The Organizational Improvement Plan at
Western University

Education Faculty

8-29-2022

COMMUNITY INTEGRATION THROUGH COOPERATIVE EDUCATION (CICE): A POST-SECONDARY WORLD FIT FOR ALL

Stephanie Kathleen De Franceschi
sdefran3@uwo.ca

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

⊙ Part of the Disability and Equity in Education Commons, Educational Leadership Commons, and the Higher Education Commons

Recommended Citation

Abstract

Students with developmental disabilities are a growing and diverse population. Higher education landscapes are becoming increasingly complex. Despite academic and personal supports available to all Ontario college students through student services centers, Marshall College (a pseudonym) is experiencing a disconnect between the stated vision, mission, and values and the Community Integration Through Cooperative Education (CICE) program and its students. Diverse views have polarized senior administration, faculty, and staff on how to adapt to having students with developmental disabilities accessing post-secondary education through the CICE program. This Organizational Improvement Plan explores the organizational context of Marshall College and proposes an improvement plan to address the problem of practice, which is how to improve the lack of integration experienced by the CICE program and its students. As the faculty coordinator of the CICE program, I have created a change improvement plan to guide the change process. The problem of practice is framed with the interpretivist, social constructivism epistemology, and Capper's (2019) Disabilities Studies in Education epistemology. The plan's predominant leadership frameworks, transformational and authentic leadership, combined with Kotter's (1996, 2012) eight-step change model is used to create a plan of action that encompasses key stakeholders with well-defined roles and responsibilities to enact the proposed change. The plan-do-study-act cycle is used to monitor and evaluate the plan and I incorporate detailed plans for communicating the need for change while ensuring collaboration amongst all stakeholders. I conclude with a pathway forward within this institution and set the groundwork for future change.

Keywords: developmental disabilities, integration, post-secondary education, transformational leadership, authentic leadership

Executive Summary

Marshall College (a pseudonym) is a post-secondary institution in Ontario that was founded in the 1960s. Today, it is a multi-campus publicly funded post-secondary institution that offers more than 100 career-orientated certificates, diplomas, degrees and post graduate certificate programs as well as continuing education programs to Ontario communities. Its Community Integration Through Cooperative Education (CICE) program is highly sought-after as a pathway for high school graduates with developmental disabilities.

The problem of practice (PoP) this Organizational Improvement Plan (OIP) strives to address is the lack of integration experienced by the CICE program and its students. The vision for this OIP is to create awareness of this segregation and work together with senior administration, faculty, staff, and students as a team to create an inclusive culture at Marshall College where all individuals are welcomed and treated with respect and dignity. The diverse research themes in the study of students with developmental disabilities in post-secondary education indicates there a multitude of challenges. The literature has circled around four major themes: disabled students, higher education programs, the academic staff, and the non-disabled peers. As a result, the following guiding questions were produced to frame the progress of this OIP: How do we redevelop current policies and procedures to disrupt the isolation that our CICE program and students are currently experiencing at Marshall College? What challenges do service departments, administrators, and faculty face as they address the needs of the changing demographic of our student body? What are the attitudes of the faculty towards students with developmental disabilities being integrated into their courses? And lastly, what are the attitudes of the non-disabled students towards their disabled peers?

The focus of Chapter 1 is to introduce this PoP. This discussion includes an overview of the organizational context at Marshall College, focusing on the theoretical and leadership frameworks, organizational aspirations, established structure and leadership approaches in the context of theory. This chapter introduces the concepts of the interpretivist paradigm, social

constructivism, and Capper's (2019) Disabilities Studies in Education which are interwoven throughout all aspects of the OIP. The social constructivist philosophy aligns with my predisposition to be a transformational and authentic leader that attempts to work with our senior administration, faculty, and staff to learn from our lived experiences and create a shared vision for change. I seek to work with the task forces created to study human inquiry as I set the stage for capturing and constructing the process of individual and social change.

Chapter 2 builds on the vision for change and focuses on the planning and development of this OIP. In this section, I explore transformational and authentic leadership approaches to help propel change forward in relation to the PoP. I then introduce Kotter's (1996, 2012) eight step change model, a systematic framework that will lead the change process. These eight stages align with Marshall College's hierarchical organizational structure and readiness for this organizational improvement process. The systematic analysis of these eight stages will help drive the shared vision for change forward. There is an urgency to institutionalize this vision so that Marshall College is positioned to be ready for the full implementation of the Accessibility Ontarians Disabilities Act (AODA), coming in January 2025. In addition, this chapter provides an analysis of five proposed solutions to the PoP connecting to the chosen leadership approaches. A hybrid approach of combining top-down and applying bottom-up/grassroots leadership approaches is the preferred solution incorporated in this OIP. Further, ethical, equity, and social justice considerations are discussed. This chapter concludes by considering the challenges and limitations to the change implementation plan.

Chapter 3 discusses the implementation, evaluation, and communication plan of the proposed change in connection to the preferred solution to address the lack of integration of the CICE program and its students at Marshall College. Through the change implementation plan, specific task forces are developed to establish a framework and action plan. This approach will set measurable goals and objectives that align with the vision, mission, and values of Marshall College. The plan, do, study, act developed by Deming (1993) is a tool discussed to monitor

and evaluate this OIP. Finally, a communication plan is devised that is aligned with Kotter's

(1996, 2012) eight step change model to ensure this plan has stakeholder buy-in and support

for each stage of this change initiative.

Acknowledgments

There are so many people I need to thank that have helped me throughout my doctoral journey. I would first like to thank my professor and advisor, Dr. Scott Lowrey, Assistant Professor at Western University – Faculty of Education. Your insightful teaching practices and feedback constantly pushed me to bring my thinking and writing to a higher level. Thank you for your support and all the opportunities you gave me to further my research.

I would like to acknowledge my higher education cohort for their constant collaboration and support. The only way for me to continue my education at the doctoral level was to complete it online while I continued to work full-time and raise my family. Our monthly meetings allowed me to feel a part of a class in the online environment, never feeling like I was on an island by myself. I would also like to acknowledge three important people that would allow me to talk about my research whenever I needed to. First, thank you Ms. Catharine Martin for your ear and proofreading. Second, thank you Ms. Lisa Orsi for listening to me ramble at all hours of the day. Third, thank you Mr. Randal Semeniuk. If it were not for you, this Organizational Improvement Plan would not exist. It is because of your heart for our Community Integration Through Cooperative Education (CICE) program that I have dedicated all my time and energy into this especially important topic in higher education. I hope to continue to be the voice for those who cannot speak or are not heard.

In addition, I would like to thank my parents, Russell, and Jo-Ann Grozelle. Having two parents whose entire careers were dedicated to our education system, I hope I have made you proud. Mom, watching you complete your Master of Education and gaining your Superintendent's Qualification provided me with an amazing example of women in leadership.

Finally, to my husband, Daniele, and my two beautiful children, Daniella, and Paolo. The three of you have been my biggest source of support. I could not have completed this work without you. I want to make you proud every day!

Table of Contents

List of Figures

List of Tables

Glossary of Key Terms

Authentic leadership: Gardner et al. (2005) model of authentic leadership focused on self-awareness and self-regulation. Numerous characteristic features related to authentic self-regulation processes were identified, such as internalized regulation, stable processing of information, relational transparency, and authentic behavior (Gardner et al., 2005).

Change drivers: Change drivers "are events, activities, or behaviors that facilitate the implementation of change" (Whelan-Berry et al., 2003, p. 99).

Change Path Model: A four-stage change model that combines process and prescription (Cawsey et al., 2015). The four phases are: (1) Awakening; (2) Mobilization; (3) Acceleration; (4) Institutionalization (Cawsey et al., 2016).

Developmental disability: (a) "any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device, (b) a condition of mental impairment or a developmental disability, (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language, (d) a mental disorder, (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; ("handicap")" (OHRC, 2021a).

Inclusive Education: (a) "is fundamentally about all learners (rather than just about disabled learners), (b) is fundamentally about striving to make all learners' experiences with schooling inclusive and participatory rather than exclusionary and marginalizing (rather than just being concerned with where particular learners are physically placed), and (c) is concerned with aspirations for democratic and socially just education, and therefore fundamentally concerned

with interrogating the cultural practices of schooling (rather than just seeking to prescribe procedural, techno-rational definitions of inclusive schooling to be implemented)" (Baglieri et al., 2011b, p. 2128).

Integration: The OHRC defines integration as "the right to equal treatment in education, without discrimination on the ground of disability, as part of the protection for equal treatment in services" (OHRC, 2021a).

Learning Facilitator (LF): supports teaching and learning activities related to the Community Integration through Cooperative Education (CICE) program initiatives and mandate. Their primary role is to assist the CICE student to maximize their potential in post-secondary education and to provide support during field placement opportunities. The LF advocates, intervenes, and acts on behalf of the CICE student with faculty, other college students and with college wide service departments. The LF uses assessments of the CICE student's ability and skill and modifies faculty course outlines, tests, and assignments, pending faculty approval (Anonymous, 2021d).

Problem of Practice: "A persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes" (Carnegie Project on the Education Doctorate, 2021).

Professional Development: is defined as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p. 49).

Sensemaking: "is about changing mindsets, which in turn alters behaviors, priorities, values, and commitments" (Eckel & Kezar, 2003, p. 40). Sensemaking has been defined as "the ongoing retrospective development of plausible images that rationalize what people are doing" (Weick et al,, 2005, p. 409).

Transformational leadership: Burns (1978) linked the roles of leadership and followership and wrote of "leaders as people who tap the motives of followers in order to better reach the goals of leaders and followers" (Burns, 1978, p. 18).

Universal Design for Learning: "is a framework to improve and optimize teaching and learning for all people based on scientific insights into humans learn" (CAST, 2021).

Acronyms

AODA (Accessibility for Ontarians with Disabilities Act)

CICE (Community Integration Through Cooperative Education)

DD (Developmental Disabilities)

DSE (Disabilities Studies in Education)

KPI (Key Performance Indicators)

MCU (Ministry Colleges and Universities)

OHRC (Ontario Human Rights Code)

OIP (Organizational Improvement Plan)

OSSD (Ontario Secondary School Diploma)

PAC (Program Advisory Committee)

PDSA (Plan Do Study Act)

PoP (Problem of Practice)

PSE (Post-Secondary Education)

PSI (Post-Secondary Institution)

SOG (Senior Operating Group)

UDL (Universal Design for Learning)

Chapter 1: Introduction and Problem

Due to the advancements in disability policies, such as the Accessibility for Ontarians Disability Act (AODA), the duty to accommodate under the Ontario Human Rights Commission (OHRC), and post-secondary education (PSE) programs like the Community Integration Though Cooperative Education (CICE) programs, post-secondary institutions (PSIs) in Ontario have experienced a significant increase in students with developmental disabilities (DD) choosing to attend higher education. Community colleges have expanded their program offerings and strategic mandates. However, colleges' main obligation has continued to provide education that will prepare students to accomplish the job they desire to have. This is vital to include students with DD (Brint, 2003). There is limited research on inclusive PSE, especially within a Canadian context (Mosoff et al., 2009).

In Ontario, the most common way for students with DD to attend PSE is through the CICE program. This program is currently delivered at 13 of the 24 colleges and is approved by the Ministry of Colleges and Universities (MCU). CICE is designed to increase students' academic skills through integrated modified college classes. Further, CICE programs also develop vocational abilities through career-based field placements and allow students to engage with their peers in specific CICE courses. Each student is assigned a Learning Facilitator (LF) who provides academic supports related to the CICE program initiatives and mandate.

This Organizational Improvement Plan (OIP) investigates a problem of practice (PoP) that seeks to influence administrators, faculty, and staff to improve the lack of integration experienced by the CICE program and its students at this Ontario community college. Grounded in the leadership models of transformational and authentic leadership, later strengthened by Kotter's (1996, 2012) eight step change process, this PoP will be framed with the interpretivist, social constructivism epistemology, as well as with Capper's (2019) Disabilities Studies Education (DSE) epistemology. Further to this, Bolman and Deal's (2017) four frames model will also be used to frame the PoP as it aligns with the nature of this OIP and the hierarchical

organizational structure of Marshall College. Through these frames, this chapter incorporates a theoretically based dialogue regarding equity, diversity, and inclusion in PSE.

Organizational Context

To begin this OIP, details about the organizational context including the broad political, economic, social, and cultural contexts of this organization will be outlined. A general overview of the organization will be provided. To what does the organization aspire will be explained through the organization's vision, mission, and values, along with outlining the college's strategic plan. In addition, the theoretical framework that drives the organizational and leadership framework will be identified. Further, how these contexts shape this organization and my leadership within it will be described. Finally, how this organizational structure and established leadership approaches and practices relate to leadership theories will be discussed.

Political Context

Consistent with other publicly maintained colleges in Ontario, Marshall College functions within a unionized environment where collective agreements are negotiated provincially between the College Employer Council for the College of Applied Arts and Technology and the Ontario Public Service Employees Union. Faculty and support staff for academic programs are governed by these collective agreements. Further to this, there are also internal reporting contacts with an administrator assigned to respective departments. Programs often work in silos which makes communication across other schools and departments challenging.

Economic Context

There are multiple layers that impact the economic context of this organization. One example is the possible change to the funding model for higher education that would result in the institution's provincial funding being tied to performance measures. The funding would be given to PSIs based on 10 metrics that "algin with the government's priorities in skills and job outcomes, and economic and community impact" (Ontario, 2019). This has since been put on

hold due to the COVID-19 pandemic.

While the outcome-based funding model is currently on pause, Marshall College is coping with the implications of the COVID-19 pandemic. The 2021-2022 academic year is shaping to experience a significant decrease in student enrollment, especially in international students, changes to program delivery and the uncertainty about the Coronavirus outbreak within our community.

The increase of students with DD accessing PSE presents various challenges to ensure that the PSI can meet the demands associated with increased student diversity on campus. The issues surrounding access for those facing disabilities has long been a central concern (Layton & Lock, 2003). The evidence confirms that institutions must invest significantly in upgrading access to their facilities, providing assistive technology, and having additional personal support services available (Dallas et al., 2016).

Social Context

The social contexts as they relate to this organization will be described. Collins et al. (2019) investigated the inclusion of students with DD in PSE by exploring the learning atmospheres of students with disabilities and the challenges facing inclusive education. Two models have been predominant in conceptualizing the term *inclusive education* for students with DD. One is referred to as the *medical model* and the second is referred to as the *social model* (Matthews, 2009; Oliver & Barnes, 2012). The medical model focuses on what is *wrong* with the student instead of considering the student's *needs*. The social model does not see the disability as a "personal tragedy, an abnormality or a disease to be cured" (Barton, 1998, p. 79). Instead, the social model sees the students "are disabled by barriers that exist in society" (Tinklin et al., 2004, p. 642). This model focusses on removing barriers in the educational setting for students to have equitable access to PSE.

Cultural Context

Lastly, the cultural contexts of this organization will be reviewed. Manning (2017) discussed the concept of organizational members using a cultural lens to comprehend the ways that different perspectives impact day-to-day and long-range operations. By using the cultural perspective, administrators, faculty, and other stakeholders can accomplish a deeper understanding of the organization for the benefit of the students. According to Manning (2017), this perspective can "help make meaning of the rituals and ceremonies, architecture, sagas, language, and other cultural features that exist within colleges and universities" (p. 68). Manning (2017) explained this as a multifaceted approach that is useful during decision making, program development and planning which will be significant areas throughout this OIP.

Morgan (2006) found that metaphors for culture help determine an organization's strengths and weaknesses and this college is no exception. Schein and Schein (2016) used the analogy of a lily pond to describe the levels of culture to help imagine what is physically seen can be vastly different from what the rooted values and beliefs are in the institution. The blossoms and leaves on the surface represent Marshall College's organizational chart, structures, and processes. The farmer spreading the fertilizer represents our Board of Governors, President, and the Senior Operating Group (SOG). These individuals articulate what the expected beliefs and values are of the organization. The exposed beliefs and values are this college's vision, mission, and values. The roots are the underlying assumptions that are affected by the dominate value orientation. This represents the current but ineffective solution to not deviate from the social norms.

Barnes and Mercer (2004) argued that the consequence of failure to conform to normality is that people with disabilities are set apart as different and defined as outsiders. As such, disabled people who do not conform to societal norms are susceptible to marginalization. There is a gap between what Marshall College's exposed, expects beliefs and values are with the rooted institutional assumptions as evidence by the absence of integration of the CICE

program and its students.

Results from a political, economic, and social factor analysis will be further discussed in the Framing the Problem of Practice section of this chapter.

Organizational Description

This Ontario community college was founded as part of a provincial goal to provide career-oriented diploma and certificate programs. Since that time, Marshall College has offered more than 100 postgraduate degrees, diplomas, and certificate programs. Marshall College is considered a mid-size PSI with approximately 14, 000 full-time students and 350 part-time students amongst three campuses (Anonymous, 2021a). There are roughly 300 full-time faculty and 230 full-time support staff in separate faculty and support staff unions (Anonymous, 2021a). Currently, 70 of the approximate 14, 000 full-time students are students in the CICE program. When the CICE program was first developed at Marshall College, the total number of students granted admission was 24. Looking at the increase of students in the CICE program and the context influencing the CICE program's growth at Marshall College, a review of the vision, mission, and values, the strategic plan, along with the organizational and leadership structure will be considered.

To What Does the Organization Aspire

Through Marshall College's vision, mission, and value statements, this college aspires to be centered around students having an accessible and inclusive educational experience. The vision states, "excellence in all we do" (Anonymous, 2021b). The mission statement includes "high-quality and accessible educational experiences" (Anonymous, 2021b), and accessibility, and inclusivity are included in the 10 values listed (Anonymous, 2021b). However, there is a distinct gap between the exposed values and beliefs compared to the underlying rooted assumptions. There is a disconnect between what is stated in the vision, mission, and value statements and the lack of integration of the CICE program and its students at this PSI.

In addition, Marshall College's strategic plan is organized into specific categories and even though retention, graduation rate, and success are mentioned within the *Students* category (Anonymous, 2021c), nothing suggests accessible, inclusive education which is indicative of the disconnect the college has with the CICE program and its students. In addition, Marshall College's Accessibility Policy advocates a framework for accessible education that is consistent with AODA (Anonymous, 2021d), but fails to include any details about the CICE program, such as a definition of what the CICE program is, what a Learning Facilitator is, and what it means for professors to modify curriculum. These gaps will be addressed further in the critical organizational analysis section of Chapter 2.

Next, the organizational and leadership frameworks will be reviewed to provide further context of this institution.

Organizational Framework

Marshall College functions as a hierarchical structure. There is a direct line of reporting from the Board of Governors to the President. The President has five Vice President reports and three Executive Director reports that make up the SOG. The Vice Presidents have a variety of Associate Vice Presidents, Deans and Chairs that report directly to them within separate departments. Faculty from specific programs report to the Chair responsible for their exclusive school of study. Faculty and coordinators retain a great deal of autonomy in academics and have subject matter expertise. The Chairs rely on their respective program coordinators as informal leaders of their programs within each school.

Organizational Leadership Framework

Marshall College follows an autocratic leadership style where there is a dominant belief that results are best achieved under a controlled system. According to Maqsood et al. (2013), an autocratic leadership style is known for control over all decisions and little input from staff. At Marshall College, SOG sets the path for the college and their directions are carried out to Deans

and Chairs of departments. A recent example occurred during Marshall College's emergency remote teaching plans due to the COVID-19 pandemic. Communication of events to follow were sent from the SOG to departmental Deans and Chairs, who then directed faculty on what to do without any input. In such emergency situations, this leadership style tends to be productive. Bhargavi and Yaseen (2016) discussed that autocratic leadership can have favourable impact on the overall organizational performance and is ideal if there are projects that need to be completed within a given deadline. However, the organizational hierarchy and the multiple departments arranged into schools makes it taxing to coordinate activities and have effective cross-departmental communication. Figure 1 illustrates the hierarchical levels of Marshall College.

