - Y1S1 (September-January)	
Identify gap + build evidence Develop preliminary proposal	EDD-D, EdDevs
Proposal to HoD Committee for approval	EDD-D, SL
Cultural analysis (artifacts, beliefs/values, assumptions) Consultations/focus groups External literature & research compiled Internal data analyzed <i>Sensemaking (envisioning), Theory U</i>	EDD-D, EdDevs, Faculty, Students, PDs, YLs, SL
Summary analysis & vision development <i>Sensegiving (signalling)</i>	EDD-D, EdDevs
Disseminate summary analysis & vision to SL	EDD-D, SL
SSLCs discussion/feedback - 3 times per AY (school level)	SSLCs, Students, YLs, MLs, DLTCs
S1 Student MQ data analyzed	EDD-D, EdDevs, Faculty, PDs, SSLCs, HoDs, LMs, MLs
Mobilization - Y1S2 (March-July)	
Vision disseminated across institution <i>Sensegiving (signalling)</i>	EDD-D supported by SL
Email announcement	Faculty
Supporting documentation made available via LMS	Faculty
Committees	APSC, AQSC, DLTCs, LTC, SSLCs
Faculty Information sessions	Faculty, PDs, SL, YLs, MLs
Language policy review commences	Cross-departmental task and finish group
PD workshop development commences	EDD-D, EdDevs
Build coalitions and encourage creeping commitment	EDD-D, EdDevs, DLTC-TFs, Innovators, Early adopters
DLTC-TFs established Departmental analysis, consultation <i>Sensegiving (signalling), Theory U</i>	DLTC-TFs, Faculty, PDs, YLs, Students, MLs
Annual Colloquium	Faculty
Plenary panel discussion	EDD-D, Guest speakers, SL
Revised language policy to LTC for review & approval	Cross-departmental task and finish group, LTC
DLTC-TFs summary feedback	DLTCs, DLTC-TFs, LTC, EdDevs, EDD-D
S2 Student MQ data analyzed	EDD-D, EdDevs, Faculty, PDs, SSLCs, HoDs, LMs, MLs
PD workshops piloted to volunteers <i>Sensemaking (envisioning), Theory U</i>	EDD-D, EdDevs, Faculty, Innovators, Early adopters
Revised language policy released	Faculty
Y2S1 (September-January)	
Classroom piloting	Innovators, Early adopters, Students
CoP launched - institution level	EDD-D, EdDevs, Faculty
Mentoring established	EDD-D, EdDevs
DLTC-TFs <i>Bottom-up visioning</i> Guiding questions, agenda, clear goals, objectives <i>Sensemaking (envisioning), Theory U</i>	DLTCs, DLTC-TFs, Faculty, PDs, YLs