Figure 1

Simplified Organizational Chart of Marshall College (Anonymous, 2021e).
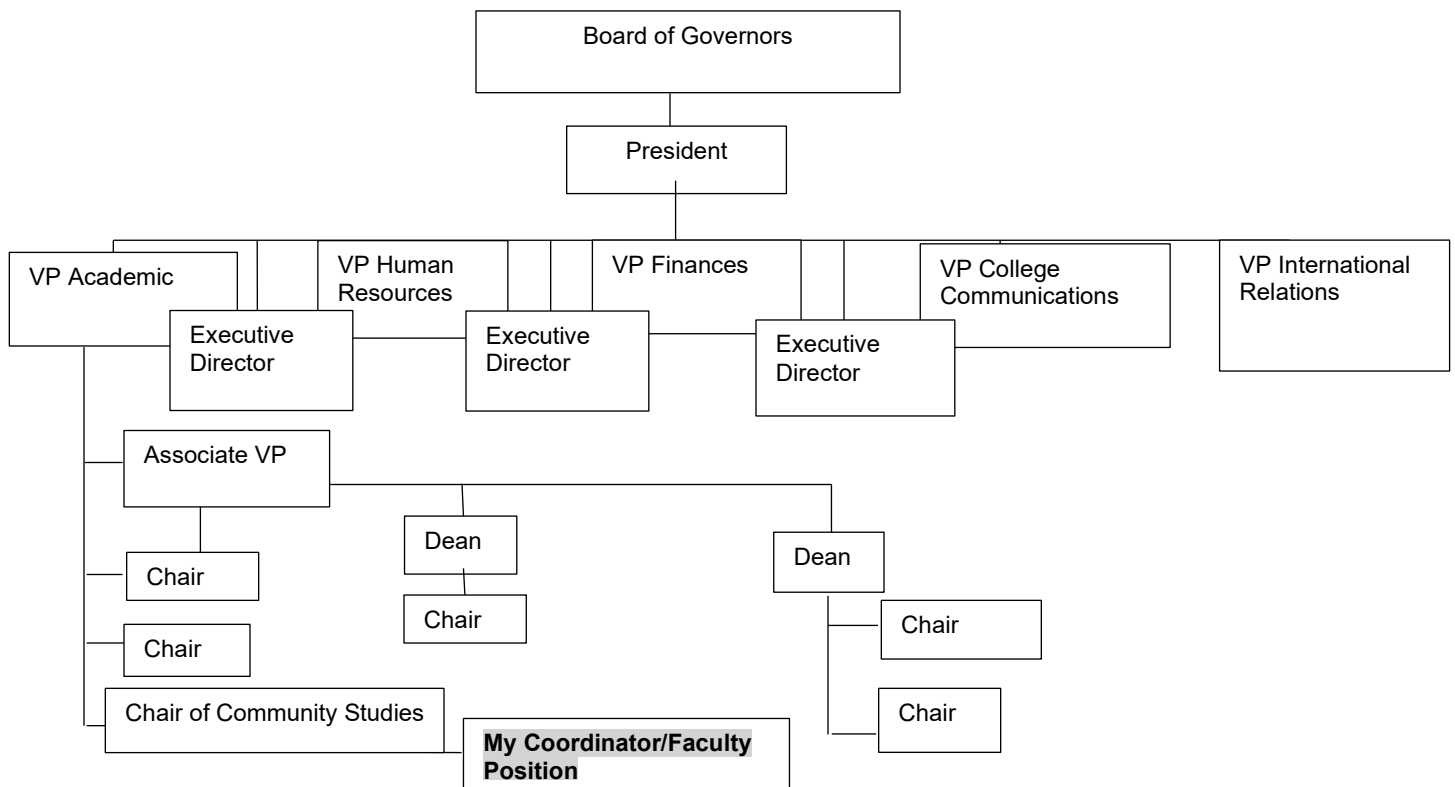
Note. This is a simplified version of Marshall College's Organizational Chart.

According to Bolman and Gallos (2011), looking at academic leadership with a structural view, like Marshall College, can be compared to looking at the PSI like a factory. In this view, Bolman and Gallos (2011) debated two key roles the leaders play. The leaders are analysts who study the institution's processes and production, and they are architects and system designers "who develop the rules, policies, reporting relationships and procedures that align efforts with the campus goals" (p. 51). Consequently, the drawback to this structure is that the institution will keep working the way it was programmed to do even when it no longer aligns with the institution's vision, mission, values, or strategic plan.

Leadership Position and Lens Statement

This next section of this chapter will focus on my leadership agency addressing this PoP. A description of my personal position will give context to my influence as a change agent as well as my challenges. Articulation of my leadership approaches to practice and organizational improvement will be demonstrated through specific examples as well as drawing on appropriate theories of research.

Personal Leadership Position and Agency

I am the faculty coordinator in the CICE program, and I am also a part of the Faculty Mentorship program at Marshall College. My agency to lead this change initiative is at the micro level. Research on the micro level often examines the behaviour of the administrators or employees (Felin et al., 2015). The micro-foundation literature distinguishes between intra-personal predispositions (for example, motivation or personality) and external limitations to comprehend behaviour on the micro level (Will & Mueller, 2020). I can affect the operations of our CICE department directly. As a lead faculty across the college, I also have influence over new faculty hires through the Faculty Mentorship Program, as well as with the faculty who teach the academic concentration classes the CICE students choose. I am a student liaison who supports the Chair of Community Studies advising and assisting students with academic issues and concerns. I assist the Chair with faculty and staff which includes mentoring and providing

guidance. I function as the internal and external liaison with other campuses, colleges, schools, departments, and committees.

I provide input and assist the college in the academic planning cycle. For example, operating and capital budgets, instructional resources, and program reviews. I coordinate and assist ongoing program development, evaluation, and improvement and advise the Chair on emerging trends in program curricula and on implementation strategies for curriculum changes. Further to this, I coordinate the development of the action plans for continuous improvement of Key Performance Indicators (KPIs). KPIs are used annually to measure how well Ontario colleges meet the needs of students, graduates, and employers (Anonymous, 2021f). These will be further discussed in Chapter 2.

I am a member of our Accessibility Committee and two subcommittees: (1) Accessibility Five-Year Plan Committee; and (2) Accessibility Policy Committee. Being a member of these committees allows me to continue my influence at the micro level to encourage administrators, faculty, staff, and students in developing their understanding of the lack of integration our CICE program and students are currently experiencing. Although I hold a position of influence, I do not have a direct agency on the hiring process of faculty and staff. I do not have the agency to lead change at the administrative level if the SOG refuses to engage in the change process.

Lens Statement

Capper's (2019) DSE, aligned with social constructivism have supported that the epistemology of the current systems concentrates on power, oppression, and inequality. I seek to present solutions that limit the divide between the marginalized CICE program and its students with the administrators, faculty, staff, and students at Marshall College. The interpretivist perspective led to the development of social constructivism, where knowledge and truth are created, not discovered by the mind (Schwandt, 1994, 2000). Disabilities can be regarded as a social construct because its meaning comes from an assortment of social and environmental factors (Brown & Radford, 2007).

Leadership Philosophy: Transformational Leadership

Burns (1978) viewed a transformational leader "as one who engages with others in such a way that the leader and the follower raise one another to a higher level of motivation and morality" (p. 20). Bass (1998) claimed that this leadership approach is found in all organizations and on all hierarchical levels. Bass (1985) provided a more advanced form of transformational leadership and suggested four components: (1) intellectual stimulation; (2) individualized consideration; (3) inspirational motivation; and (4) idealized influence. Since Burns' (1978) and Bass' (1985) ideas about transformational leadership, there have been other versions and developments. For example, Hartnell and Walumbwa (2011) investigated the relationship between transformational leadership and organizational culture to increase the understanding of how leaders affect the social context to support positive organizational outcomes.

Transformational leaders share a vision, stimulate followers, mentor, respect individuals, nurture creativity, and act with integrity (Bass, 2008; Bass & Riggio, 2006). Basham (2012) described transformational leaders as sharing influence using collaboration and trust to motivate followers to respond to the vision or change. Bennis and Nanus' (1985) research concluded transformational leaders "involve themselves in the culture of the organization and help shape its meaning" (p.176). I have been a part of Marshall College for 14 years, worked within various departments, and have held different coordinator positions. I have built professional working relationships with our SOG, faculty, and support staff in several departments during this time.

Authentic Leadership

The second leadership model that I identify with is the authentic leadership approach. Duignan (2014) stated "authentic educational leaders need to bring together head, heart, and hands in their practices because leadership is, after all, a moral craft" (p. 162). Walumbwa et al. (2008) detected authentic leadership as being assortments of five subcomponents: "self–awareness, relational transparency, internalized regulation, balanced processing of information, and positive moral perspective" (p. 95). I completed the Authentic Leadership Questionnaire

(ALQ) (Walumba et al., 2008), and my scoring indicated that I have high self-awareness, and closely followed were internalized moral perspective and rational transparency. The authentic leadership approach seeks to understand the problem that exists. This corresponds to Bacchi and Goodwin's (2016) What the Problem is Represented to be (WPR), which is beneficial for investigating this complex PoP. Further, the authentic leadership approach promotes trust, transparency, and relationship building. These qualities parallel with what will be needed to move this PoP forward for change. With authentic leadership being an extension of transformational leadership (Bass & Steidlmeier, 1999; Joo & Nimon, 2013) there is emphasis on efficacy of teaming these two leadership approaches to drive change forward at Marshall College. Joo and Nimon (2013) suggested that "the two leadership behaviours are not substitutable, but complementary" (p. 582). With up to 70% of change proposals failing due to leadership behaviours (Higgs & Rowland, 2005), the leadership practices of these two follower-centric leadership approaches will alleviate leadership behaviours that disrupt change initiatives.

Role in the Potential Change Process

One example of identifying my role and its alignment to my transformation and authentic leadership approaches in the change process will be working on curriculum changes for the CICE program. Bolman and Gallos (2011) stressed that, "a key to bringing faculty along is understanding and honouring norms of legitimate process" (p. 64). In the initial stages of working through this PoP, suggestions for curriculum changes were brought forward to the Centre for Academic Excellence Department and the Chair of the CICE department. It was imperative to have the key stakeholders together to present the suggested changes and have opportunities to receive input and feedback from everyone. Bolman and Gallos (2011) argued that the three P's of change: patience, persistence and process are the essential elements in successful leadership to implement change. Patience was needed to allow time for everyone to come to acceptable conclusions to the proposed changes. Persistence and process will also be required to continue the changes by having several follow-up meetings for communication,

transparency and rationale of the process that will need to be followed.

Another example of identifying my role and its alignment to my transformational and authentic leadership approaches in the change process, is to help bridge the significant gap of trust with our SOG and their current autocratic leadership approach. To create a trusting team atmosphere, I will need to use mechanisms, such as committees and focus groups to help achieve this. As an introductory plan, and mentioned above, I have joined the Accessibility Committee and the following two sub-committees: (1) Accessibility Five -Year Plan Committee; and (2) Accessibility Policy Committee. With various positions represented, we can start to close the gap between SOG, faculty, staff, students. The amalgamation of transformational and authentic leadership suits my agency as CICE faculty and the need for inclusion in this OIP.

Conceptual Framework for Application

The conceptual framework for application is imagined as a combination of theory, and change models supported by transformational and authentic leadership, while taking into consideration the organizational structure and leadership that I am working within to improve the lack of inclusion of the CICE program and its students at Marshall College (see Figure 2).

 Figure 2

Conceptual Framework for Inclusion of the CICE Program at Marshall College
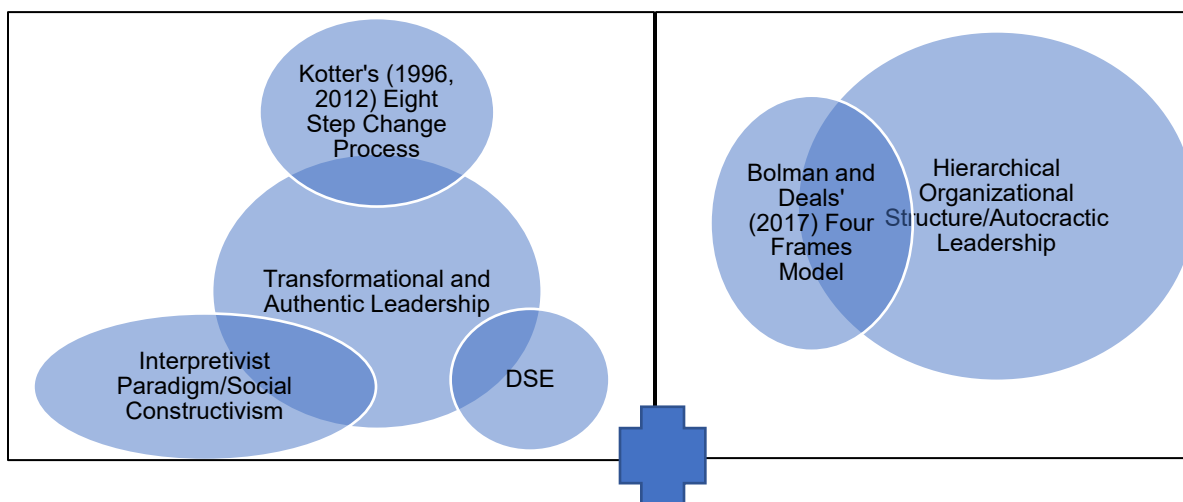
Leadership Problem of Practice

In recent years, PSE programs, such as the CICE program, have gradually emerged at colleges for individuals with developmental disabilities. Students with developmental disabilities have previously been deprived of the opportunity to pursue PSE in Ontario because they did not meet the criteria for traditional admission requirements. In most cases, adults with disabilities have lower education levels, higher rates of unemployment, and lower household incomes (Towle, 2015). Barriers to their PSE can take a variety of forms. They can range from physical, technological, systemic, financial, attitudinal, or can arise from not receiving a needed accommodation or modification promptly (OHRC, 2000). Many PSE institutions do not consider or remove the barriers for students with developmental disabilities from participating in academic and non-academic activities available to non-disabled students and consequently, these students are siloed within the institution.

The inclusion of students with DD in an educational setting is new, outside of the traditional PSE scope and academic leadership has few research-based guidelines to provide direction for integrating programs within colleges and universities (Plotner & Marshall, 2015). The current lack of established policies and procedures leaves a lack of compliance with human rights legislation and unreliable programming. The PoP that will be addressed is how to improve the lack of integration experienced by the CICE program and its students in an Ontario Community College.

Framing the Problem of Practice and Underlying Theories and Frames

This section will provide a historical overview of the PoP. Key organizational theories and frameworks will be discussed to frame the PoP. A clear situation of the problem with broader political, economic, and social context, including practices that shape the PoP are reviewed.

Historical Overview

PSIs have traditionally chosen a certain type of abled mind and body student, excluding

individuals with DD from participating in PSE. Higher education for this group of students was not a goal path for consideration after high school until a few decades ago when the community living effort contributed to self-advocacy and the deinstitutionalization of individuals labelled with DD (Panitch, 2008; Carey, 2009). In Ontario, this led to "the Ontario college system creating a PSE opportunity for students with DD" (Bruce, 2011, p. 17), known as the CICE program. The CICE program at Marshall College is an oversubscribed program, meaning more students apply than there are available spots in the program. It is one of the 13 recognized PSE programs in the province of Ontario for students with DD. Each CICE program is organized based on MCU's vocational learning outcomes but is delivered on its own guidelines with respect to which students are granted admission, how the curriculum is designed and how much integration the CICE students will have within the college programs and campus life (Gallinger, 2013).

In history, perceptions of disability have been to group individuals with a variety of disabilities together into one broad classification. As Brown and Radford (2007) declared, comprehensive documentation of disability in early history is a rare product. In the past, there was not a societal need to separate disabilities into distinguishing groupings and it can be argued that this need to define and organize individuals into any complete way is a recent occurrence. Between 1965 and 1995, many policies were implemented by the Ontario governments pertaining to access to PSE. A review of the literature highlights the lack of a consistent definition of accessibility and how the government understands accessibility as the explanations changed significantly based on economic and societal influences. Braun et al. (2006) found that access for visible minorities and students with disabilities was not considered vital.

Traditionally, students with DD in Ontario have faced numerous barriers to attend PSE. College and university admission criteria are based on standard entrance requirements, which is characteristically, at minimum, an Ontario Secondary School Diploma (OSSD). Students with DD may not be protected under Ontario legislation that guarantees equal treatment in

education. The OHRC guarantees the right to equal conduct toward all students in education, without discrimination on the ground of disability. Still, for students to be protected under this legislation in PSE, they must be able to meet the course learning outcomes (OHRC, 2021b). Students with DD who require significant curriculum modifications to program content are considered as unable to meet the essential requirements of PSE. Consequently, they do not qualify for services and supports under the legal duty for PSIs to accommodate students with disabilities. These issues have contributed to the systemic exclusion of students with DD from participating in PSE.

Organizational Framework: Interpretivist Paradigm, Social Constructivism

This PoP situates itself within the interpretivist paradigm, where the ontological view of this paradigm is grounded in that the world and knowledge is created by social contextual understanding (Burrell & Morgan, 1979). Burrell and Morgan (1979) originally described analyzing an organization through an interpretivist lens to allow the subjective examination of the organization as a social entity. Putnam and Banghart (2017) explained that the reality of an organization is socially constructed through the meanings conveyed by language, symbols, and social interactions. The focus is on observing human behavior, their perception, and the experiences of society. It is thought that human development is socially situated, and knowledge of the world around us is created through our interactions with others. Social communications and connections become lived experiences and accepted patterns of behaviour. This PoP narrates the interpretive viewpoint since it contests the status quo and social order of students with DD in PSE.

The PoP would not align with the structural-functional epistemology since this view focuses on the efficiency of the organization. Interpretivists are concerned with "how people experience the organization with a goal of understanding" (Capper, 2019, p. 54) and that "organizations are socially constructed and exist only in the perceptions of people" (Capper, 1993, p. 11). However, it is imperative to note some commonalities between an interpretivist

and structural functionalists' epistemology. Both assume that "the existing social order and its institutions are legitimate, necessary, and not problematic" (Capper, 1993, p. 12; Burrell & Morgan, 1982). This is important since this PoP is situated in a hierarchical organizational structure.

The interpretivist perspective guided the development of social constructionism, where knowledge and truth are formed, not learned by the mind (Schwandt, 1994, 2000). Over time, social constructions become deeply rooted in society as common knowledge. People with disabilities have been perceived as objects of fear, hatred, and pity (Braddock & Parish, 2001). Disabilities have been entrenched in how society knows and acts in response to differences, and the social response has resulted in segregation (Oliver, 2013).

Disability Studies in Education Epistemology

Further to the interpretivist paradigm, Disabilities Studies in Education (DSE) will also be used to help frame this PoP. DSE epistemology has progressed recently and falls "on the radical end of the change continuum withing modernism and has also been heavily influenced by postmodernism" (Capper, 2019, p. 173). Capper (2019) analyzed the DSE literature and identified "tenets to inform organizational theory, leadership practice, and research" (Capper, 2019, p. 173). The DSE tenets are: (1) hegemony of normalcy; (2) denouncement of labeling; (3) disability is socially constructed; (4) critique of special education; (5) importance and critique of inclusion; (6) disability voice; and (7) intersectionality (Capper, 2019). The following three tenets have been chosen to be explored in greater detail as they pertain to this PoP: (1) disability is socially constructed; (2) importance and critique of inclusion; and (3) disability voice.

Beginning with the first tenet, disability is socially constructed, PSE and society are centered in normalcy. As a result, any differences are labeled and students with DD are marginalized (Capper, 2019). DSE scholars trust that disability is socially constructed and have framed "disability as a social, cultural, political, and historical phenomenon situated in a specific

time and place rather than a medical, scientific, or psychological 'objective fact'" (Baglieri et al., 2011b, p. 2130). In other words, disability is a function of the environment and DSE sees disability as an ideological system that perpetuates structures and systems of power and privilege, not as a medical diagnosis (Capper, 2019). The social construction of disability pertains not only to the non-medical classifications, such as mental health issues and/or learning challenges, but to all classifications that may be habitually seen as medical, such as a visual impairment. For example, a student may have a visual impairment, but how the PSI responds to and supports the student determines whether the visual impairment becomes a disabling condition for the student in PSE.

The second tenet is importance and critique of inclusion. Connor and Gabel (2013) stressed the need for inclusive practices and associated curriculum that is developed with Universal Design for Learning (UDL) principles. However, DSE scholars have noticed very few inclusive practices, and that most inclusion stops at the physical space and does not speak to curriculum or other school features (Baglieri et al., 2011b; Erevelles, 2011). DSE scholars argue that inclusive education is essentially about all learners and not just about students with DD, and that inclusive education is about all learners' experiences with schooling "inclusive and participatory rather than exclusionary and marginalizing" (Capper, 2019, p. 180). Inclusive education should not be just concerned with where the students are physically placed. Baglieri et al. (2011) asked us to question the cultural practices of schooling as opposed to just seeking prescribe definitions of inclusive education to be applied to help reach the goal for democratic and socially just education.

The third tenet is the disability voice. DSE is similar to Critical Race Theory in that DSE also promotes counter-narratives to seek the perspectives of students with DD (Capper, 2019). DSE seeks the perspective from students with DD along with families and students across differences. I will need to extensively involve the participation of students, staff, and families in the decision-making processes. For example, ensuring that there are student and parental

representations on our Program Advisory Committee (PAC) to engage them with Marshall College and the CICE program. Also, gathering and analyzing the data from our KPI surveys will capture the voices of our CICE students.

Bolman and Deal's Four-Frames Model

The PoP will also be examined through Bolman and Deal's (2017) four-frames model, including the key assumptions of each frame. Bolman and Deal (2017) suggested that leaders approach organizational issues from the following four frames: (1) structural; (2) human resource; (3) political; and (4) symbolic. These frames can be used to reach the desired state of the organization as Bolman and Deal (2017) defined a frame as "a coherent set of ideas or beliefs forming a prism or lens that enables you to see and understand more clearly what goes on from day to day" (Bolman & Deal, 2017, p. 43).

Beginning with the structural frame, this frame is task-oriented and includes organizational policies and procedures and the strategic plan (Bolman & Deal, 2017). The structural frame can be used to reflect on the hierarchical structure and the two unions (faculty and support staff) at Marshall College. The human resource frame comprises hidden and open agendas along with individual motivations and essential human needs (Bolman & Deal, 2017). This frame can be used to identify gaps central to the interactions between people and the organization. The organization needs the CICE program and its students for enrolment and the government grants it receives as well as faculty and support staff to support the students. However, there are tense relationships between the SOG and faculty as there are feelings of disempowerment. One example of this is the current change in Marshall College's Coordinator Model and the reduction of release hours given to faculty to coordinate programs.

The political frame is based on coalitions, conflicts, alliances, and resource allocations (Bolman & Deal, 2017). Arguably, the most important part of this frame is the allocation of scarce resources as MCU determines the funding model for colleges and universities. Further to

this, it is not transparent where the government funds get dispersed that Marshall College receives from offering the CICE program. The symbolic frame includes the organizational culture and traditions (Bolman & Deal, 2017) which parallels with the culture context that was described earlier. In addition, Capper (2019) grounded Bolman and Deal's (2017) human resource frame and symbolic frame in the interpretivist epistemology as both frames can circulate oppression and inequities. Ryan (2006) encouraged educators to "understand the ways in which students are excluded, and the patterns that this process follows" (p. 6). The SOG, faculty, staff and departments at Marshall College will need to reflect and determine if characteristic routine practices may unconsciously be isolating the CICE program.

Bolman and Deal's four-frames model aligns with nature of this OIP and Marshall College's hierarchical organizational structure. A limitation of this framework is the absence of social justice. This void was filled by framing this PoP with Capper's (2019) tenets in DSE, explored above in the Disability Studies in Education Epistemology section.

PESTE Analysis

A PESTE analysis is a framework to analyse the key factors (Political, Economic, Sociological, Technological, and Environmental) influencing an organization from the outside. It offers insight into the external factors impacting the organization. The political, economic, and social factors that shape this PoP will be articulated.

Beginning with the political aspects, PSIs are obliged by AODA to prepare an Accessibility Plan every five years that is made publicly available and has been prepared and reviewed with persons with disabilities. Marshall College has an Accessibility Committee that is comprised of administrators, faculty, support staff and students. There is one student representative from the CICE program. The five-year Accessibility Plan is due to be revised this 2021-2022 academic year. As noted above, Marshall College's Accessibility Policy claims to provide a framework for accessible education that is consistent with AODA (Anonymous,

2021d), but fails to include details about the CICE program, such as what the CICE program is, what integration in PSE means, what a Learning Facilitator is, and what modifications to curriculum are. The OHRC defines integration as "the right to equal treatment in education, without discrimination on the ground of disability, as part of the protection for equal treatment in services" (OHRC, 2021a). The OHRC "operates as the main enforcement mechanism for the rights of persons with disabilities" (OHRC, 2021a). Students with disabilities must be fully integrated and have full participation in the PSI. AODA came into action in 2005 and, since then, has had the purpose "to develop, implement and enforce standards for accessibility-related to goods, services, facilities, employment, accommodation and buildings" (OHRC, 2021a). The goal is to reach accessibility standards in Ontario by January 1, 2025.

Next to discuss are the economic factors that shape this PoP. In the Economic Context subsection of this chapter, it was mentioned that institutions must make significant investments to upgrade access to their facilities, provide assistive technology, and have additional personal support services available (Dallas et al., 2016). For a PSI to recuperate costs from providing increased services for accessible education, the institution can apply for funds, such as the *Accessibility Fund for Students with Disabilities*. The Ontario government provides these funds directly to the PSI to support the institution's obligations under the OHRC to make their programs and services accessible for students with disabilities (OHRC, 2021b). In 2002, MCU acknowledged the *Enhanced Services Fund* (OHRC, 20291b). The purpose of this fund is to encourage the PSI to hire and offset the cost of learning strategists, assistive technologists, and other related technology positions. Education legislation and policy set the platform for most practices and research, determining where the funding goes and the possibilities of opening new paths to be explored. Legislation at the provincial level has impacted the status of PSE for students with DD.

Lastly, the social context as it relates to this PoP will be explored. Referring to the social constructionist view, the social construction of students' perceptions of DD is created by

beliefs and standards that function in society. Berger and Luckmann (1966) reported how social constructions are formed by individuals interacting with one another and in groups whereby a social structure is shaped. Over time, this becomes engrained in society as the natural way of thinking about things and doing things.

In the Social Context subsection of this chapter, the *social model* and *medical model* that have been prevalent in conceptualizing *inclusive education* for students with DD were discussed (Matthews, 2009; Oliver & Barnes, 2012). Although the social model focuses on removing barriers in the educational setting for students to have equitable access to PSE, the administrators, faculty, and support services at Marshall College have resisted both the CICE program and the services needed to support the students. There is also a perceived gap centered on the faculty and staff's discussions, which frames students with DD in a deficit-based model rather than seeing the unique strengths they bring to Marshall college's environment.

Guiding Questions from the PoP

While exploring this PoP, the complex realities of addressing the lack of integration of the CICE program and its students at Marshall College became evident. The focus of students with DD and access to PSE circles around four major themes in the literature: disabled students, higher education programs, the academic staff, and the non-disabled peers. It has also been demonstrated that all four of these components must be attended to at all levels of the organizational system to achieve the best outcomes (Konur, 2006). Accordingly, I have used these four areas of inquiry to frame the guiding questions associated with this OIP.

The disabled students are considered the second key stakeholders behind the policymakers in PSE (Konur, 2006). Curriculum adjustments for students with DD have become an important admission and access issue as the shift from traditional delivery models to more online learning formats have become a popular choice for educators to use. Fichten et al. (2003) performed detailed studies that researched different formats of access for disabled student groups. This study concluded accentuating the importance of needing an individual

approach to meet the needs of this student population. Thus, the first questions that must be considered in developing this OIP relates to the influx of neoliberal education, financial pressures, and limited resources; how do we redevelop current policies and procedures to disrupt the segregation our CICE program and students are currently experiencing at Marshall College?

The service providers in PSIs represents another key group when considering institutional policies and access to higher education for disabled students. Daniels (2004) inspected specialist services for DD students across community colleges in Maryland (US) and La Vigne (2015) considered the perceptions of disability service administrators in California's community colleges. Both studies discovered there was a need for training on specific curriculum design for students with DD and training resources were needed for both faculty and administrators. In addition to training and resources, it was suggested having accessible website guides could assist in circulating policies and procedures throughout the institution. This leads to the second question. What challenges do service departments, administrators, and faculty face as they address the needs of the demographically changing student body?

The faculty in PSIs are another key stakeholder when discussing institutional policies on admission and access for students with DD in higher education. Investigation of the faculty's attitudes towards adjusting their courses for developmentally disabled students was a focus on Foss's (2002) study. She found that most faculty were willing to allow extra time or a different setting during their examinations, however, faculty were less agreeable to provide alternate types or formats of the assessments, and less enthusiastic to allow the use of assistive learning technologies. Rao (2004) studied the attitudes of 245 faculty and their willingness to adjust for students with DD attending university. She used the Attitudes toward Disabled Persons Scale and found that departmental relationships affected their attitudes as those faculty in education or health care had more positive attitudes compared to other university departments. These two studies emphasized that some adjustments may not be considered reasonable by the faculty

based on the academic program standards and the academic staff has the authority to determine which adjustments are sound or not as their duties to make accommodations are not absolute under the disability laws. This leads to the third question. What are the attitudes of the faculty towards students with DD being integrated into their courses?

The attitudes of the non-disabled students towards their disabled peers are also important to observe. This would impact how the developmentally disabled student would integrate into classes with their non-disabled peers. Regrettably, there are few studies to draw any relationships or conclusions from, which highlights the lack of recognitions for the role played by these students" (Konur, 2003, p. 360). This leads to the fourth and final question of inquiry. What are the attitudes of the non-disabled students towards their disabled peers?

Leadership-Focused Vision for Change

In this section, I describe the current state of the CICE program at Marshall College, the envisioned future state, and identify change drivers from within and external to the organization. These factors shape and influence the leadership-focused vision for change that is specific to Marshall College.

Current State

Since 1998, MCU and the 24 Colleges of Applied Arts and Technology have been using what are called Key Performance Indicators (KPIs) annually to measure how well Ontario colleges meet the needs of students, graduates, and employers (Anonymous, 2021f). The KPI initiative is an effort to ensure that college programs remain accountable, responsive, and effective in meeting the needs of its stakeholders (Anonymous, 2021f). In addition to KPIs, Marshall College has each of their programs participate in a mandatory Cyclical review process every five years. As per Marshall College's Quality Assurance Accountability Policy, the purpose of the program review process is to provide a procedure "for ongoing quality improvement in the design, development, and delivery of curriculum to learners" (Anonymous, 2021g). Lastly, each

program at Marshall College participates in an annual review process to also follow the college's Quality Assurance Accountability Policy "to ensure quality, integrity, and consistency of academic programs and learning experiences" (Anonymous, 2021g).

The CICE program has now been in operation for six years at Marshall College. The program recently went through the Centre for Academic Excellence department for the cyclical review process. The gaps identified during this review, along with the KPIs and Annual review included: a lack of cohesive learning outcomes in the core CICE curriculum structure; the lack of perceived preparedness of college faculty in delivering modified academics to a differing group of students; preparedness by many leaders, faculty, and service areas to work with the increased number of students with DD; reduced services Available for students with DD; and continuing sparse numbers of students with DD self-reporting meaningful interactions with their non-disabled peers. These gaps have contributed to the CICE program and its students operating and participating in isolation, separate from the rest of the college. This segregation does not support the obligation of accessible, inclusive education that Marshall College's mission, vision, value statements declare. It also does not support the college's Accessibility Policy. It is the goal to close these gaps between the current and the desired future organizational state for the CICE program and its students at Marshall College.

Envisioned Future State

Why is this PoP important to this institution? Successful integration of the CICE program and its students would give academic programming success with individualized modified curriculum, the preparedness of faculty delivering modified academics, increased services for students with DD, and campus engagement between CICE students and their non-disabled peers. In addition, this institution would be prepared to meet AODA's 2025 legislation.

Referring to Schein and Schein's (2016) lily pond analogy, the "blossoms" representing

the exposed beliefs, values, and mission statement of the college needs to align with the "roots" as the cultural assumptions. There cannot be just the erasing of the colour on the announced blossoms. The announced beliefs and values would be compatible with how the leaves and blossoms turn out once the CICE program and its students are fully integrated with this Ontario college. Since CICE is one of the programs that make up the School of Community Studies, therefore an additional goal is to make a difference in the community. A concluding outcome for the students in the CICE program would be the entrance into the workforce, community integration, and contributing members of society.

I have looked at Think College's (2011) conceptual framework that was created to address the need for research on evidence-based practices in effort to increase the appreciation of PSE opportunities for students with DD. There are four standards as cornerstones of practice (academic access, career development, campus membership, and self-determination) on what experts in the field have indicated are necessary elements of quality practice (Grigal et al., 2011). I have adopted Think College's (2011) conceptual framework to represent the agency I have and what the desired future state of Marshall College would look like (see Appendix A). This OIP will become the conceptual framework to the entire research processes.

Priorities for Change

This PoP will necessitate a second-order change because "the underlying values, assumptions, structures, processes, and culture need to be addressed for change to occur" (Kezar, 2018, p. 71). The process will involve continually helping others understand the nature of the change and underpinning why it is important for learning (Kezar, 2018). Second-order change is the center of cultural and cognitive theories of change (Kezar, 2018). Political theories have shown insights of how bottom-up leaders can produce change (Kezar, 2018). From a cultural theory lens, this change within Marshall college involves the alternation of morals,

views, and myths (Schein, 1985). Cultural theories of change that describe the influence of history, values, and context of change are significant, unrelated to one's position in the organization (Kezar, 2018). Buller (2015) also noted that cultural theories of change that impact values and contexts of change are important no matter what position you hold in your organizational hierarchy.

Cognitive theory speaks to the need for learning and development, such as professional development workshops delivered to SOG, faculty and staff for the changes to occur (Kezar, 2018). Cognitive theories that describe the importance of helping people learn is substantial for me as a faculty member in the CICE program to inform the SOG of the changes I am advocating for. It is also important for me to assist in people learning to overcome resistance to change. Social cognition theory proposes making opportunities "for creating sensemaking to help overcome resistance and obstacles" (Kezar, 2018, p. 194). Political theories "suggest the importance of allies, coalition-building, agenda-setting, and negotiation of interests" (Kezar, 2018, p. 139). As a faculty the CICE program, I have a position of influence, and as a grassroots leader, I can develop a vision for my change initiative through transformational and authentic leadership approaches.

Kezar and Lester (2011) suggested nine strategies for grassroots leaders to leverage for creating change. Of these nine strategies, I can exert my agency and prioritize change in the following areas:

- gathering data
- joining, and utilizing existing networks and partnering with influential external stakeholders
- garnering resources
- working with students, leveraging curricula, and using classrooms as forums
- professional development, and intellectual opportunities.

The only strategy that I do not have agency with is hiring like-minded people, although I can have influence with this.

Change Drivers

The change process that will be outlined for the inclusion of the CICE program and its students at Marshall College is complex and multi-level but is also foreseeable and mappable. According to Whelan-Berry et al. (2003), "change drivers are events, activities, or behaviors that facilitate the implementation of change" (p. 99). In addition, there are change drivers that facilitate the implementation of change, and there are change drivers that create awareness concerning the need for change. Change drivers can consist of vision, communication, training, and leadership, but change drivers can also be changes in human resource practices and organizational structure and processes (Whelan-Berry & Somerville, 2010; Whelan-Berry et al., 2003). For this OIP, I will be discussing the use of specific change drivers (accepted change vision, change related communication, change related training, and aligned organization structure and control processes) as outlined by Whelan-Berry and Somerville (2010).

The first change driver that will be applicable for this OIP is accepted change vision. A key component of organizational change is that the change vision is accepted by all stakeholders (Whelan-Berry & Somerville, 2010). This relates to Kotter's (1996, 2012) creating the sense of urgency in the change model that will be outlined in Chapter 2. This driver will involve Marshall College's internal stakeholders, such as SOG, faculty, staff, and external stakeholders, such as our PAC. There must be buy-in to the vision, and all will need to agree that this vision for change is positive for Marshall College.

The second change driver that is applicable for this OIP is change related communication. Cameron and Green (2004) found that communication is critical for individuals to adopt the recommended change. Once the vision is created, I will need to communicate this vision regularly to the various levels in the organization, including the individual level to continue the momentum that will be discussed in Chapter 2 with Kotter's (1996, 2012) change model.

This will also be re-visited throughout the change process communication plan in Chapter 3. This will help keep the organizational members motivated to continue the change initative.

The third change driver that will be applicable is change-related training. Having administrators, faculty, and staff involved in professional development associated with topics, such as AODA, the CICE program and its students, modifications to curriculum, UDL, and inclusive education will be steps to move the change vision to allow groups and individuals develop an understanding of the change imitative and provide new knowledge and skills (Whelan-Berry & Somerville, 2010).

The fourth change driver is aligned organization structure and control processes. Policies and procedures will need to be adjusted to support this change initiative. For example, my agency on the Accessibility Committee will allow our Accessibility Policy and our Accessibility Plan to align with the upcoming AODA legislation as well as Marshall College's vision, mission, and values statement. This will help ensure that as an institution, we do not revert to the pre-change state of the organization (Whelan-Berry & Somerville, 2010).

One of the change drivers that Whelan-Berry and Somerville (2010) mentioned does not apply to this OIP is aligning human resources practices. As a faculty and working in a unionized environment, I will not have the agency or leverage for performance appraisals or rewards.

Organizational Change Readiness

This last section of Chapter 1 will describe organizational change readiness based on a selection of available tools to assess change readiness. Finally, I address competing internal and external forces that specifically shape this change initiative.

Change readiness can be defined as "an individual's beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully undertake those changes" (Armenakis et al., 1993, p. 681). Marshall College's Strategic Plan does not mention how this institution currently evaluates readiness for change, therefore it is an unknown factor entering this change initiative. To assess the change readiness

of Marshall College, two change readiness tools will be used: Armenakis et al.'s (1999) change readiness model, and Cawsey et al.'s (2016) readiness-for-change questionnaire. By using a dual model, the assessment of change readiness is likely to be more accurate and reliable.

Armenakis, Harris, and Field's Change Readiness Model

For this OIP, and for its applicability to Marshall College's current state, the change readiness model by Armenakis et al. (1993, 1999) will be used as Marshall College's history of unsuccessful change initiatives could be attributed to the absence of using a focused model, such as Armenakis et al.'s (1993, 1999). Armenakis et al. (1993, 1999) identified five key change beliefs that motivate the change recipients' reasons to support the change initiative, which in turn, increases the prospect of successful viable organizational change. The following five beliefs are explored to better grasp Marshall College's existing state of readiness for this change process: discrepancy appropriateness, efficacy, support, and valence.

Discrepancy refers to the belief that a change is needed; that there is a notable gap between the current state of the organization and the desired state (Armenakis et al., 2009). Although some administrators, faculty, staff and students, and regulators such as AODA and OHRC recognize the need for the CICE program and its students to be integrated in PSE at Marshall College, not all members at Marshall College are aware of this need to change. Appropriateness mirrors the belief that the change is planned to address a discrepancy is the accurate one for the status quo. Using a bottom-up/grassroots leadership approach, the administrators, faculty, staff, and students will play an essential role in determining the vision of the CICE program and its students at Marshall College.

Efficacy refers to the confidence that the change recipient and the institution can successfully implement the change process (Armenakis et al., 2007). However, having students with DD integrated into PSE is a new arena, for faculty, administrators, and their non-disabled peers. For example, modifications of course learning outcomes is a new commodity for faculty and administrators. Consequently, there is a risk of unknown and uncertainty about how this

change will affect them. A combined transformational and authentic leadership approach will be used to prepare the organization for change.

Support is the belief that the key individuals for the change imitative are committed to the success of the change and will see it through so that it does not fade away (Armenakis et al., 2007). For this change to be successful, commitment and investment must come from internal stakeholders, such as our SOG and external stakeholders such as our PAC. Thankfully, both have shown dedication and obligation to increase the lack of integration of the CICE program and its students through preliminary meetings and discussions. However, faculty in other programs and some service departments are not similar advocates of such a change initiative.

Valence imitates the belief that the change is advantageous to the change recipient (Armenakis et al., 2007). Administrators, faculty, staff, and students must see how this change initiative will benefit them specifically. If an organizational member observes that their self-interest is vulnerable by the change process, they could become resistant to it.

Armenakis and Harris (2009) suggested that these five beliefs play a critical role in the three steps of the change process: creating readiness, change adoption, and institutionalization. Their empirical inquiries regarding discrepancy and appropriateness in change contexts (Armenakis et al., 1979; Oswald et al., 1994, 1997; Cole et al., 2006) highlighted the worth of these two change beliefs for change recipient attitudes, including job satisfaction and organizational commitment. The task I face as the change agent is to anticipate, consider, and plan to influence and shape these beliefs in pursuit of readiness for change, implementation support, and change commitment. These phases will be discussed next.

The first stage of change is all about readiness, which is concerned with getting people set for change. For lasting change to occur with this change initiative at Marshall College, all stakeholders need to know why the change is necessary and is rooted in advantageous improvements. It is essential that the need for change is accepted in terms of the gap between the current state and the desired state at Marshall College (Cawsey et al., 2016). As a

transformational-authentic leader, I will need to "make a clear and compelling case to key stakeholders about why things must change" (Buller, 2015, p. 71). I will have to have Marshall College see the need for this change to assist in the organizational readiness for this initiative.