Feedback sessions - pilots	EDD-D, EdDevs, Innovators, Early adopters, Students
Modifications to PD workshops, as required <i>Sensemaking (re-visioning)</i>	EDD-D, EdDevs
Summary feedback to LTC - task force + pilot feedback	EDD-D, EdDevs
SSLCs discussion/feedback - 3 times per AY (school level)	SSLCs, Students, YLs, MLs, DLTCs, DLTC-TFs
S1 Student MQ data gathered and analyzed	EDD-D, EdDevs, Faculty, PDs, SSLCs, HoDs, LMs, MLs
Student performance data analyzed (pilots)	EDD-D, EdDevs, Innovators, Early adopters, DLTC-TFs
Interim piloting report prepared for SL	EDD-D
Acceleration - Y2S2 (March-July)	
Formal PD workshop delivery begins	EDD-D, EdDevs, Faculty (Early majority)
Faculty begins prototyping <i>Sensegiving (energizing), Theory U, Growth Mindset</i>	Faculty (Early majority), Students
Annual L&T Colloquium <i>Growth Mindset</i> Presentations from pilot participants Promote support for TDF applications (EMI/UDL focus) Teaching Awards	Faculty
	Innovators, Early adopters
	ASO
	ASO, VPAA
Template revisions for next AY (mod specs, APR) EMI/UDL didactic approach criteria added	AQSC, EDD-D
Promotion criteria revised for next AY EMI/UDL didactics added to L&T criteria	ASO, EDD-D
PDRs - reflection on practice and goal setting <i>Growth Mindset</i>	Faculty, LMs
Faculty survey - initial feedback	EDD-D, EdDevs, Faculty
S2 Student MQ data gathered and analyzed	EDD-D, EdDevs, Faculty, PDs, SSLCs, HoDs, LMs, MLs
Student performance data analyzed	EDD-D, EdDevs, DLTC-TFs, Faculty, HoDs, LMs, PDs, MLs
PD workshops repeated - summer <i>Sensegiving (energizing), Theory U, Growth Mindset</i>	EDD-D, EdDevs, Faculty (Early majority)
Y3S1 (September-January)	
Reminder announcement - PD initiative	EDD-D, HoDs, LMs
APRs prepared, submitted to LTC	PDs, YLs, External Examiners, SSLCs, DLTCs, LTC
DLTC-TFs announcement mod spec changes expected by end of year Revisions First review Submitted to AQSC	DLTCs, DLTC-TFs
	MLs
	DLTCs
	AQSC
PD seminars and workshops repeated <i>Sensegiving (energizing), Theory U, Growth Mindset</i>	EDD-D, EdDevs, Faculty (Late majority, Hesitators)
CoP continues - encourage addition at school level	EDD-D, EdDevs, Faculty
Mentoring continues - recruit innovators, early adopters	EDD-D, EdDevs, Innovators, Early adopters
PGCert EMI/UDL course spec development	EDD-D, EdDevs, External Examiners
APR data analyzed for emerging evidence of EMI/UDL	DLTCs, DLTC-TFs, LTC
PGCert EMI/UDL course spec submitted	EDD-D
SSLCs discussion/feedback - 3 times per AY (school level)	SSLCs, Students, YLs, MLs, DLTCs-TFs, DLTCs

level)	
S1 Student MQ data gathered and analyzed	EDD-D, EdDevs, Faculty, HoDs, LMs, PDs, SSLCs, MLs
Student performance data analyzed	EDD-D, EdDevs, DLTC-TFs, Faculty, HoDs, LMs, PDs, MLs
Y3S2 (March-July)	
PD workshops repeated <i>Sensegiving (energizing), Theory U, Growth Mindset</i>	EDD-D, EdDevs, Faculty (Late majority, Hesitators)
Annual L&T Colloquium <i>Growth Mindset</i> Parallel session theme: EMI/UDL Promote support for TDF applications (EMI/UDL focus) Teaching Awards	Faculty ASO ASO, VPAA
PGCert EMI/UDL course spec approved	Advance HE
PGCert EMI/UDL course content developed	EDD-D, EdDevs, External Examiners
Template revisions for next AY (program specs)	AQSC, EDD-D
PDRs <i>Growth Mindset</i>	Faculty, LMs
Faculty survey	Faculty, EDD-D, EdDevs
Mod spec revisions final deadline submitted	MLs
reviewed	DLTCs AQSC
S2 Student MQ data gathered and analyzed	EDD-D, EdDevs, Faculty, HoDs, LMs, PDs, SSLCs, MLs
Student performance data analyzed	EDD-D, EdDevs, DLTC-TFs, Faculty, HoDs, LMs, PDs, MLs
Progress report to HoD Committee	EDD-D
Institutionalization - Y4S1 (September-January)	
Modules delivered according to revised specs	Faculty
APRs prepared, submitted to LTC	PDs, YLs, External Examiners, SSLCs, DLTCs, LTC
DLTCs-TFs announcement Program spec review expected by end of year Revisions First review Submission to AQSC	DLTCs-TFs PDs DLTCs AQSC
PGCert EMI/UDL module offered <i>Growth Mindset</i>	EDD-D, EdDevs
APR data analyzed for emerging evidence of EMI/UDL	DLTCs, DLTC-TFs, LTC
CoPs embedded - faculty-led	Faculty
Mentoring continues	EDD-D, EdDevs, Faculty
SSLCs discussion/feedback - 3 times per AY (school level)	SSLCs, Students, YLs, MLs, DLTCs-TFs, DLTCs
S1 mod spec revision deadline	MLs, DLTCs, AQSC
S1 Student MQ data analyzed	EDD-D, EdDevs, Faculty, HoDs, LMs, MLs, PDs, SSLCs
Student performance data analyzed	EDD-D, EdDevs, DLTC-TFs, Faculty, HoDs, LMs, PDs, MLs
Y4S2 (March-July)	
Annual L&T Colloquium <i>Growth Mindset</i>	Faculty

Theme: EMI/UDL Parallel sessions: assessment, curric devpt, pedagogy Promote support for TDF applications (EMI/UDL focus) Teaching Awards	
	ASO
	ASO, VPAA
PDRs <i>Growth Mindset</i>	Faculty, LMs
S2 mod spec revision deadline	MLs, DLTCs, AQSC
S2 Student MQ data gathered and analyzed	EDD-D, EdDevs, Faculty, HoDs, LMs, MLs, PDs, SSLCs
Student performance data analyzed	EDD-D, EdDevs, DLTC-TFs, Faculty, HoDs, LMs, PDs, MLs
Faculty survey	EDD-D, EdDevs, Faculty
Progress report to HoD Committee	EDD-D

KEY

APR	Annual Program Review
APSC	Academic Practice Sub-Committee
AQSC	Academic Quality Sub-Committee
ASO	Academic Services Office
AY	Academic Year
DLTC-TFs	DLTC Task Forces
DLTCs	Departmental Learning & Teaching Committees
EDD-D	EDD Director
EdDevs	Educational Developers
HoDs	Heads of Department
LMs	Line Managers
LTC	Learning & Teaching Committee
MLs	Module Leaders
PDs	Program Directors
SL	Senior Leadership (VPs, Deans, HoDs)
SSLCs	Student-Staff Liaison Committees
VPAA	Vice President Academic Affairs
YLS	Year Leaders

Appendix P: Adopter Categories as Ideal Types

Adapted from E. M. Rogers (2003) pp. 282-4

As identified by E. M. Rogers (2003), the speed and level of uptake across a target population is unlikely to be uniform, given the five adopter categories associated with the introduction of organizational change: innovators, early adopters, early majority, late majority, and hesitators*. The table below provides an overview of the characteristics and behaviours analogous with each category.

Category	Salient Value	Characteristics
Innovators	Venturesome	<ul style="list-style-type: none"> • drawn to innovation • cosmopolite social relationships • able to understand and apply complex technical knowledge • can cope with a high degree of uncertainty • comfortable with risk-taking and occasional setbacks • source of new ideas in a system
Early Adopters	Respect	<ul style="list-style-type: none"> • localite social relationships • opinion leaders, role models • respected by peers • provide subjective evaluation of innovation via interpersonal networks • pave the way for ideas to spread
Early Majority	Deliberate	<ul style="list-style-type: none"> • interact frequently with peers • seldomly opinion leaders • provide interconnectedness to system's interpersonal networks • don't want to be the first, but also not the last • deliberate willingness in adopting innovation
Late Majority	Skeptical	<ul style="list-style-type: none"> • adoption due to economic necessity and/ peer pressure • cautious, won't adopt until most others have • uncertainty about new idea must be removed before feel comfortable to adopt
Hesitators*	Traditional	<ul style="list-style-type: none"> • possess almost no opinion leadership • extremely localite social relationships • point of reference is the past • hold traditional values and interact with others who hold the same values • suspicious of innovation and change agents • uncomfortable with risk-taking and failure • success of an innovation must be guaranteed for them to adopt it

* Nomenclature updated from "laggards" to "hesitators" to promote acceptance of change and decrease resistance among members of this adopter category.