The second phase of adoption focuses on the change executed and the employees implement the new methods of operating. This phase is a critical period where employees may still reject the entire change initiative (Armenakis & Harris, 2001). The need for successful communication strategies is critical at this stage of the change readiness model since influential communication practices can help reinforce confidence and motivation towards the change initiative (Armenakis & Harris, 2001). As the change agent, several information sessions regarding the change initiative have been underway with the SOG, departments, faculty, students, and our PAC.

Institutionalization is the third stage in the change process. This stage is portrayed by a shared commitment toward the execution of the collaboratively established accomplished plan (Armenakis & Harris, 2001). Armenakis et al. (2015) warned that although this phase can be capable of compliance, there is risk that compliance turns to complacency. For the CICE program and its students to become fully integrated within Marshall College, it will be vital that the SOG ensures that integration continues with each new intake of students. For the integration process to be fully entrenched within Marshall College's culture, policies, and procedures, the SOG will need to play an active role in regularly supporting the integration of students with DD into academic concentration classes and the campus environment.

Cawsey, Deszca, and Ingols' Readiness for Change Questionnaire

Building on the work of Stewart (1994), Holt et al. (2007), and Judge and Douglas (2009), Cawsey et al. (2016) designed a change readiness questionnaire to help organizations assess their readiness for change and obtain an understanding of the strengths and gaps they possess as they approach a change. This tool is organized into the following six dimensions: previous change experiences, executive support, credible leadership and change champions,

openness to change, readiness dimensions, rewards for change, measure for change and accountability (Cawsey et al., 2016). Each category considers what is both promoting and inhibiting change readiness for change agents to take the necessary steps to improve readiness. The readiness score can vary between -2 to +2 for each question and the total score can be between -10 to +35 overall. The higher the score, the more ready the organization is for the proposed change initiative. This survey provided a readiness score of +9 informed by my interpretation of the organization's change readiness. As a result, Marshall College appears to be on the lower end of the change readiness scale.

Throughout the use of Armenakis et al.'s (1999) change readiness assessment model, and Cawsey et al.'s (2016) organization's readiness for change tool, Marshall College is between a low-to-medium level of change readiness. Armenakis et al.'s (1999) change readiness assessment indicated support from our SOG and external stakeholders, such as our PAC from the data presented from our annual and cyclical review process and KPI survey results. Some faculty and service departments are lower on the change readiness assessment tool, as they feel a risk to the unknown about how this change will affect them since students with DD accessing PSE is still a new arena. Based on the result of Cawsey et al.'s (2016) readiness for change questionnaire, Marshall College scored the lowest in the previous change experiences section. The notion that Marshall College does not currently have a method for assessing change readiness could be an explanation for a low score in this area. Overall, it can be summarized that Marshall College is on the lower end of the scale as the organization's readiness for change.

Addressing Competing Forces

According to Cawsey et al. (2016), the key to organizational change is to "understand the forces and how they respond to shifts in pressure" (p. 172). Lewin's (1951) force field analysis is a theory that puts emphasis on the driving and resisting forces connected to change. Driving forces lean towards change, while resisting forces tend to decrease the driving forces.

To introduce change, the driving forces must outweigh the resisting forces (Cawsey et al., 2016). Freire (1970, 2018) discussed the societal evaluation of individuals with exceptionalities within a traditional cultural context, and the class conflict that has continued for centuries proposes an antagonism towards certain people. Integrating the importance of student inclusiveness indicates a strong administrative direction for equity and diversity amongst the staff and student practices. Freire (1970, 2018) confirmed the need for a cooperative dialogue to manage and promote these change initiatives. External factors are more present within the macrosystem, including economic and political influences aligned with the PESTE analysis discussed previously. A force field analysis adopted from Cawsey et al. (2016) was applied (see Appendix B) to identify forces that propel and oppose this change initiative.

This section outlined a comprehensive evaluation of Marshall College's change readiness specific to this PoP. Diagnosing the institution's current state identifies the leadership need to take time to assess Marshall College's readiness for this change initiative.

Chapter 1 Summary

Chapter 1 built the foundation for this OIP. The organizational context was summarized. My transformational-authentic leadership lens, and agency to lead this change at the micro level was introduced. In Chapter 2, I shape the planning and development phases by describing transformational and authentic leadership approaches for leading change through Kotter's (1996, 2012) eight-step change Model. Further, potential solutions for addressing the PoP, and leadership ethics will be discussed.

Chapter 2: Planning and Developing

The envisioned future state of successful integration of the CICE program and its students at Marshall College would give academic programming success with individualized modified curriculum, the preparedness of faculty delivering modified academics, increased services for students with DD, and campus engagement between CICE students and their non-disabled peers. In addition, this institution would be prepared to meet AODA's 2025 legislation. This chapter's objectives are to communicate the leadership approaches to change and the framework for leading the change process. Further, a critical organizational analysis will be observed, and viable solutions to address the PoP will be discussed. Moreover, a section will be dedicated to leadership equity and organizational change as a conclusion to this chapter.

Leadership Approaches to Change

This PoP seeks to influence administrators, faculty, and staff to improve the lack of integration experienced by the CICE program and its students. In this section, I apply the transformational and authentic leadership approaches to change as a faculty coordinator for addressing this PoP.

Transformational and Authentic Leadership

The emergence of transformational leadership began with the seminal work by Burns (1978). Burns (1978) attempted to connect the roles between leaders and followers. Research has shown that employees prefer leaders to perform transformational leadership approaches, such as encouraging creativity, creating trust, and inspiring a shared vision (Notgrass, 2014). Weber's (1947) and House's (1976) vigorous work on charismatic leadership influenced Bass's (1985) seminal work on transformational leadership. Bass (1985) specified that transformational leadership is based on the following four dimensions: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized influence or charisma is the emotional component of leadership (Antonakis, 2012). Bass and Avolio (1990) described idealized influence as leaders expressing beliefs,

leaders acting consistent with espoused beliefs, and leaders discussing the importance of

mutual trust. These are all critical actions to achieve the new vision to move this OIP forward.

Inspirational motivation refers to leaders who communicate elevated expectations to followers,

influencing them through motivation to become committed to the shared vision. Ng and Sears

(2011) suggested that "transformational leaders motivate followers by appealing to higher ideals

and moral values" (p. 42). Intellectual stimulation includes leaders who stimulate followers to be

imaginative and inventive while also challenging their own beliefs and values (Ng & Sears,

2011). Individualized consideration represents a leader who provides a supportive climate "in

which they listen carefully to the individual needs of followers" (Northouse, 2019, p. 171). Bass

(1985) emphasized that transformational leadership improves the leader and follower relations.

The four dimensions of transformational leadership described accentuates the need for

collaboration between administrators and faculty in addressing this PoP.

  The transformational leadership approach has influenced my practices of decision

making, communication and building and maintaining my relationships with my colleagues.

The transformational leader is vital in developing the organizational culture while empowering

others (Bass, 1998). As a leader using the transformational leadership approach, the need for

time, influence, and determination will be stressed for this second-order change. Additionally, I

am confident that this PoP can be effectively addressed through the combined approach of

transformational and authentic leadership.

  Authentic leadership is a developing leadership style that has been credited for

transforming organizations (Avolio & Gardner, 2005); transforming Marshall College is the vision

for this OIP. As an authentic leader, self-awareness and awareness of others will be used for

administrators, faculty, staff, and students to understand the current cultural at Marshall

College, the CICE program, its students, and how they view themselves as "outside the

mainstream" or "guests" to a program and group of students who are not part of the institution

(Manning et al., 2013). Authentic leadership is an appropriate approach for a clear ethical vision

and a shift in culture towards inclusion with the CICE program and its students.

Walumbwa et al. (2008) identified four components of authentic leadership: self-awareness, internalized moral perspective, balanced processing, and relational transparency. Self-awareness refers to the process of individuals understanding themselves, their strengths and weaknesses and reflecting on core values (Walumbwa et al., 2018). This also includes being aware of and trusting one's own feelings (Kemis, 2003). Internalized moral perspective refers to individuals using their internal moral standards and values to guide behaviours as opposed to allowing outside pressures to control them (Walumbwa et al., 2018). Balanced processing refers to the ability to examine information objectively and gather other people's opinions before making decisions (Walumbwa et al., 2018). Relational transparency refers to being open and honest and occurs when core feelings, explanations, and inclinations are shared with others appropriately (Kemis, 2003). These four factors that form the basis of authentic leadership are critical to help me be perceived as a trustworthy and believable leader by my followers to lead this OIP.

Authentic-transformational leaders work with morality and emphasize serving the organization (Yasir & Mohamad, 2016). Regardless of attempts to identify authentic leadership as its own exclusive concept, it has similarities to transformational leadership. Trust represents a key overlap between these two approaches. Both styles of leadership are associated with similar outcomes, such as trust in leadership (Clapp-Smith et al., 2009; Wong & Cummings, 2009; Wong et al., 2010), follower job satisfaction (Giallonardo et al., 2010; Jensen & Luthans, 2006 & Walumbwa et al., 2008), organizational commitment (Jensen & Luthans, 2006; & Walumbwa et al., 2008), and follower job performance (Walumbwa et al., 2008; Wong & Cummings, 2009). Figure 3 summarizes the main components of the transformational and authentic leadership approaches, demonstrating trust as the overlap between these two approaches.

Figure 3

Transformational and Authentic Leadership

Transformational Leadership • Inspirational motivation • Idealized influence • Intellectual stimulation • Individualized consideration	→ Trust ←	Authentic Leadership • Self-awareness • Relational Transparency • Balanced processing • Internalized moral perspective
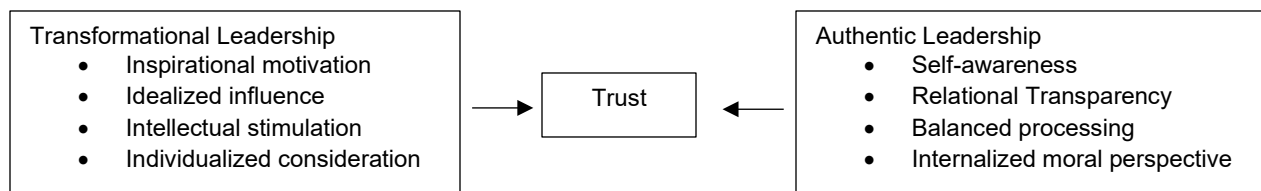
Note. This has been adopted from Mckee, V. (2013). An examination of the similarities and differences between transformational and authentic leadership and their relationship to followers' outcomes. [Doctoral dissertation, University of North Texas].

https://digital.library.unt.edu/ark:/67531/metadc283823/m2/1/high_res_d/dissertation.pdf

Other leadership models were considered. For example, I contemplated the transformative leadership model, however after a deeper dissection of this approach, it does not align with my agency. According to Shields (2010), the starting point of transformative leadership is to challenge "inappropriate use of power and privilege that create or perpetuate inequality and injustice (p. 564). However, transformational leadership focuses on "improving organizational qualities, dimensions, and effectiveness" (Shields, 2010, p. 564) which aligns with my agency to lead this OIP. This requires working with teams through motivation, and intellectual stimulation with individual consideration to create this necessary and valuable change. Further, transformative leadership emphasizes deep and equitable change in social conditions, whereas transformational leadership's emphasis is on the organization (Shields, 2010). Grounded in the values of equity, inclusion, excellence, and social justice, transformative leadership critiques inequitable practices, oppression, and marginalization wherever they are found (Shields, 2020). This leadership suggests the promise not only of greater individual achievement but of a better life lived congruent with others (Shield, 2020). It is my hope that this OIP could lead to the deconstruction and reconstruction of social and cultural knowledge that transformative leadership speaks of to have societal transformation in the future.

The autocratic leadership approach in which this institution operates under has been

criticized for its lack of ability to develop a community of trust for long-term planning. There will need to be a bridge built between my combined transformational and authentic leadership approach and the organization's autocratic approach. De Hoogh et al. (2015) proposed that autocratic leadership can promote team psychological security when team members accept the hierarchy within the team. What may determine the effectiveness of autocratic leadership is the presence or absence of intrateam power struggles, or competition within the team over positions of power and control. De Hoogh et al. (2015) found support for these ideas in a study that concluded when team power struggles were low, autocratic leadership was positively related to team psychological safety, and thereby indirectly positively related to team performance.

It will be imperative for me to use the strategies associated with transformational and authentic leadership approaches, such as creating trust through transparency and support to promote a team atmosphere to keep the power struggles low for our department to work effectively with our administration. In addition, being able to cultivate leadership in others will help share the direction and delegate tasks within our team to hold people accountable. This can also act as a reminder to our faculty that change can provide the prospect to develop new talents and build self-confidence.

Transformational and authentic leadership aligns with Kotter's (1996, 2012) eight step change model to lead the change process that will be discussed next. The notion of motivating, communicating, and empowering by capturing the hearts and minds of individuals, and anchoring the change in the intuitional culture are key areas in the change framework as well as with transformational and authentic leadership approaches. According to Schein (1985), leaders need to be cultural agents and focus more on the value and meaning of the innovation. It is my hope to unite my transformational and authentic leadership approaches to Kotter's (1996, 2012) eight step change model.

Framework for Leading the Change Process

The change process will be framed around Kotter's (1996, 2012) eight-stage process of

change. Although this was the chosen process of change, Lewin's stage theory of change (Cawsey et al., 2016) and Cawsey et al.'s (2016) change path model were two other frameworks that were examined. With Marshall College's hierarchical structure, and the complex nature of this PoP, it was determined that the change process will need a highly prescriptive and structured model that Kotter's (1996, 2012) eight-stage process offers.

Kotter's Eight-Step Change Model

Kotter's (1996, 2012) change model stems from the scientific management theory and applies to bureaucratic organizations. It is a direct prescriptive framework with a linear path; therefore, many organizations continue to use it (Borrego & Henderson, 2014; Pollack & Pollack, 2015; Wentworth et al., 2020). Previous change initiatives have not been successful at Marshall College, primarily due to the lack of communication and unstructured approaches to change and not knowing when to progress to the next steps. While my transformational-authentic leadership philosophy conflicts with Kotter's top-down change model (Pollack & Pollack, 2015), it is suitable for the traditional hierarchy of Marshall College, which necessitates cautious step-by-step incremental and linear change. Kotter's (1996, 2012) change model is robust as it creates the climate for change, engages all stakeholders, and sustains change after implementation. It is also intended to introduce a culture of change across an organization (Kezar, 2018), which aligns with my transformational-authentic leadership approach.

The first step of Kotter's model is to generate a sense of urgency. Informing people of the urgent need for change helps them get ready for it (Kotter & Cohen, 2002). Kotter (1996, 2012) declared that when individuals of an organization do not understand the reason for the change, they will not change themselves or buy into the change process suggested. The second step of Kotter's model discusses building a guiding coalition. According to Kotter (1996), "no one person is capable of single-handedly leading and managing the change process in an organization" (p. 52). The structure of the guiding coalition would be developed in such a way

that it includes a diverse set of stakeholders who can mobilize change. The third step of Kotter's model is to develop a vision and strategy. Forming a strategic vision leads the change process toward a shared, known, and wanted new state. Kotter (1996) explained one of the first tasks for the guiding coalition is to communicate a "clear and sensible vision" (p.70) for the transformation. This stage is critical for success because the implementation plans come from this vision (Cawsey et al., 2016).

The fourth step of Kotter's model is communicating the vision for buy-in. Change is only successful when people buy-in and push in the same direction (Besterfield-Sacre et al., 2014). Stage five is to empower employees for broad-based action. In his fifth step, Kotter (1996) argued that communication alone would not be sufficient, and obstructions will occur to implement change. Kotter (1996) identified the need to empower individuals to address four significant challenges: "structure, skills, systems, and supervisors" (Kotter, 1996, p. 102). Stage six is to generate short-term wins. Short-term successes establish that the effort put forth toward the change is paying off (Kotter, 1996). In the development of the change, celebrating smaller initiatives will keep the team motivated along the way and can serve as a responsive reward, creating momentum to successfully reach the end goal (Cohen, 2005; Kotter & Cohen, 2002).

The seventh step of Kotter's model requires leaders to consolidate gains and produce more change. Kotter (1996) stressed that although it may be tempting to let up after celebrating the smaller wins, it is critical to use the short-term gains as groundwork toward the long-term goals of the organization. The eighth and final stage of Kotter's (1996, 2012) change process incorporates change into the culture. Kotter (1996) believed that new behaviours might not hold if the behaviours are not anchored in the social norms and culture of the institution. When the change is institutionalized and becomes routine, and the knowledge, skills, and beliefs have been dispersed, it can be considered a success (Kotter, 1996, 2012).

To summarize Kotter's (1996, 2012) eight-stage process, this model provides a highly

structured step-by-step process for leaders to follow. Kotter (1996) argued that it is necessary to go through each phase in sequence so that the organization does not keep moving to higher stages without first properly attending to the earlier ones. This model also overcomes the simplification that Lewin's stage theory of change has been criticized for. Figure 4 illustrates the linear structure of Kotter's (1996, 2012) eight-stage process.

Figure 4

Kotter's Eight-Stage Process of Change
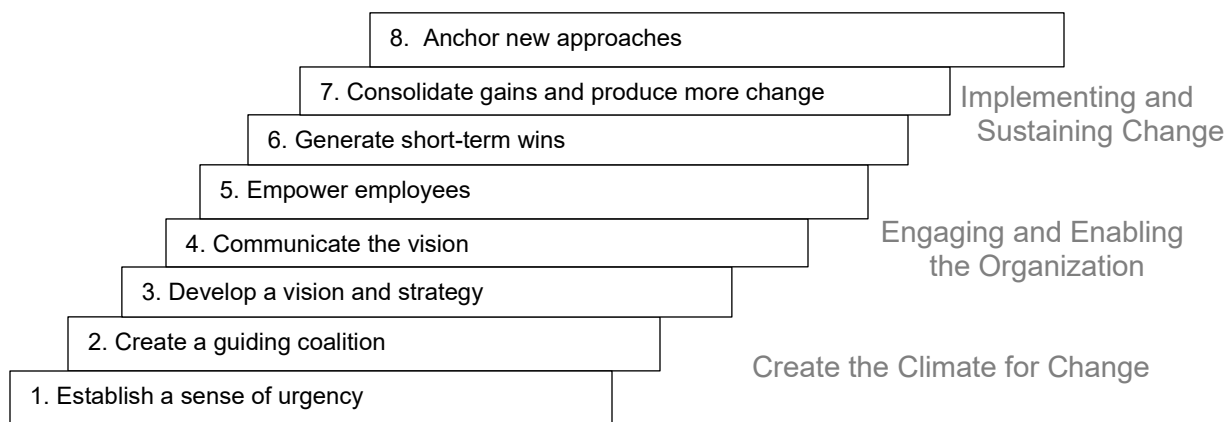
Note. Kotter's eight step change model divides the change management process into eight steps into three phases. This has been adopted from "A Critical Review of Change Management Strategies and Models," by S.T. Siddiqui, 2017, International Journal of Advanced Research, 5(4), p. 674. (http://dx.doi.org/10.21474/IJAR01/3862).

Applying Kotter's (1996, 2012) Eight-Stage Process to Marshall College

Marshall College is a PSI that requires an extremely planned process, such as Kotter's (1996, 2012) eight-stage process to develop and implement this change initiative successfully. Leaders have used this model to identify resistance and be able to support individuals in the transition by creating an action plan for professional development which will be a key component for me as the change agent leading this OIP. Each stage will be discussed next as it pertains to this OIP.

Establish a Sense of Urgency

First, Marshall College needs to understand the sense of urgency from external forces. To gain SOG and other stakeholders' attention and build a sense of persistence to change how Marshall College has been programmed to operate, AODA legislation will be highlighted to re-set the system design. Initiatives move forward when leaders take a step back to assess the political landscape to find out who the players are and their interests. With AODA legislation coming into full effect by January 1, 2025, this will be the event that is emphasized to gain the attention for a research informed model to guide the full integration of the CICE program and its students to awaken Marshall College out of its present status quo.

Create a Guiding Coalition

The structure of the guiding coalition would be developed in such a way that it includes a diverse set of stakeholders who can assemble change. It will be important to draw upon the many sources of external and internal support for inclusion of our CICE program and its students to rationalize the initiative to administrators, departments, and faculty. I would include the following as part of the guiding coalition: Learning Disabilities Association, CICE PAC, Marshall College's Accessibility Committee, administrators, and faculty coordinators at Marshall College. Once the guiding coalition is in place, as the lead faculty on this change initiative, I would introduce this OIP as a planned vision for changes that would assist in this institution moving from its present state to the future desired state. I will need to consider the resistance that I may encounter as this would start to challenge the existing deeply rooted culture within the college.

Develop a Vision and Strategy

For Marshall College to move forward with this change initiative, a shared vision and strategy will need to be in place. This will give administrators, faculty, staff, and students an opportunity to envision the desired state. This vision and strategy should represent Marshall

College and the CICE program as a place where all students are welcomed, where students can be involved within the campus and develop meaningful relationships with their CICE peers and their non-disabled peers, and where administrators, faculty and staff continue to learn and develop their awareness of students with DD in PSE. This vision and strategy can be achieved through professional development opportunities and information sessions.

Communicate Vision, Empower Employees, and Generate Short-Term Wins

The next challenge will be motivating individuals to build momentum and move the change process. This will be done by communicating the vision multiple times to multiple audiences. In the plan to communicate the need for change and the change process section of Chapter 3, I will be drawing on Beatty's (2015) study about communication during an organizational change. This is a critical stage where Marshall College and the community start to comprehend what the upcoming goals involve so that all are motivated by the joint end goal; successful integration of the CICE program and its students at this PSI. A variety of methods will need to be used to communicate the change vision, such as: Chair meetings, CICE PAC meetings, conducting focus groups and questionnaires with other program faculty coordinators, with student within the CICE program, and with their non-disabled peers. Movement can be hindered and there is the potential for difficulties arising, such as control from the faculty union. Kotter (1996) stressed that celebrating any short-term wins is an important part of the change process to keep individuals motivated. This OIP will be no different in needing to celebrate short-term successes as this will help to reinforce a strong message for any resisting parties, while implanting confidence in those of support for this change initiative.

Consolidate Gains and Produce More Change, and Anchor New Approaches

The final two stages of Kotter's change process will use the short-term wins to continue to build momentum to produce more alliance in the change process. This will be necessary to ensure that the change is embedded in the organizational culture, which will support anchoring

innovative approaches. These stages are enormously important for this OIP as this aligns with framing the PoP with the underlying social constructivist epistemology and DSE. Examples of short-term wins will be faculty attending professional development on topics, such as UDL and how to modify course learning outcomes for CICE students.

In addition, examples of short-term goals to celebrate will be the development of a formalized peer mentorship program between our Enactus team of students with our CICE students. The Enactus team is a group of students from our business program who design different student-lead projects. One project that the group has recently created is called Endure. The Endure project will be developed on the following three pillars: financial literacy skills, resume building and mock interviews, and soft skills development through presentations. In addition, a peer mentorship program between the Endure and CICE students will be interwoven throughout these three pillars. Students involved with the Endure project have started working on developing financial literacy modules for individuals with DD. Due to this OIP, I am now one of the faculty advisors for the Endure project which has given the CICE students the opportunity to work with their non-disabled peers on this project. A further goal is to have CICE student representation on the Enactus team at Marshall College through the Endure project and collaboration.

This section of the OIP outlined how to change. The following section will outline what to change through a critical organizational analysis.

Critical Organizational Analysis

The two change readiness tools that were used in Chapter 1 to assess the change readiness of Marshall College [Armenakis et al.'s (1999) change readiness model, and Cawsey et al.'s (2016) readiness-for-change questionnaire] were helpful to assess the complexity and scope of change. Table 1 summaries the five necessary factors to determine Marshall College's readiness for change. Armenakis et al. (1999) advised that these five factors play a critical role in the three steps of the change process: creating readiness, change adoption, and

institutionalization. After implementing this exercise, it was apparent there is room for growth

before beginning this change initiative at this organization. Table 1 summarizes the strategies

that I will use to prepare Marshall College for this change.

Table 1

Strategies for Readying Marshall College

Armenakis et al. (1999) Readiness Factor	Strategy
Discrepancy	Communication to inform and educate on AODA and OHRC
Appropriateness	Incorporating a bottom-up/grassroots leadership approach to create the vision
Efficacy	Using a combined transformational-authentic leadership approach to prepare the organization for the change
Support	Identifying and recruiting change champions
Valence	Identifying and communicating about "what's in it for me/change recipients"

The results of Cawsey et al.'s (2016) readiness for change questionnaire showed

Marshall College scored the lowest in the previous change experiences section. This indicates

the need for a prescriptive, highly structured change process, such as the chosen Kotter (1996,

2012) eight-stage change process. In contrast, Marshall College scored high in senior leaders

likely to view this change initiative as appropriate for the organization. More importantly, with the

increase of students with DD accessing PSE due to AODA and OHRC law, there is compelling

external data supporting the need for Marshall College to support this OIP and the inclusion of

the CICE program and its student in the PSE environment. Cawsey et al. (2016) stated that "by

considering what is promoting change readiness, change agents can take action to enhance

readiness, for instance, if employees believe they lack the needed skills, steps can be taken to

address such matters" (p. 110). The perceived lack of awareness, knowledge, and skills

prevents administrators, faculty, staff, and the non-disabled students from effectively supporting

the CICE program and its students. Therefore, a gap exists between the organization and CICE.

An organizational analysis of Marshall College uncovered many gaps, most of which exist due to the hierarchical structure and autocratic leadership approaches from our SOG that were described in Chapter 1. In addition, the multiple departments organized into schools make it challenging to coordinate activities and have successful cross-departmental communication. This OIP does not expect to change Marshall College's organizational structure; however, it intends to identify applicable alterations in organizational practice that can lead to significant meaningful change. To provide a comprehensive picture of Marshall College, its constituent parts, and how they all fit together, Nadler and Tushman's Organizational Congruence Model (1989) will be used. This model aligns with this OIP as it requires congruence between tasks (the work of the organization), people, structures and systems, people, and culture. Nadler and Tushman's (1989) Congruence Model is shown in Figure 5.

Figure 5

Nadler and Tushman's Congruence Model
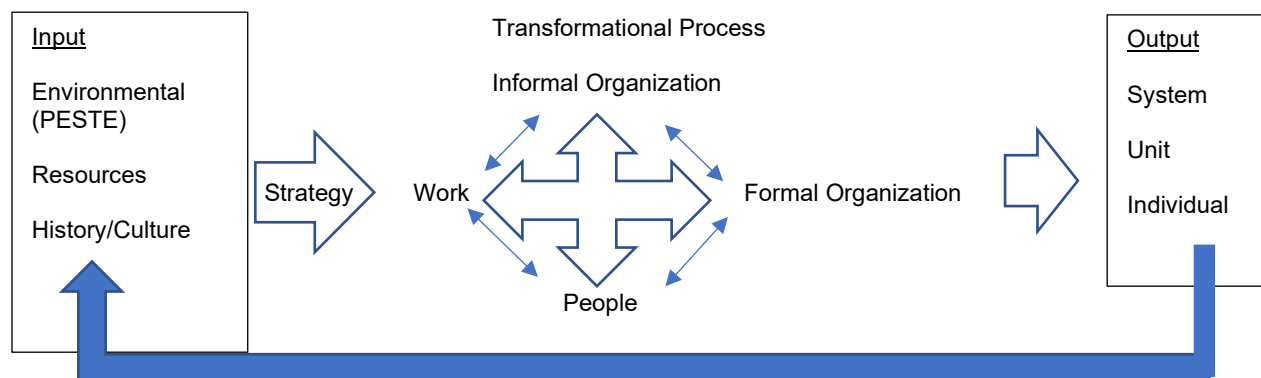
Note. Adapted from "Organizational Frame Bending: Principles for Managing Reorientation" by D. A. Nadler and M. L. Tushman, 1989*, Academy of Management Executive, 3*(3), p. 195 (https://doi.org/10.5465/AME.1989.4274738). Copyright 1989 by Academy of Management Executive.

Nadler and Tushman's Congruence Model

The congruence model describes an organization and its relationship to its external environment. It is centered on the principle that an organization's performance comes from four

essential parts: tasks, people, formal organization, and informal organization. The more these four components are in congruence with one another, the better the institution's performance is in the external marketplace (Cawsey et al., 2016). The congruence model supports this OIP as it considers how dynamic organizations are, how they are constantly interactive with their continuously changing environments, and how changing one aspect will affect others. Nadler and Tushman's model provides a template that assists in organizational analysis by linking environmental input elements to the transformational process to lead to desired outputs (Nadler & Tushman, 1989). The congruence model will be used in the next section to provide a more detailed organizational analysis of Marshall College. Nadler and Tushman's (1989) Congruence

Input: Environmental, Resources, and History

External environmental factors, such as the political, economic, and social factors that were discussed in Chapter 1 as part of the PESTE analysis, play a significant role in influencing what organizations choose to do. To further add to the PESTE analysis, the Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities October 2018 report, stated that "accessibility remains siloed within postsecondary education" (AODA, 2018, p.1). This report was published by the National Education Association of Disabled Students (NEADS). In addition, it was reported that the culture in PSE is failing its disabled students. Student Service departments are doing what they can within their parameters, however, they are often underfunded and understaffed (AODA, 2018). Supplementary to this, there is also a cultural stigma against disabilities that make it difficult for support service departments, such as Student Services to do their job effectively (AODA, 2018).

This analysis of Marshall College's external environment is a fundamental change in the ability to see implications for action at this institution. Acknowledging the college's history and recognizing the impact and constraints, while dealing with the current external environment, is necessary to produce the desired results.

Strategy

Strategic choices have an incredible impact on how the organization allocates resources and how to develop planned tactics towards improvement. Cawsey et al. (2016) outlined questions change agents need to consider, such as "what are the purposes and objectives of the planned change in the context of the organizational strategy? (p. 70). In other words, is it about fine-tuning or does the change involve something larger like changes to the strategy itself (Cawsey et al., 2016)? For Marshall College, the strategy that has the potential to increase the lack of inclusion of the CICE program and its students, involves collaborative planning and communication to bring awareness to administrators, faculty, staff, and non-disabled peers. In addition, the construction of well-planned professional development aimed at properly addressing UDL, modifications to curriculum, and training resources are needed for both administrators and faculty.

Cawsey et al. (2016) stressed that the change strategy is an essential area of attention for change agents. Marshall College is advised to develop an appropriate plan of action that can address AODA legislation that is coming into effect by 2025. Increasing the inclusion of the CICE program and its students is one strategy that will benefit this institution, as it has the potential to bring much needed awareness and change around students with DD accessing PSE. Workable solutions for this PoP will be addressed in the following section, but before this, a continuation of Nadler and Tushman's Congruence Model and an analysis of the transformation process and Marshall College will be next.

Transformation Process

In the next elements of the congruence model, Nadler and Tushman describe the transformational process as one where the organization's components are united to produce the outputs (Cawsey et al., 2016). The transformational process includes the work done in the organization, the formal organization, the informal organization, and the people in the organization. I will be combining the work and the formal organization by reviewing the gaps

identified from the cyclical review, annual review and KPI data that was mentioned in Chapter 1. I will then discuss the informal organization and the people. Each element in the transformation process offers insight as to why there is a gap between the current state and the desired state of the organization.

Work, and the Formal Organization

Internal data from the cyclical review, the annual review, and the KPI surveys that were mentioned in Chapter 1 will be used to provide specific analysis of the CICE program. The gaps identified during these reviews included: a lack of cohesive learning outcomes in the core CICE curriculum structure; the lack of perceived preparedness of college faculty in delivery modified academics to a differing group of students; preparedness by many leaders, faculty, and service areas to work with the increased number of students with DD; reduced services available for students with DD; and continuing small numbers of students with DD self-reporting meaningful interactions with their non-disabled peers. As mentioned, these gaps have contributed to the CICE program and its students operating and participating in isolation, separate from the rest of the college.

Marshall College's CICE cyclical review was organized into specific categories that examined the core CICE courses, the course learning outcomes, credit hours for academic concentration classes and feedback from external stakeholders that was obtained from CICE PAC members and current and graduate students of the program. It was found that several course titles in the CICE program do not represent the course descriptions accurately, and there were several course learning outcomes that overlapped with each other.

The Stakeholders' Feedback section included survey results from external stakeholders and both current and graduate students of the program. Inconsistencies of academic concentration credit hours were found depending on the academic concentration area a student chose. For example, if a student chose culinary for their concentration, a student would be in a separate CICE culinary lab for three hours a week and was not integrated into the culinary

program at all. However, if a student chose woodworking, they were integrated into the lab with other PSE students for eight hours a week. It was also noted that CICE students have a limited amount of academic concentration course selections. Further to this, it was noted that the CICE PAC members felt that professors in academic concentration classes did not know how to modify learning outcomes and assessments to meet the CICE student's individual needs.

Pre and co-requisites were reviewed to allow for student progression in the program in a way that ensures their successes. However, due to the need for major changes in the program curriculum, the pre-and co-requisites will be addressed after the program chart changes have been approved.

The annual review considers KPI survey results, and these two forms of organizational and program analysis get captured together. The feedback from the students who graduated from the CICE program showed that managing time and taking responsibility for actions and decisions were noted as extremely important skills they gained from the CICE program. Without the program, students would not have been able to benefit from the college experience. However, comments were also captured on the bullying they felt in the classroom and stated:

> Teachers need to be more proactive at stopping the bullying that happens in the classroom student to student. They really need to intervene and suggest that the bully leave the room or knock it off. It must be scary for the people being bullied, let alone us who are watching. (CICE Student, February 2021)

In the Retention section, there were no student withdrawals and no dismissals, but there were two students that were unsuccessful due to personal issues. Enrollment and application growth are increasing. This is due to AODA and OHRC legislation. Throughout this annual review and KPI analysis, it has been discovered that it is difficult to separate the analysis of the CICE program specifically compared to the student's experiences in their academic concentration classes.

The gaps identified during the cyclical review, along with the annual review and KPIs will

be addressed in the upcoming section on practical solutions to address this PoP. The formal

systems and structures affect the behavior of individuals and change agents need to understand

how these structures can be used to lead the change process.

The Informal Organization and People

The informal organization is about the relationships among people in the organization

and reflects the way the culture exists in the organization (Cawsey et al., 2016). The informal

system includes the culture of the institution, the norms about how things are done, the values,

the beliefs, and the managerial style (Cawsey et al., 2016). The current informal systems that

are in place at Marshall College are creating an uncooperative work environment, as the

acceptable norms, values, and beliefs are not congruent with the college's vision, mission, and

values statements. For example, some administrators and faculty have stated and feel that

having CICE students integrated into their courses put undue hardship on the programs and

staff. There is a deep gap between the published vision, mission, values, and how the college

carries out the day-to-day operations.

In summary, Nadler, and Tushman's Congruence Model (1989) provides a framework

that offers a full set of organizational variables to complete an organizational analysis. It

combines the environmental input factors to the organization's components to produce outputs

on a system, unit, and individual level. This model has highlighted the gaps between the current

state of Marshall College and the desired future state. Viable solutions to address these gaps

will be explored in the next section.

Possible Solutions to Address the Problem of Practice

To achieve the desired future state of increased inclusion of the CICE program and its

students at Marshall College, I explore five practical solutions. As I discuss each solution to

address the PoP, I will also address the resource needs, benefits, and consequences to each

solution. The five options are: 1) maintain the status quo, 2) concentrate efforts on CICE

program curriculum, 3) apply a top-down approach to visioning, 4) apply a bottom-up/grassroots

leadership approach through a combined transformational and authentic leadership style to create vision, and 5) apply a hybrid approach combining two solutions.

Solution 1: Maintain the Status Quo

Currently, a unified vision and awareness of the CICE program and its students does not exist. Although the organizational analysis clearly outlined the gaps and need for change, Marshall College could opt out of wanting to make any changes at this time. Since the organizational structure is hierarchical and operates under an autocratic leadership style, the organizational force is strong to continue to operate the way in which it was originally programmed to do. If Marshall college continues with the status quo, it will continue to run like it was programmed to do even though it would not align with its vision, mission, and values statements or CICE program goals. Although this solution would not address the PoP, the lack of change is a choice. Cawsey et al. (2016) stated "fortunately or unfortunately, inaction and avoidance are no solution" (p. 24).

Resource Needs

This option would not require any new goals or priorities, practices, or policies. There would not be any organizational or cultural change. There would not need to be any new or additional resources regarding finances, faculty, staff, technology, or information.

Benefits and Consequences

In the short-term, one benefit of maintaining the status quo is that this option requires the least amount of effort. Buller (2015) noted that organizations can become stuck in "the trap known as action bias—the fallacy that it's always better to be doing something rather than nothing" (p. 57). Considering the amount of change that has occurred in recent months due to the COVID-19 pandemic and changes to lab and lecture sizes, administration, faculty, and staff could have valid reasons for wanting to keep the current state for the time being.

Consequently, conserving the status quo will not uphold AODA legislation. To draw the

SOG's attention to change how this institution has been programmed to operate, funding and legislation will need to be highlighted to re-set the system design.

Bolman and Gallos (2011) considered leadership from the political perspective and the challenge of making change is getting enough power to move the agenda forward. Initiatives move forward when leaders take a step back to evaluate the political landscape to find out who the players are and their interests. Interests shift in response to events. With AODA legislation coming into full effect by January 2025, this could be the event I emphasize to gain the attention for a research informed model to guide the full integration of the CICE program and its students at Marshall College. There is a clear set of rules that lend itself to the legal and equitable portion of leadership ethics. However, if the college were to keep the status quo, the organization may be forced to engage in reactive change as opposed to anticipated, planned change.

Solution 2: Concentrate Efforts on CICE Program Curriculum

The second possible solution would focus solely on the CICE program curriculum. During the cyclical review, changes to the program curriculum were identified as action items. There are redundancies with course learning outcomes between CICE courses, and pre and co-requisites need to be adjusted to allow for successful student progression in the program. It would be recommended that the program team review the CICE course outlines to determine where to keep and where to remove certain course learning outcomes. As a result of this, there will be room in the program chart to add new courses that align with the program's mandate. For example, by removing the duplication of learning outcomes from the course Transition to College and Transition to Community and place these learning outcomes in the Field Placement Preparation courses, courses that concentration on student wellness and student advocacy can be included in the program chart.

Resource Needs

Any solution or option will need more resources compared to maintaining the status quo.

As part of a faculty's standard workload formula, release time is given when the program is undergoing a cyclical review. Release time from teaching could therefore be given to myself and our CICE faculty to complete the program chart changes.

Benefits and Consequences

By concentrating efforts on the CICE program curriculum, this would directly benefit the CICE student. They would receive preparation and value for life and employment skills from their core CICE courses. In addition, with proper pre and co-requisites in place, this would allow the CICE student to progress in the program in a way that prepares them for success.

The consequence to this option is that it does not address the lack of inclusion of the CICE program and its students. Although this would close one gap identified during the organizational analysis at the program level, it does not directly solve this PoP. If this solution were chosen, the CICE program and students would still be experiencing segregation at Marshall College. This solution also does not address those few administrators, faculty members, who are acquainted with UDL principles. Further, this solution does not address the need for educators to become more aware of their own attitudes toward students with DD and how the language they use when addressing disability reflects those attitudes. It is problematic to provide a welcoming and respectful space for learning when administrators, faculty, and staff use "othering" language to describe students who are considered mainstream versus "the others" (i.e., everyone else). The underlying attitude conveyed by other language is that students in PSE with DD are deficient rather than merely different.

Solution 3: Apply a Top-Down Approach to Visioning

The third possible solution to this PoP would be a top-down approach to create the necessary vision for change. Although I do not have the agency to lead this option alone, I have established positive professional relationships with our SOG since I have been a part of this institution for 14 years. I can use my knowledge and experience from coordinating and teaching

in the CICE program to establish the need for change at Marshall College. This would require meetings with the SOG, and the Chair of Community Studies (the school that CICE belongs to in the organization). From these meetings, the SOG could use their authority to create the sense of urgency that Kotter's (1996, 2012) first step in the eight-step change model suggested to all the departmental Chairs across the college. Kotter (1996) presented this as a critical step for individuals in the organization to see and understand the direction in which the change initiative is moving towards.

Resource Needs

This solution or option will need more resources compared to keeping the solution only at program level. The SOG and Chair of Community Studies would first need the information to understand all the factors influencing this need for change. From these initial meetings, the SOG and Chair of Community Studies would need time to develop a clear compelling vision that would need to be communicated to all departmental Chairs. From there, the departmental Chairs of each school would also need to continue communication with their entire departmental teams across all programs in their school. The individual Chairs of each school do not all come from an academic background. Many were hired due to their managerial skills and experience; thus, resources would be needed for the departmental Chairs to fully understand this PoP for them to communicate the messaging appropriately. Further, supporting policies and procedures, such as the Accessibility Policy and the Five-Year Accessibility Plan would need to be updated to represent the vision.

Benefits and Consequences

The benefit to Solution 3 is that this option fits immediately inside the hierarchical structure and autocratic leadership style of Marshall College. Kezar (2018) discussed leadership strategies of those in position of power and stated, "these leaders often have the ability to mandate change, alter rewards structures, use devices such as strategic plans, refine mission

and vision statements, and have other mechanisms to support change" (p. 136). This option supports the efficiency that an autocratic leadership approach offers, and that Marshall College values. In addition, only those in formal leadership positions have access to institutional funds and can reallocate funds within institutional budget to support change. According to Kezar (2018) this is one of the fundamental controls that those in positions of power hold.