Appendix Q: Evidence Grid for PD Initiative to Support Low-English-Proficiency Students

Template source: Bamber and Stefani (2016) p. 251

Research		Evaluation		Practice wisdom					
Alignment with theory	Research and reports	Consultations	Evaluation	Policy implications	Practices	Anecdotes and testimonies	Student outcomes	Strategic relevance + Fitness for context/culture	
Output evidence	Findings on minimum language requirements for tertiary EMI study	Grey literature (CEFR, FHEQ, QAA) summarized for TR faculty and senior leaders	Faculty participation in focus groups	Surveys, questionnaires, engagement with literature on LMS	LTC support for initiative findings and recommend changes to language policy	APRs indicate changes to practice	Assisted delivery TR faculty testimonies re: value of EMI approach	Module questionnaires - students self-assess their experience following implementation of PD initiative	Institutional strategies express growing importance of EMI didactic knowledge and capability
	Previous empirical research on needs/ challenges of tertiary EMI students	Internal data: placement test results, entry questionnaire for students on EMI support expectations, in-semester survey of students on needs/challenges	Student participation in focus groups	Engagement with initiative and its outputs by x number of departments and x number of students	Alignment with L&T strategy objectives	Faculty better informed of EMI practices beyond institution	Student feedback to TR faculty re: learning experience	Improved performance and progression for all students but particularly noticeable among those with low language proficiency	Demonstration of improved HE EMI model
	Theoretical background on student improvement based on implementation of UDL	Academic literature and case studies of UDL implementation in HE	Speaker series, workshops, presentations	Surveys, questionnaires, engagement with literature on LMS	Alignment with L&T strategy objectives	Faculty better informed of UDL practices beyond institution	Faculty testimonies from anyone who may already be using UDL		Institutional strategies express growing importance of UDL didactic knowledge and capability

Research		Evaluation		Practice wisdom					
Alignment with theory	Research and reports	Consultations	Evaluation	Policy implications	Practices	Anecdotes and testimonies	Student outcomes	Strategic relevance + Fitness for context/culture	
	All faculty questionnaire of needs/challenges of EMI teaching	Discussions at selected university/faculty committees	Data collection: TR faculty feedback questionnaire, student feedback collected via module questionnaire	Modifications to module and program specification templates to include prompts on EMI/UDL didactic considerations in design	Classroom interventions in teaching practice (piloting, prototyping)	Senior leadership comment on improved teaching approach. External examiners comment on initiative.	Student satisfaction and retention improves		
Outcome evidence	Improved TR faculty understanding of student language needs/challenges	Committees persuaded to support PD initiative, based on external research	Consultation outcomes shared with faculty and students	Raised TR faculty and student awareness of PD initiative aims and methods	Committees support guidance on EMI didactic requirements and recommend circulation to departments	Emerging evidence of use of initiative resources leading to changed practices, and better awareness of the nature of EMI didactic requirements.	Positive and well-informed discourse around teaching approach expressed in committee discussions and individual faculty/ staff anecdotes	Student Affairs reports fewer cases of student stress due to language challenges	Particular programs/ subjects design and implement their own adaptations of EMI didactic support in their area
	Institutional senior leaders acknowledge importance of EMI/UDL developmental support for TR faculty	Internal briefing paper on EMI/UDL didactic requirements discussed by departments, and ideas fed into PD initiative	Support of senior leadership for PD initiative	Feedback from innovators and early adopters in pilots	Goal setting in PDRs. Potential for more equal focus on L&T in promotion criteria	Committee discussions lead to change in EMI/UDL didactic requirements	Faculty presentations at L&T Colloquium; self-evidencing practice in PDRs and promotion applications	Case examples	Updated EMI/UDL didactic support main-streamed via CoPs and mentoring, and module added to PGCert