Inversely, there are disadvantages of using a top-down implementation of visioning approach. For example, it was noted in the organizational analysis section that previous change initiatives have not been led with success. One probable reason for this could be due to the difficulty and lack of communication across the various departments. Further to this, faculty and staff may be leery receiving the message only from administrators as it was stated earlier that one of the drawbacks with the autocratic leadership approach at Marshall College is the lack of trust for long term planning.

Ethical concerns are another drawback to this solution. Kezar (2018) explained the change initiatives that tend to come from top-down leadership approaches serve "the managerial or elite interests" (p. 27). Kezar (2018) stressed that students' interests, especially in PSE "should be the ultimate interest served through any change initiative because they are the primary beneficiaries and main focus of educational institutions" (p. 29). Those that benefit from the change need to be considered

This PoP focuses on the inclusion of the CICE program and its students in this institution. The multiple perspectives, opinions, and views that make up the current landscape at Marshall College need to be heard and included regarding the desired future state. These influences would not be received if Solution 3 were to be chosen on its own. Moreover, this option, if chosen, could affect how the faculty, staff and students accept this change if they feel as though their opinions were not warranted. This could potentially lead in the opposite direction of organizational climate and culture wanted for our CICE program and students.

Solution 4: Applying a Bottom-Up/Grassroots Leadership Approach

The fourth solution involves a bottom-up/grassroots leadership approach of vision. As a faculty member in the CICE program, and a faculty mentor across the college, my agency is at the micro level, and I am considered an informal leader. I have a position of influence, and I can develop a vision for this change initiative through transformational and authentic leadership approaches. I can create an environment which encourages collaboration to develop a common vision within our CICE program. In addition to this, Kezar and Lester (2011) suggested nine strategies for grassroots leaders to leverage for creating change. Of these nine strategies, I can exert my agency in the following areas: intellectual opportunities, professional development, working with students, garnering resources, leveraging curricula, and using classrooms as forums, gathering data, joining, and utilizing existing networks and partnering with influential external stakeholders (Kezar & Lester, 2011).

Resource Needs

In comparison to the other three solutions presented, this solution would be the most challenging option because of the time and resources needed. For example, because this option does not involve administration, it would require an extensive amount of additional time outside of the faculty's teaching hours to attend to the areas mentioned above where I can exert my agency. Added resources would need to be developed to properly prepare and deliver effective professional development sessions to administration, faculty, staff, and students. Time and resources would also be required for the Endure project between the Enactus students and the students in the CICE program.

Benefits and Consequences

Kezar (2018) explained that the strategies mentioned with this solution all share a connection to "reinforcing the academic values, student learning, and the education mission of the institution" (p. 139). In addition, because these strategies are related to the mission, this

helps deflect any resistance from others who might try to depict the change as oppositional to the institution. It can be "easy to squelch bottom-up changes" (Kezar, 2018, p. 139), but when carefully framed, these strategies have been successfully used by grassroots leaders and have created effective change across many higher education settings (Kezar, 2018). Further to this, Solution 4 would also provide closure to the gaps that were identified: a lack of cohesive learning outcomes in the core CICE curriculum structure; the lack of perceived preparedness of college faculty in delivering modified academics to a differing group of students; preparedness by many leaders, faculty, and service areas to work with the increased number of students with DD; reduced services available for students with DD; and continuing small numbers of students with DD self-reporting meaningful interactions with their non-disabled peers.

While this solution offers many strengths, there are also consequences that need to be considered. Solution 4 has the greatest need for resources and time out of the three solutions presented. This also does not involve administration directly, which does not align with Marshall College's organizational structure and leadership style. Solution 4 does not consider the value of engaging with various levels of the organization for partners and it does not consider the SOG as part of the leadership process.

Analysis of Solutions and Emergence of Solution 5: A Hybrid Solution

After careful consideration and reflection between top-down and bottom-up approaches to create a vision and strategies to bring forward practical solutions, it has been determined that no one solution will be perfect. Although only using Solution 3 would fit within Marshall College's hierarchical structure and autocratic leadership style and would be most effective when considering time and resources required, it raises concerns about who the change is intended for and does not consider the opinions and views of the faculty, staff, and students. While keeping the status quo would be the easiest option, this does not address the lack of inclusion of the CICE program and its students and cannot be considered as a real solution. Moreover, to gain the SOG's attention to change how this institution has been programmed to operate,

funding and legislation will need to be highlighted to re-set the system design.

Table 2 offers a summary of the four solutions presented and shows that Solution 4 would provide the greatest benefit for this change. However, the amount of time, information, and financial resources that would be required to use Solution 4 on its own would not be realistic for myself and our CICE team. Kezar (2018) noted that grassroots leaders commonly do not trust their administration, and as a result, opportunities are missed for institutionalizing the change and making the change permanent. A key component in the change process for second-order change to occur is institutionalizing the change for it to "stick." Involvement from top-down administrators will be necessary so that the appropriate amount of time and resources can be allocated for this change. Most important, having the SOG involved will be necessary to make this a permanent cultural change across Marshall College.

Table 2

Summary of Solutions

	Solution #1: Status Quo	**Solution #2: CICE Program Curriculum**	**Solution #3: Top-Down**	**Solution #4: Bottom-Up/Grassroots**
Resources Needed	Most Favourable	Most Favourable	Moderately Favourable	Least Favourable
Benefits	Least Favourable	Moderately Favourable	Moderately Favourable	Most Favourable
Consequences	Least Favourable	Least Favourable	Most Favourable	Moderately Favourable
Addresses the PoP	Least Favourable	Least Favourable	Moderately Favourable	Most Favourable

Solution 5: Hybrid Approach

The last solution offered is a hybrid approach that combines both Solution 3 and Solution 4. Solution 3 aligns with the SOG leadership, while Solution 4 aligns with my transformational and authentic leadership style. This solution could offer the most favourable benefits of Solution 4 and could provide the necessary resources.

Resource Needs

A Hybrid approach to address this PoP would require me to lead in the development of an accepted change vision for the CICE program and its students at Marshall College through transformational and authentic leadership among the internal and external stakeholders of Marshall College and the CICE program. I will need to involve the SOG to build a coalition, set agendas, and negotiate interests as Kotter (1996, 2012) suggests. With administration's support, this will also allow participants time and resources to create and/or attend the training and information sessions that will be necessary to spread this change initiative and vision across the multiple schools and departments at Marshall College.

Benefits and Consequences

To have the most favourable benefits of Solution 4, support from the senior administration will be necessary to provide the time and resources to achieve these benefits. This option also involves creating trust through transparency and support to form a team atmosphere to work effectively with our administration. Bolman and Gallos (2011) mentioned "leaders are expected to make things better and to stay ahead in a rapidly changing higher education landscape" (p. 64). The hybrid solution can build the necessary bridge between transformational and authentic leadership and autocratic leadership, where there is a need for appropriate structure that contains policies and procedures and where faculty support the campus goals and vision. In addition, with this combined approach there will be leverage for participation and involvement in building a coalition. Education and communication can be used at all levels of the organization to overcome any resistance to this change experienced.

A consequence to this approach is that sometimes those in position of power do not share similar interests with grassroots leaders (Kezar, 2018). Administration often do not involve other leaders across the college who could provide backing and legitimacy for these efforts and future vision of the desired state at Marshall College.

Selection of the Preferred Solution

Based on the results summarized in Table 2, the solution that will be incorporated into the remaining portions of this OIP, will be Solution 5 as the hybrid approach allows for this OIP to align within the organizational structure in Solution 3 and transformational and authentic leadership from a grassroots approach in Solution 4. As the faculty lead for this OIP, Solution 4 will be the dominant solution in this change initiative, however, there will be aspects of Solution 3 that will be necessary to incorporate to have the time and resources.

I will need support from the SOG to close the gaps mentioned in the cyclical and annual review, as well as the KPI survey results. For example, to help increase the integration of the CICE students into Marshall College's campus environment, a suggestion from the external stakeholders was to expand the choices for academic concentration courses. The program curriculum chart will need to be modified to support this and sent for proper approval. As a grassroots leader, Kezar (2018) noted that aligning one's interest with other grassroots leaders and with top-down leaders with similar goals can be effective in the process of uniting with top-down efforts. As a grassroots leader, I can use my coalition to construct a base of support so that top-down leaders see that there is a great amount of support for the initiative. Lastly, through the hybrid solution, the institution can build a culture that aligns with its purpose and values to act as the bond that harmonizes everyone working together.

Integrating Solution 5 with the PDSA Cycle

Assessing, monitoring, and evaluating change can be challenging with second order change initiatives which are often cultural, and escape measurement tools and metrics. This OIP will use Deming's (1993) scientific method which was later called the Plan Do Study Act (PDSA) model as the tool used to assess, monitor, and evaluate change in Chapter 3. Using Kotter's (1996, 2012) Eight-Step Change Model to lead organizational change, the PDSA cycle will be used at each step to ensure for early and frequent evaluations. First-order changes will occur along the way which mirrors Kotter's (1996) step six of eight about celebrating small wins

to gain momentum toward the second order change. The cyclical nature of the PDSA cycle will also help address the limitations of Kotter's (1996, 2012) linear change model.

In summary, this section of the OIP investigated five viable solutions for addressing this PoP. After a balanced critique and analysis, a hybrid approach of combining the benefits of both Solution 3 and Solution 4 will be applied to Kotter's (1996, 2012) eight-step change model for leading the change process. The PDSA cycles will serve a valuable model to monitor and evaluate the change process in Chapter 3. Figure summarizes the PDSA model.

Figure 6

PDSA Model
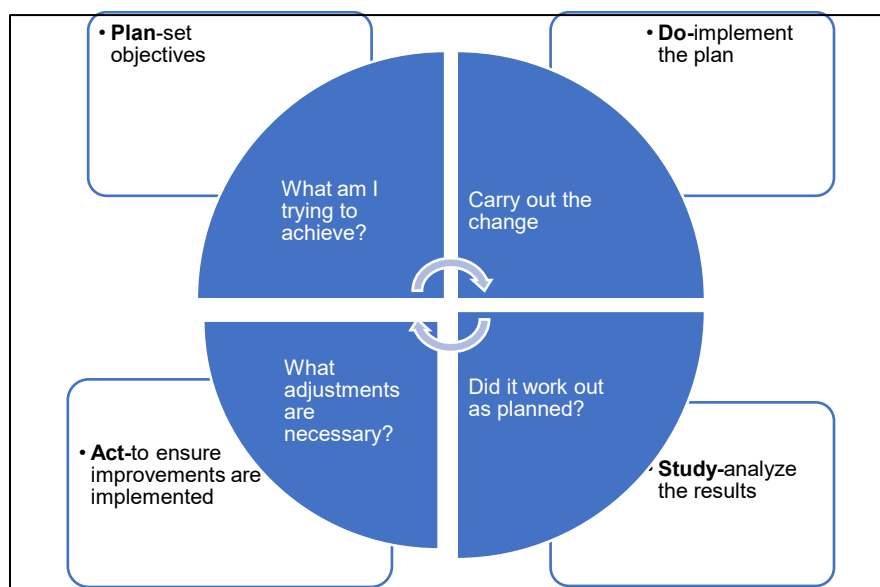
Note. This figure was adapted from Moen R. D, & Norman, C. L. (2010). *Circling Back*. *Clearing up myths about the Deming Cycle and seeing how it keeps evolving*.

Leadership Ethics, Equity and Social Justice Challenges in Organizational Change

This section will address change in the contexts of equity, ethics, and social justice. The ethical responsibilities of the organization and organizational actors will be recognized and addressed in the change planning. Further, the equity context of the PoP will be clearly identified. Lastly, the importance of equity will be clearly embedded in the change planning.

Ethical Responsibilities of Organization and Organizational Actors

Ethics is a critical leadership element related to inclusion, collaboration, and social justice. Burnes and By (2012) argued that all leadership approaches and all methods of change are rooted in a set of values. They also argued that all stakeholders in an institution have a responsibility to ensure ethical outcomes (Burnes and By, 2012). Since leadership and change exist together, leaders "must possess a moral compass which ensures that they do not abuse the faith that is placed in them and the unique freedoms which they enjoy (Burnes and By, 2012, p. 242). Instructive leadership, specifically in community colleges, has been referred to as an ethical enterprise where leaders often confront complex, multidimensional, and dynamic moral challenges (Hellmich, 2007; Nevarez & Wood, 2010; Vaughan, 1992). Wood and Hilton (2012) suggested five ethical paradigms (ethic of justice, ethic of critique, ethic of care, ethic of the profession, and ethic of local community) to consider potential ethical approaches to resolving ethical predicaments. I will use these five paradigms to analyze this PoP.

Ethic of Justice

Governance structures are complex in community colleges and as a result the community college administrators are accountable to several constituencies and supervision bodies. Ethic of justice endorses decisions based on the law and on concepts of fairness, equity, and justice (Shapiro & Stefkovich, 2005, p. 13). From this paradigm, administrations' choices are directed through the laws, policies, codes, and procedures (Wood & Hilton, 2012). Leaders have a responsibility to follow the rules governing their profession (Maxcy, 2002).

Marshall College's Accessibility Policy and Accessibility Plan are meant to promote equal opportunity in education. In addition to institutional policies, there are policies that mandate Marshall College to meet AODA legislation. To address the barriers that students with DD experience in Ontario PSE, the Ontario government created an Education Accessibility Standard under AODA. The government of Ontario selected the Post-Secondary Education Standards Development Committee to make recommendations for what the accessibility

standards should include to address the barriers that exist in Ontario's PSIs for students with DD (OHRC, 2021b). Under the AODA, an accessibility standard is an enforceable law that Marshall College must follow, including the timelines required to remove or prevent the disability barriers (OHRC, 2021b).

Ethic of Critique

While the ethic of justice acknowledges that no law or code is perfect, leaders are still to maintain the law or code until they are changed. Opposite to this, the ethic of critique observes laws as "providing an advantage to certain groups over others" (Wood & Hilton, 2012). In this view, law is seen as promoting social hierarchies based on race, gender, and class (Caldwell, et al., 2007; Shapiro & Stefkovich, 2005). Aligning this with community colleges, this idea is rooted in the college's historical foundations that colleges were intended to give advantage to the privileged by dividing the elitists from the public and as a mechanism for social progression. From an ethic of critique stance, leaders should examine how rules, laws, policies have dissatisfied the disabled (Schulte & Cochrane, 1995). Rapid growth at Marshall College, along with an increase in student diversity has SOG needing to become more acclimated to the needs of the multiple groups representing this college. The hierarchical structure and autocratic leadership approach at Marshall College uses mechanisms for control and direction to gain compliance, however according to Plowman and Duchon (2008), "understanding is better achieved when many voices are heard, not just the voice of the leader" (p. 148). This stresses the need to give voices to those from underrepresented groups.

Ethic of Care

According to Shapiro and Gross (2008), ethic of care is portrayed by qualities such as, compassion, trust, and understanding. Comparable to ethic of critique, ethic of care is also contrasted to the ethic of justice (Shapiro & Stefkovich, 2005). Leaders engaging in ethic of care nurture acceptance of multiple sociocultural realities (Shapiro & Stefkovich, 2005), with the

determination of improving the position of others. Shapiro and Stefkovich (2005) stressed that an ethic of care supports student development with a focus on accompanying students in accomplishing their PSE and professional goals.

Sullian (2001) discussed college leaders who operate with the ethic of care perspective value mentoring, building a sense of community, and inspiring institutional members. These are all attributes also associated with the transformational and authentic leadership approach chosen to lead this PoP and change initiative. As a transformational and authentic leader, I am not only concerned and involved in the change process; I am also focused on helping every member involved succeed as well. Leadership experts suggest that having a strong vision of the future goal is a critical role. Not only is it important for me to believe in this vision for change, but I also need to inspire others to buy into this vision as well. According to Avolio et al. (2004) authentic leaders "know who they are what they believe and value, and act upon those values and beliefs while transparently interacting with others" (p. 803). Authentic leadership is closely entwined to the commitment of others which characterizes the leader's moral responsibility.

The ethic of care model is vital for Marshall College to align itself with its mission of transforming lives through accessible educational experiences. Buller (215) noted that colleges and universities remain highly fluid environments and change processes fail because they start at the wrong place "by trying to change the organization without first trying to change the organizational culture (p. 173). As an institution that serves the needs of the students and the community, Marshall College must place students with DD at the forefront of their decision-making processes. By examining alternative courses of action from an ethical care perspective, an environment of collegiality, trust and support can be built between Marshall College's SOG, faculty, staff, and students.

Ethic of the Profession

The ethic of profession recognizes that there are regulatory codes, principles and expected behaviour within each profession (Wood & Hilton, 2012). Obeying these is a required

responsibility of leaders. Shapiro and Stefkovich (2005) explained that leaders should adhere to the professional code of the ethics through the lens of their training and preparation experience in the college, or in education. Marshall College's SOG code of ethics originates from the local level (campus), the system or provincial level (governing boards), and the national level (associations). For example, Marshall College's SOG have a duty to the Board of Governors to provide them with accurate information in a timely fashion and that includes details of any imminent issues. In addition to this, the SOG has a responsibility to carry through the Board of Governors mandates and accurately relay this information to the Executive Directors, Deans and Chairs. All administration, faculty and staff have a responsibility to report to superiors in the college setting (Starratt, 2004). Navarez and Wood (2010) noted that all leaders, regardless of their position in the organizational chart, should provide their superiors with precise information.

Further, the ethic of profession perspective stresses the duty that all leaders have to their administration, faculty and staff and should create high principles of performance while also working to attain "an environment of support, collegiality, and mutual respect" (Wood & Hilton, 2012, p. 205). Just as transformational and authentic leadership approaches discuss the need to motivate and influence individuals, ethic of profession also discusses the need for leaders to model the behaviour and the values they aspire in others.

Moreover, leaders at Marshall College have responsibilities to the students we serve. Leaders are expected to support institutional diversity, have mutual respect, and support differences. Regardless of the rank of our leadership position, as college leaders, we have an obligation to create a supportive environment for students by inaugurating and upholding standards of excellence. As mentioned, Marshall College's vision discusses excellence in all we do. It is the hope that this OIP will work towards establishing an intellectual, emotional, and physical environment where students in the CICE program feel that they belong, that they are safe and that they are supported (Starratt, 2004).

Ethic of Local Community

The ethic of local community is an additional paradigm suggested by Wood and Hilton (2012). The ethic of community is imbedded in the concept that community colleges have a purpose to serve "the needs, interests, and public good of the local community, defined as the service region of the institution" (Wood & Hilton, 2012, p. 206). This perception is grounded in utilitarian, consequentialist and communitarianism as these perspectives highlight the best course of action is to put the society's needs over individual needs. The ethic of community puts the best interests of the community at the forefront of decision making (Wood & Hilton, 2012).

In 1965, the Ontario government created publicly funded Colleges of Applied Arts and Technology for those students who were not considering attending university after high school and were looking for technical and vocational education to meet the needs for skilled labours in Ontario. Since then, Marshall College has remained committed to offering programs that will prepare graduates with the skills they need to enter the workforce and serve the demands of our community. One of the mandates of the Board of Governors is to be accountable to a variety of stakeholders including the wider community. For example, as previously mentioned about CICE's PAC, all programs within Marshall College have a PAC that encompass community partners and employers who assist in the curriculum and program delivery. The CICE PAC will be included in this change initiative so that their interests are shared and are part of the common vision for the integration of the CICE program and its students.

In summary, the five ethical paradigms (ethic of justice, ethic of critique, ethic of care, ethic of the profession, and ethic of local community) that Wood and Hilton (2012) examined were shared and discussed as they pertain to this OIP.

Equity Context of Problem of Practice

Returning to Schein and Schein's (2016) lily pond metaphor that represents the diverse cultural levels in the organization, what we physically see at the surface can be different from what the rooted values and beliefs are in the organization. Ryan and Rottman (2007) itemized

numerous assumptions of social justice, leadership, and policy. One assumption discussed patterns of the underprivileged are not always visible since they are so entrenched in the fabric of our everyday life. Whether these patterns are observable or known, they infuse in our daily interactions and "have a more profound impact on our conduct than do formal laws or policies (Ryan & Rottman, 2007, p. 13). Dei et al. (2000) stated that education should not replicate the status quo but should bring social action knowledge. Dei et al. (2000) listed best practices to act as a framework for inclusive PSE which included items, such as diminishing the status quo, handling resources, policy, decision making, and supporting educators. It was accentuated that it is purely not enough to have the administration change policies and procedures to change injustice. Individuals will need to pay attention to the less obvious and more predominant structures for change to occur (Dei et al., 2000).

Further to this, Burns' (1978) perception on leadership equity aligns with my transformational leadership approach which stresses values, such as liberty, justice, and equity. However, the absenteeism of social justice and student diversity, with specific reference to students with DD, is representative of the neoliberal obligations that drive education policy reforms. Theoharis (2007) made connections between social justice and inclusion of students with DD. Although there is theoretical work in social justice and leadership, there is an absence of research that "address the ways in which leaders enact justice, the resistance they face in that work, and how leaders maintain themselves to continue their pursuit of equity and justice" (Theoharis, 2007, p. 222). Theoharis and Scanlan (2015) discussed the need for a paradigm shift when we think about inclusive schooling. Inclusive education at its core means that all students with DD are learning and socializing in the educational setting, and administrators and educators are providing inclusive amenities to meet the needs of their students. Sapon-Shevin (2003) specified, "inclusion is not about disability…inclusion is about social justice…by embracing inclusion as a model of social justice, we can create a world ft for all of us" (p. 26). There needs to be an acknowledgment of

the neoliberal system influencing Marshall College and this PoP. Although this is not a system to perpetuate, it is one that must be worked within.

Equity Embedded in Change Planning

Kotter (2012) stressed the importance of explaining why change is necessary and the need to communicate the vision for change successfully. It will be essential to assist administrators and faculty in seeing that the students and their learning are at the center of this change initiative, rather than helping other interests or agendas. Additionally, there is a need for stakeholders to understand the consequences if these changes do not materialize. The chosen solution 5 attends to each of the five ethics discussed above. This solution offers the voice of many, and not just administrators. Including students with DD in higher education allows for equal opportunity for all in the community and an acceptance of multiple sociocultural realities.

Chapter 2 Summary

Chapter 2 communicated the transformational-authentic leadership approaches to change and Kotter's (1996, 2012) eight-stage process of change for leading the change process. In Chapter 3, I will shape the implementation, evaluation, and communication strategies for this change initiative. Lastly, next steps and future considerations of the OIP will be considered.

Chapter 3: Implementation, Evaluation, and Communication

The first two chapters of this OIP provided a detailed description of the problem, introduced the context, vision, and leadership agency for organizational change related to the problem. In Chapter 1, the PoP was framed with the interpretivist, social constructivism epistemology, and Capper's (2019) DSE epistemology. Further to this, Bolman and Deal's (2017) Four frames model was used to frame the PoP with its alignment to the nature of this OIP and hierarchical organizational structure of Marshall College. In Chapter 2, the planning and development phases were shaped by describing transformational and authentic leadership approaches for leading change through Kotter's (1996, 2012) Eight-Step Change Model. The organizational data was analyzed to select the best change path and the context of equity and social justice were discussed. In Chapter 3, the closing chapter, I revisit the organizational analysis and the chosen solution identified in Chapter 2 to explain how the change will be implemented. In addition, this concluding chapter will discuss methods for monitoring and evaluating the effectiveness and the plan to communicate the need for this change and change process. Finally, this last chapter will end by exploring the next steps and future considerations.

Change Implementation Plan

An implementation plan for change needs to be entrenched in a robust knowledge of how the organization operates and what needs to be accomplished (Cawsey et al., 2016). Regardless of the plan for change, "the success of a change is enhanced when people understand what it entails, why it is being undertaken, what consequences of success and failure are, and why their help is needed and valued" (Cawsey et al., 2016, p. 308). This change implementation plan is designed to fit the overall organizational strategy and structure context. It also aims to engage all stakeholders in the change implementation process to evaluate their reactions to change and feedback and strengthen their buy-in. Adjustments to the plan during the implementation process may need to occur based on feedback. As identified in Chapter 2, the hybrid approach of solution 5 was the determined solution of choice based on the

organizational analysis. As the lead for this OIP, Solution 4 will be the central solution in this change initiative. However, there will be features of Solution 3 that will be essential to encompass for the time and resources.

Connecting with Critical Organizational Analysis

The organizational analysis discussed in Chapter 2 exposed that previous change initiatives have not been successful at Marshall College. Two probable reasons mentioned was the hierarchical organizational structure and the lack of communication between the various departments and programs. Although this OIP does not expect to change Marshall College's organizational structure, it provides a change implementation plan that will alter organizational practices that can lead to a successful transformation. The hybrid approach of solution 5 will bring together solution 4 of the grassroots transformational and authentic leadership approach to close the gaps identified in the critical organizational analysis. The gaps identified were as follows: a lack of cohesive learning outcomes in the core CICE curriculum, the lack of perceived preparedness of college faculty in delivering modified academics to a differing group of students, preparedness by many administrators, faculty, and service areas to work with the increased number of students with DD, reduced services available for students with DD and continuing small number of students with DD self-reporting meaningful interactions with their non-disabled peers. While using solution 4, aspects of solution 3 of the top-down approach will be needed for time and resources.

Connecting with Solution 5

The common themes in the hybrid solution 5 are education and communication. The implementation plan, detailed in Appendix C, is organized into four phases and aligns with Kotter's (1996, 2012) Eight-Step Change Model. The tasks in the implementation plan are realistic and attainable representing short-term wins that Kotter (1996, 2012) suggested to keep all stakeholders motivated and create momentum to reach the end goal successfully.

Implementation Plan, Phase 1

Phase 1 of the implementation plan will begin in May and is scheduled to achieve its goal by August. The timeline for implementation is short due to the urgency of this PoP and the upcoming AODA legislation. This is a critical stage of the plan where the SOG will participate in deep learning about the cultural change to be introduced by this OIP. Cawsey et al. (2016) discussed the complexity of the concept of organizational culture and that a universal definition of culture has not been agreed upon. Schein and Schein (2016) argued that organizational culture could be analyzed at three levels. The first level represents the visible aspect or artifacts of the organization, such as Marshall College's organizational chart, structures, and processes. The second level represents the organization's exposed beliefs and values on behalf of Marshall College's vision, mission, and values. The third level represents the basic underlying assumptions that are so ingrained in the institution and "in a part of a group's thinking and perspective on the world that they are not questioned" (Cawsey et al., 2016, p. 190). Cawsey et al. (2016) emphasized that most change leaders introduce change by analyzing the second level – the vision. This is congruent with where I will begin introducing change with the focus on Marshal College's vision, mission, and values. The College mentions accessible education that supports career readiness and includes words, such as inclusivity and diversity as part of the vision, mission, and values. Compared to the PoP, these statements demonstrate a gap between Marshall College's exposed common beliefs and values and traditional institutional assumptions, as evident by the lack of integration of the CICE program and its students.

Cawsey et al. (2016) also suggested that change agents need to build a case for change by focusing on proving "the dissatisfaction with the status quo by providing data that demonstrate that other options are better, demonstrating that the overall benefits are worth the effort of the change, and showing that the change effort is likely to succeed" (p. 194). AODA's Accessibility Action Plan will drive change at Marshall College to make Ontario barrier free by 2025. This OIP will not wait until 2025; however, AODA will be highlighted to gain SOG's

attention, along with comparing the current and desired state of Marshall College to secure SOG's approval for implementation. In this phase 1, I will devote approximately three months in educating the SOG through transformational, authentic leadership approaches about AODA, DSE, and our CICE program and its students.

According to Basham (2012), transformational leadership and its practical application has a current widespread appeal in higher education. The individual qualities that it profiles are necessary for leaders to have to introduce a climate of change. Further, Basham (2012) stressed that transformational leadership is value driven and the leader "sets high standards and purposes for followers, engaging them through inspiration, exemplary practice, collaboration, and trust" (p. 344). Through these qualities, along with behaving with integrity and being consistent as an authentic transformational leader, an environment will be created that encourages collaboration to develop and communicate a vision for the CICE program. Presentations to SOG will be booked in the President's Boardroom at the beginning of the spring term in May.

Implementation Plan, Phase 2

Phase 2 of the implementation plan is scheduled to begin in September with goals completed by December. Phase 2 addresses the first three stages of Kotter's (1996, 2012) eight-stage change process: establish a sense of urgency, create a guiding coalition, and develop a vision and strategy. I will begin this phase 2 by establishing a sense of urgency with the Deans, Chairs, Program Managers, and Program Coordinators where results from the organizational analysis will be shared. I will identify our CICE program team as an urgency team whose role will be to keep the future state of Marshall College and our CICE program at the forefront of the minds of all stakeholders, both individual and group levels (Kotter, 2012). This urgency team will be made up of the Chair of Community Studies, two CICE faculty, three full-time LFs, and will be facilitated by the Associate Vice-President of Academics who is a respected change champion at Marshall College. I will exert my agency by utilizing existing

networks and will partner with influential external stakeholders. The Chair of Community

Studies, myself as the CICE faculty coordinator, the Learning Disabilities Association, CICE

PAC, and Marshall College's Accessibility Committee will be designated as the guiding coalition

and change champions. The guiding coalition will give presentations on AODA, DSE and the

CICE program at the Dean's, Chair's, and Program Manager's meetings. Further, presentations

will also be given at the Program Coordinator meetings. This guiding coalition meets Kotter's

(2012) four key characteristics to effective guiding coalitions: position of power, expertise,

credibility, and leadership.

Once presentations across the organization within each academic department have

taken place, developing a vision and strategy will be next. As the faculty coordinator and lead

for this change initiative, I will be introducing this OIP as the planned vision for changes and its

alignment to Marshall College's vision, mission, and values statements and the CICE program.

The urgency team and I will set dates for professional development workshops midsemester to

educate administrators, faculty, and staff on the change recommendations in this OIP. The

priority will be to seek commitment to this change process. I will be exerting my agency through

intellectual opportunities and professional development. According to Kezar (2018), intellectual

opportunities are strategies grassroots leaders can use for creating change and exerting

agency. This strategy serves to host intellectual forums where issues of interest can be

discussed and debated intellectually. For example, I will be giving ongoing lecture series as

lunch and learns, and periodic forums to foster dialogue around AODA, UDL, modifications to

curriculum, the CICE program, and students with DD. Phase 2 represents the leadership's

preparedness for an inclusive post-secondary culture through transformational-authentic

leadership approaches. The urgency team and guiding coalition are teams developed to have

qualities that include ethics, trust, and respect for others, honesty and use power responsibly

(Kloppenborg & Petrick, 1999). According to Avolio et al. (2004), "authentic leadership

incorporates transformational leadership" (p. 807) or could be added qualities to the

transformational leadership approach. The vision and strategy will promote Marshall College to move from its existing state to the desired state.

Implementation Plan, Phase 3

Phase 3 of the implementation plan is scheduled to begin in January with goals completed by April. It will focus on engaging and enabling the organization and Kotter's (1996, 2012) next three stages of the change process: communicate the vision, empower employees, and generate short wins. The implementation responsibilities for this phase will include launching professional development workshops at the beginning of the semester (in conjunction with the CAE professional development calendar of events), conducting the pilot of the proposed changes to the core CICE curriculum, and pronouncing the successful completion of various tasks. All components of the hybrid solution 5 will be applied: lack of cohesive learning outcomes in the core CICE curriculum, the lack of perceived preparedness of college faculty in delivering modified academics to a differing group of students, preparedness by many administrators, faculty, and service areas to work with the increased number of students with DD, reduced services available for students with DD and continuing small number of students with DD self-reporting meaningful interactions with their non-disabled peers. The guiding coalition will be assigned to lead professional development workshops. The urgency team will lead the proposed changes to the CICE curriculum. I will meet with both teams to receive progress updates required to outline additional directions.

In addition, motivating all stakeholders will be done through Townhall meetings, Team's meetings, and the intranet. With support from the SOG, trust through transparency will begin to bridge the gap between the autocratic leadership style of administrators and my transformational-authentic leadership approach. I will be exerting my agency through intellectual opportunities, professional development, working with students, and using classrooms as forums. Small wins will be created as the implementation tasks and timeframes are achievable. Examples of short-term wins will be faculty attending profession development on topics, such as

UDL and how to modify their course learning outcomes for CICE students. Another short-term win to celebrate will be the development of a formalized peer mentorship program between the CICE students and the Endure students. These will assist in promoting that the end goal is achievable for Marshall College, administrators, faculty, staff, and students. The short-term wins will encourage stakeholders to continue participating actively and remain focused on the change to see it to completion.

Implementation Plan, Phase 4

Phase 4 of the implementation plan is scheduled to begin in May and will remain ongoing until the change has been embedded in Marshall College's culture, scheduled for December. Cultural change takes time, so this phase may need to be repeated. It will focus on implementing and sustaining the change and Kotter's (1996, 2012) final two stages of the change process: consolidate gains and produce more change and anchor innovative approaches. The implementation tasks will be debriefing with the change champions (urgency team and the guiding coalition), analyzing the feedback from the professional development workshops, the pilot CICE core curriculum changes, and the Endure students' peer mentoring. From these debriefs, the data collected will be applied to make the appropriate changes to the plan. It will be essential to review the feedback from the debriefs with all stakeholders to discuss what worked, for whom, what we learned, and what could be improved upon in the process. Follow-up meetings with the SOG, Deans, and Chairs will share feedback. Trust through transparency will continue to be built, and any necessary adjustments to the plan will be made to seek approval for our CICE students to have an increase in academic concentration courses to choose from and have an increase in their campus engagements.

Kotter (1996) stressed the importance of formally closing the implementation phases and declaring the continuous monitoring of the change initiative. During this phase, I will be exerting my agency through garnering resources, leveraging curricula, using classrooms as forums, gathering data, utilizing existing networks and partnering with influential external stakeholders.

This phase will conclude as a reminder to stakeholders that change is not an event; it is a process (Guskey, 1986; Guskey, 2002; Guskey & Sparks, 1996) in which I will be using Deming's (1993) PDSA cycle on an ongoing and frequent basis to monitor and evaluate this implementation plan.

Understanding Stakeholder Reactions to Change

There is evidence that there is a growing realization that change is a complex process. Higgs and Rowland's (2005) study found that an emergent approach to change was the most successful as it occurred in a change framework that was more planned and structured. Cawsey et al. (2016) suggested that active involvement of stakeholders in the change implementation and information sharing enhances the quality of the implementation plan. Collaboration with all participants results in more significant learning since participants empower each other to examine, critically reflect, transform, and revise their knowledge, beliefs, and behaviors (Rytivaara & Kershner, 2012). This will also align with my transformational-authentic leadership approach of engaging, motivating, and influencing all stakeholders involved in the change process. Research on the transformational leadership model has demonstrated a clear relationship between leader behaviours and follower behaviours and performance measures (Alimo-Metcalfe, 1995; Higgs, 2003).

Cawsey et al. (2016) discussed the use of survey feedback as an influential tool to capture stakeholders' reactions to change. I will have all stakeholders participate in the survey feedback. This approach is currently used in this organization and is familiar to stakeholders. It will be designed to inspire and advance discussions and perceptions of the implementation plan. The feedback of the survey results will then be shared with all stakeholders as the name suggests. Dudar et al. (2017) noted the importance of stakeholder participation in educational debates and policy development for maintaining a robust civil society to guarantee there is advocacy for vulnerable groups. Cawsey et al. (2016) recommended to use the discussions of

the survey findings as an opportunity to enhance interpretations of what the results mean, where things are at, and suggestions of how to move forward. This process is used to raise awareness and build support and commitment that will benefit all involved.

Personnel to Engage and Empower Others for Individual and Cultural Change

To assist in the implementation of hybrid solution 5, I will recommend two initiatives to engage and empower all stakeholders. The first will be a network improvement community that will consist of Marshall College's Centre for Academic Excellence (CAE) team, our CICE PAC members, the Chair of Community Studies, and myself as the faculty coordinator of the CICE program. This network will function to monitor the CICE program's data from the annual and cyclical reviews and the KPI surveys. The second will be a professional learning community. This will consist of a dynamic core group of stakeholders, where opportunities for open communication and learning collaboratively (Kezar, 2018) of the current and desired future state for Marshall College will take place.

Network Improvement Community (NIC). Cranston (2011) described NICs as a group of people who share passion for something they do and want to learn how to accomplish some clearly defined, measurable outcome. According to Kezar (2018), the organic qualities of NIC, such as "commitment, social presence, and an interest in collaborating with and enjoying interacting with others within the community" (p. 231) can be hard to create within the organization alone, which is why NIC bring together professionals within the community around shared interests. The NIC will operate from an internal perspective and collaborate with others, such as our CICE PAC. Our CICE PAC comprises member from our local community school boards, employers from the community workforce, councillors, and community living organizations. This NIC will work collaboratively with our internal CAE team and CICE team to identify relevant internal changes.

Professional Learning Community (PLC). Cranston (2011) described PLCs as a group of staff who are encouraged to jointly participate in activities and reflection to improve

their students' performance continuously. The professional learning will consist of lead faculty

who have expertise in UDL, our Student Services Department and external groups, such the

Learning Disabilities Association. Faculty are key players in this change initiative as "they are

arguably the most significant change participants as they can choose to implement or sabotage

the change agenda" (Dudar et al., 2017, p. 28). By having a combination of internal lead faculty

and external expertise can provide an appropriately structured implementation of professional

development where stakeholders are participating and engaging with the change agenda.

Armenakis and Harris (2009) described the importance of stakeholder involvement in

organizational change as a fundamental factor of change efforts.

Supports and Resources for Change

Almost no significant corporations are free from the trials and tribulations of developing

and executing a successful implementation plan (Kotter, 1996; Senge et al., 1999; Carnall,

1999), most identify that planned change is not a temporary situation but a constant process

(Pettigrew, 1985). The supports and resources to implement the proposed hybrid solution 5 at

Marshall College include time, human, technological and financial resources. Allocating

sufficient resources and making necessary transformations necessitates aligning practices and

preparation efforts to ensure a high level of learning for all (Many et al., 2019). Time will be a

precious and needed resource to implement this change improvement plan. The timeline is

scheduled between 12-18 months, during which administrators, faculty and staff will dedicate

their time to attending presentations and collaborative professional development. Enhanced

learning is an accepted result of teams working in collaboration to align their talents and

resources (Many et al., 2019). I will need to involve the SOG to build a coalition, set agendas,

and negotiate interests as Kotter (1996, 2012) suggests. With senior administration's support,

this will also allow participants time and resources to create and attend the professional

development sessions that will be necessary to spread this change initiative and vision across

the multiple schools and departments at Marshall College. Human resource needs will be

moderate throughout this implementation plan for specialized training from Learning Disabilities

Association and AODA. Other financial costs are anticipated to include miscellaneous supports

for learning materials. Finally, ensuring access to digital devices to influence technology for

ongoing professional development would provide flexibility, especially during the current

pandemic situation. The availability of time, human, technology, and financial resources will

effectively achieve change; however, possible issues may occur and impact the execution

process. These will be discussed next.

Potential Change Implementation Issues

It is important to note possible change implementation issues that could be faced. Social

cognition theories suggest resistance will be met because people do not understand the change

initiative (Kezar, 2018). Other work on social cognition perspective includes Sandberg and

Tsoukas (2015), Roskos-Ewoldsen and Monahan (2009), and Weick (1995) all explored how

individuals view organizations in multiple ways, making change challenging. It is my hope that I

can address this through the process of facilitating sensemaking learning, which I will discuss in

detail during the monitoring and evaluation section of this chapter. Cultural theories suggest the

obstacles to change arrive when the values and beliefs connected to the change initiative

violate current cultural norms (Kezar, 2018). Kezar and Eckel (2002) identified the importance of

change agents aligning the strategy to change with institutional culture. This change would

remove the current gap and would have the CICE program, and its students align with the

college's vision, mission, and values. Lastly, political theories suggest that resistance is met as

individuals with different interests continue to resist the change and continue with their own

agenda (Kezar, 2018). Some of the strategies that could be used to address this would be

developing stronger alliances, applying more aggressive networking, and relationship building

(Kezar, 2018). It will be to my advantage that I have belonged to my institution in a full-time

faculty coordinator capacity for several years, and throughout this time, I have created many

professional relationships with our SOG, faculty, and staff from several of our departments. As

the lead change agent, working to mitigate these issues will help administrators, faculty, and staff embrace change, work together, communicate Marshall College's vision, and gain buy-in (Westover, 2019) to achieve the desired future state. This future state would promote an integrated culture and support students with DD in PSE.

Benchmarks Required to Achieve Desired State

MacLeod (2013) asserted that a critical role of leadership is goal setting. It is one of the essential tools that organizations use to assist in setting the direction of the desired future state and achieving it. Cothran and Wysocki (2005) defined a *goal* as "a statement of a desired future an organization wishes to achieve. It describes what the organization is trying to accomplish" (p. 1). Goals need to meet specific criteria. Doran (1981) developed the acronym "SMART" as a way of assessing the goal. This acronym represents the following: specific, measurable, attainable, realistic, and timely. According to Doran (1981), 'specific' refers to targeting a specific area for improvement; 'measurable' refers to suggesting an indicator of progress; 'assignable' refers to specifying who will do it; 'realistic' refers to stating what results can be achieved; and 'time-related' refers to when the results can be achieved**.** Although the SMART method was originally developed within management, this method has been extensively cited with program planning and evaluation literature (Chen, 2015; Gudda, 2011; Isell 2014; Knowlton & Philips, 2013; Mathison, 2005; Patton, 2011; Sharma & Petosa, 2012; Smith, 2010).

Short-term goals for this implementation plan include meeting with SOG and securing their approval, sharing results from the critical organizational analysis with Deans, Chairs Program Managers, Program Coordinators, and faculty, creating a guiding coalition and obtaining commitment to this change initiative. These short-term goals align with Kotter's (1996, 2012) stage 1, 2, and 3 of establishing a sense of urgency, creating a guiding coalition, and developing a vision and strategy.

Medium-term goals for this implementation plan will include raising stakeholder awareness through launching professional development workshops. In addition, conducting a

pilot of the proposed changes to the CICE core curriculum including peer-mentorship with Endure students will address Kotter's (1996, 2012) Stage 4, 5, and 6 of communicating the vision, empowering employees, and generating short-term wins. Long-term goals for this implementation plan include, listening to and analyzing continuous feedback from all stakeholders, being transparent with all stakeholders and applying changes to the plan. Further, requesting approval from the CAE for changes to the CICE curriculum chart. Also, requesting approval from SOG, Deans, and Chairs to increase the academic concentration choices for the CICE students will speak to Kotter's (1996, 2012) Stage 7, and 8 of consolidating gains and producing more change, and anchoring new approaches.

Limitations of the Plan

Three limitations of this implementation plan will now be discussed. First, Kotter's (1996, 2012) eight stage change process is portrayed as linear. Although change in any organization is complex, I have chosen Kotter's model because Kotter's (1996, 2012) change process applies to bureaucratic organizations which aligns with Marshall College's hierarchical organizational structure and autocratic leadership style. Second, the plan assumes that the organizational culture at Marshall College can be changed. Although I am aware of how difficult it is to shift or change stakeholder's values, I will be transparent and will have ongoing communication with the new values and will refine or revise values and belief statements (Chaffee, 1983). As the lead change agent, I can emphasize and repeat the need for new values while connecting them to the current culture and desired future state for Marshall College. Third, this plan assumes that I will be able to gain SOG's attention, and approval by highlighting the organizational analysis that was done, and AODA 2025 legislation on accessibility and inclusion. To alleviate the effects of this limitation, I will apply the process of sensemaking by which people give meaning to their collective experiences. *Sensemaking* has been defined as "the ongoing retrospective development of plausible images that rationalize what people are doing" (Weick et al., 2005, p. 409). Weick introduced the concept in the 1970s to bring attention to the process of decision-

making that creates the meaning of the decisions endorsed in behavior. As previously

mentioned, I will address this further in this chapter's monitoring and evaluation section.

This section outlined the change implementation plan in four phases connecting to the

organizational analysis and the chosen hybrid solution 5, aligning each phase with Kotter's

(1996, 2012) eight stage change process. Understanding stakeholder reactions to change and

to use survey feedback as a tool to capture stakeholder feedback to change was described.

NIC, and PLC were used to engage and empower others for personal and cultural change.

Benchmarks required to achieve the desired future state of Marshall College using SMART

goals were designated. Limitations of the plan were also considered. Monitoring and evaluation

of the implementation plan and change process will be discussed next.

Change Process Monitoring and Evaluation

Although there is a commonality in information sources, organization, and methodology,

there are key differences between monitoring and evaluation with respect to the main

stakeholders involved, purpose, timing, and scope. As Markiewicz and Patrick (2016) stated,

"monitoring generates questions to be answered in evaluation, and evaluation studies identify

areas that require future monitoring" (p. 13). Assessing, monitoring, and evaluating change can

be challenging with second order change initiatives which are often cultural, and escape

measurement tools and metrics. This OIP will use the Plan Do Study Act (PDSA) model to

assess, monitor, and evaluate this change initiative. It can be used implementing first-order

changes that need to occur before the second-order change is achieved.

Connecting to the PDSA and Leadership Approaches to Change

This OIP uses transformational and authentic approaches to leadership. Kang (2015)

asserted one of the key reasons change efforts fail is due to the lack of guidance for planned

change. Due to this, Kang (2015) stressed the importance of practical guidance and that

people's adoption of the change initiative cannot be overemphasized. Transformational-

authentic leadership nurtures a follower-centric style where organizational success is achieved through realization, growth, and development of followers (Brown, 2018). These leadership approaches will be used to re-establish Marshall College's vision by fostering a collaborative culture. This environment is vital to involve all stakeholders during the implementation, monitoring and evaluation phases. Stavros et al. (2016) described characteristics of micro-change management and included elements, such as helping individuals and groups accomplish the desired results and focusing on the human aspect. Transformational-authentic leadership methods consider people's apprehensions and how the change will affect them. It is within these two leadership approaches that monitoring, and evaluation of the implementation plan will be led.

Monitoring the Implementation Plan

Monitoring and evaluation frameworks can address various purposes for any change implementation plan to ensure that the stated goals are being met (Markiewicz & Patrick, 2016). Those purposes include results, management, accountability, learning and program improvement (Markiewicz & Patrick, 2016). Implementation plans can be challenging and include unanticipated developments and limitations (Markiewicz & Patrick, 2016); thus, my dependence on Deming's (1983) PDSA Cycle. I will create a monitoring and evaluation team comprising the Chair of Community Studies, two CICE PAC members to represent external stakeholders, one lead faculty from the CAE to represent internal faculty stakeholders (outside of the CICE program), and one faculty within the CICE Program. This monitoring and evaluation team is comprised of both internal and external stakeholders to ensure equal representation for observation and analysis.

Popescu and Popescu (2015) believed that the PDSA cycle is "one of the most important assessment methodologies that are able to coordinate the efforts to improve organizational processes to achieve excellence" (p. 693). The monitoring and evaluation team

will follow the PDSA "prescribed four-stage cyclic learning approach to adapt changes aimed at improvement" (Taylor et al., 2014, p. 291). Popescu and Popescu (2015) explained that the 'Plan' stage identifies the problem and aims to develop a plan to achieve change with the objective of continuous improvement. The 'Do' stage involves testing the proposed improvements. The 'Study' stage involves gathering and analyzing relevant data. The 'Act' stage requires final confirmation of the effects of change to see if the change can be adopted or what the possible next steps will be to begin the cycle again. The monitoring and evaluation team will follow this sequence of steps, and I will debrief with them to discuss any discrepancies in the implementation plan.

The monitoring of this change initiative will commence at the onset of the implementation plan in May to confirm that the plan is meeting its goals in the first three phases which involve Kotter's (1996, 2012) first six stages of the change model. The PDSA Cycle will involve all stakeholders throughout the implementation plan highlighting stakeholder's feedback to confirm the plan as each stage proceeds. The 'Plan' step of the PDSA Cycle occurs with stages 1, 2, 3 of Kotter's (1996, 2012) change model as its purpose is to answer the question: What are we trying to accomplish? (Moen & Norman, 2009). Pietrzak and Paliszkliewicz (2015) encouraged not to continue without a clearly defined plan regarding what is to be accomplish and how it will be measured. It is also vital to share the necessary data that informs the problem's probable cause (Deming, 1993). This is where I would be explaining the CICE program's Annual review, Cyclical review and KPI data that supports the reason for this OIP and implementation plan. The 'Do' step of the PDSA Cycle happens in stages 4, and 5 of Kotter's (1996, 2012) change model. This is where the professional development workshops will be launched, and the motivation of stakeholders will occur through transformational-authentic leadership methods. During this stage, the change plan is put into action. A record will be kept of what is happening by gathering pertinent evidence. The monitoring and evaluation team will acquire a collection of faculty attendance and feedback from professional development sessions. The CICE PAC and

Accessibility Committee meeting minutes and action item analysis are additional examples of gathering necessary evidence. These minutes and action items are existing organizational monitoring and evaluation strategies and processes that are internally available.

The 'Study' step of the PDSA Cycle follows steps 6, and 7 of Kotter's (1996, 2012) change model. This aims to answer the question: How will we know that a change is an improvement? (Moen & Norman, 2009). Langley et al. (2009) stated that this question measures the success of the change process. This stage allows me to analyze feedback and evidence that will tell me how the implementation is advancing. The 'Act' step of the PDSA Cycle is accomplished in stage 8 of Kotter's (1996, 2012) change model where new approaches are anchored in the culture of Marshall College. Its purpose is to answer the question: What changes can we make that will result in improvement? (Moen & Norman, 2009). In this stage, Pietrzak and Paliszkliewicz (2015) identified the following questions to be contemplated: "What lessons can be learned from the cycle? Adopt and perpetuate methods, which were successful in reaching the objectives. If not, determine the root causes and correct the implementation. Are any adjustments needed in the plan for the next cycle?" (p. 154). It will be vital to solicit feedback promptly to take corrective action to resolve concerns and continue the momentum of continuous progress. This is a critical stage that will need constant evaluation if any adjustments to the implementation plan are necessary. Further to this, I will need to question the readiness to act on another step in the change process. This then brings me back to the planning of the next PDSA cycle.

Moen and Norman (2009) claimed that the PDSA Cycle applies to all types of organizations and all groups and levels within the organization. Langley et al. (2009) stressed that the PDSA Cycle provides a culture for people to empower themselves to act and a culture of teamwork that leads to successful results, which aligns with the goals of the transformational-authentic leadership approaches used to lead this implementation plan. The PDSA model involves a process for inquiring into and assessing the development of work over time (Langley

et al., 2009). Below is an illustration of the PDSA Cycle, Model for Improvement.

Figure 7

PDSA Cycle Model for Improvement
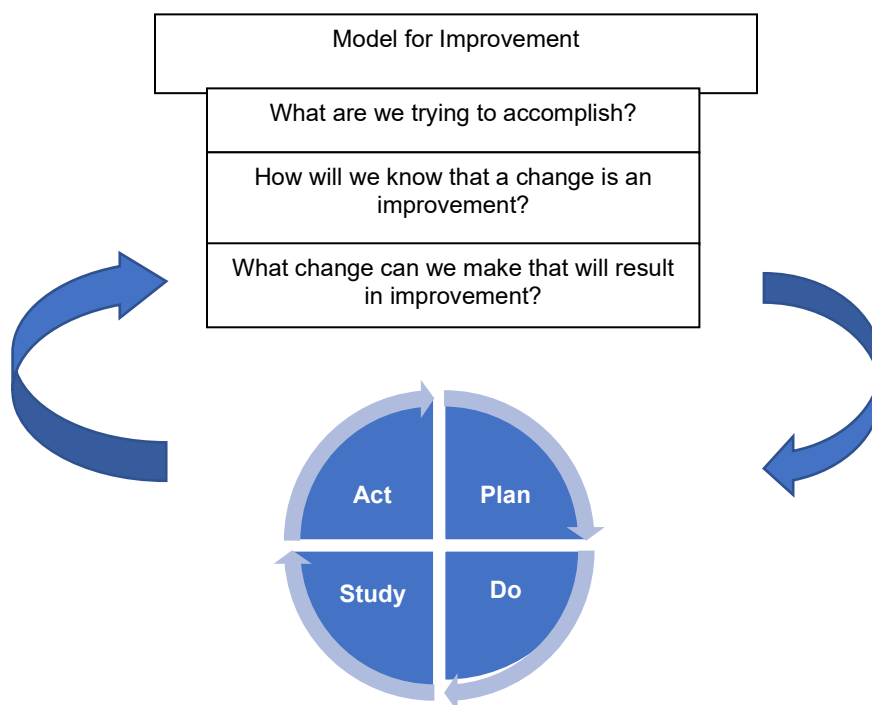
Note. This figure was adapted from Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., Provost, L. (2009). *The Improvement Guide,* p. 24. (2nd ed.). Jossey-Bass.

The notion of the PDSA cycle being used for small incremental changes supports the need for this organization to undergo several first-order changes (those changes involving minor improvements) to produce an overall second-order change (those changes involving underlying values, processes, and culture) effectively and for that change to become ingrained in Marshall College's institutional culture. Evidence shows that small incremental changes within a multifaceted system are more likely to generate overall favourable outcomes (Donnelly & Kirk, 2015). Using Kotter's (1996, 2012) Eight-Step Change Model to lead this organizational change, the PDSA cycle will be used to assess, monitor, and evaluate the change process at each step to ensure for early and frequent evaluations. First-order changes will occur along the way which mirrors Kotter's (1996) step six about celebrating small wins to gain momentum toward the

second-order change. The cyclical nature of the PDSA cycle will also help address the limitations of Kotter's (1996, 2012) linear change model because it stimulates continuous improvement of people and processes before moving to the next stage. It lets the team work through each phase of the change improvement plan on a small scale and in a controlled environment and it prevents the work process from habitual errors.

Markiewicz and Patrick (2016) proclaimed the evaluation plan "summarizes and compliments information collected through monitoring and then adds to this through planning for evaluation" (p. 149). The change will be evaluated at this point in the implementation and monitoring plan.

Evaluation of the Implementation Plan: Creating Deep Change Through Organizational Learning and Sensemaking

Continuing with the PDSA cycle and encouraging the learning during the change process, organizational learning will be a vehicle for evaluation of creating change at Marshall College. Argyris (1994) discussed assumptions of organizational learning and that once human beings notice faults, they want to make things right and undertake change. A strategy used is having the organization create mechanisms so that the individuals in the organization can detect the errors (Argyris, 1994). This is commonly done through the collection and review of data. Examples of the mechanisms that will be used at Marshall College for organizational learning will be the KPIs, annual review and cyclical review data.

There is overlap with sensemaking and organizational learning on how individuals' mindsets can change (Kezar, 2018). However, organizational learning has a more data-oriented approach, whereas sensemaking deals with changing mindsets, which will alter behaviours, priorities, values, and commitments (Eckel & Kezar, 2003). Weick (1995) suggested sensegiving vehicles that help individuals make new meaning of the world around them. This PoP will require a second-order change and will need the stakeholders to make new sense of things (Kezar, 2018). The follow vehicles will be used by the monitoring and evaluation team

from the beginning of the implementation plan in May to Phase 4 of the implementing and sustaining change to help gauge this second-order change progress: ongoing campus conversations; development of cross-departmental teams and working groups to gather comments; track faculty and staff professional development opportunities; and collect attendance and feedback. The monitoring and evaluation team will be present at all tasks in the implementation plan to confirm if each solution element is achieved or not in the timeframe allotted. The monitoring and evaluation team will meet with me to discuss their findings and I will meet with SOG, Deans, and Chairs to discuss any apprehensions or resistors to move closer to anchoring innovative approaches. As the PDSA Cycle continues, the monitoring and evaluation team will constantly evaluate the feedback and will determine required adjustments to the plan.

Ongoing and frequent evaluation of this implementation plan allows this plan to adapt as the learning occurs to achieve the outcomes of stages one through 6 of Kotter's (1996, 2012) change model with the evaluation beginning at stage 7 and 8. The monitoring and evaluation plan is summarized in Appendix D.

This section of Chapter 3 outlined the monitoring and evaluation of the implementation plan by connecting each of Kotter's eight stage change model to Deming's (1983) PDSA Cycle and the transformational-authentic leadership approaches to change. The monitoring and evaluation plan is critical to ensure that the implementation plan is constantly being reviewed over its lifespan so that informed decisions can be made to steer implementation and guide decision making about the future of the CICE program and its students (Markiewicz & Patrick, 2016).

One of the most important but least understood skills in implementing organizational change is communication (Armenakis & Harris, 2002). Klein (1996) discussed that even when management has communicated the intent of the change through carefully crafted communication strategy, the participants could have developed attitudes different from which leadership intended. It is for this reason a clear plan to communicate the need for this change

and the change process will be outlined next.

Plan to Communicate the Need for Change and the Change Process

Armenakis and Harris (2002) felt that leaderships' omission of consistent communication of the change message produces negative responses to organizational change. Beatty (2015) provided a communications model to assist in communicating "early, often and right through to the need of the change initiative" (p. 3). Beatty (2015) stated the goal of change communication is to convince all stakeholders to embrace a new vision for the future of the organization. Expressing this vision for change calls for message redundancy, face-to-face communication, use of hierarchical communication channels, and personally relevant information, to build the case for change (Armenakis & Harris, 2002; Beatty, 2016; Cawsey et al., 2016; Klein, 1996; Lewis, 2019). In this section, while incorporating the transformational-authentic leadership approach, I explain the plan to communicate the need for change (see Appendix E) and its alignment with the change implementation plan.

Building Awareness of the Need for Change

This OIP will be using the change readiness model by Armenakis et al. (1999) for its applicability to Marshall College's current state and due to the history of unsuccessful change initiatives. To review, the following five beliefs were explored in Chapter 1 to grasp Marshall College's existing state of readiness for this change process: discrepancy, appropriateness, efficacy, support, and valence. Armenakis and Harris (2009) suggested that these five beliefs play a critical role in the three steps of the change process: creating readiness, change adoption, and institutionalization. In the first phase of readiness, organizational members prepare for the change and in an ideal situation, become supporters of the change initiative (Armenakis & Harris, 2002). During the second phase of adoption, the change is implemented, and staff and departments are to operate in new ways (Armenakis & Harris, 2002). In the third and final phase of institutionalization, efforts are made to maintain the newly adopted ways until

they become internalized as the norm (Armenakis & Harris, 2002). The change message and its communication assist in synchronizing the three change phases by "providing the organizing framework for creating readiness and the motivation to adopt and institutionalize the change" (Armenakis & Harris, 2002, p. 169).

Based on the results of Cawsey et al.'s (2016) readiness for change questionnaire, Marshall College scored the lowest in the previous change experiences section. The concept that Marshall College does not currently have a method to assess change readiness was an explanation given for a low score in this area. Going into this change implementation plan conscious of the importance of building awareness allows for a significant effort to "awaken" Marshall College of the need for change. To achieve this, a riveting change vision must be presented to and accepted by stakeholders (Nadler & Tushman, 1989; Whelan-Berry & Somerville, 2010). The plan for building awareness of the need for change will also encompass the transformational-authentic leadership approach and Kotter's (1996, 2012) eight-step change model. I am confident that the SOG and departmental colleagues will be motivated to improve the lack of integration of the CICE program and its students to remove the current disconnect with Marshall College's vision, mission, and values.

The communication plan for change at Marshall College will emphasize collaboration. This has been a key theme in this OIP to help bridge the gap between the autocratic leadership approach of the SOG and my transformational-authentic leadership style. The organizational structure was described as hierarchical, and the multiple departments arranged into schools makes it taxing to coordinate activities and have effective cross-departmental communication. For this reason, stakeholder engagement and empowerment will be emphasized for active participation in the decision-making process. Identifying which stakeholders need to be involved in which stage of the change plan is as important to the communication plan as it is to the plan itself (Lewis, 2019). This will assist in coordinating activities, building trust through transparency, and increasing communication between departments to move this change process forward.

Building awareness helps stakeholders understand the change process and its implementation (Khoboli & O'Toole, 2012). Cawsey et al. (2016) described the purpose of a communication plan for change is around four major goals. The first goal focuses on infusing the need for change throughout the institution. The second goal focuses on having individuals understand their role in the change process and their impact. The third goal concentrates on communicating any structural changes that will influence how things move forward. Lastly, the fourth goal emphasizes about keeping people up to date on the progress along the way. The plan for building awareness of the need for change will consist of Cawsey et al.'s. (2016) four phases of a communication plan: pre-change, creating the need for change, midstream change, and confirming/celebrating the change success. This research-informed communication plan was chosen for its alignment with the change implementation plan and the types of communication tools that this plan uses.

Pre-change Phase

In this phase, Cawsey et al. (2016) stressed that the change agent needs to influence senior administration that the change is needed. Change agents must provide compelling reasons and evidence to display that the organization is not operating in its "desired-state" (Armenakis & Harris, 2001; Whelan-Berry & Somerville, 2010). Face-to-face meetings will be planned to begin in March with our SOG in the format of a multi-media presentation. This will allow for in-person interaction to build confidence with the SOG that this change initiative is required. As a grassroots leader, gaining approval from the SOG will also encourage followers to accept the change. Cawsey et al. (2016) asserted that the line of authority is effective in communication as stakeholders will look to their managers for direction and advice. The face-to-face presentation allows for a two-way communication, which increases the chance of involvement from everyone and decreases the likelihood of miscommunication (Klein, 1996). Meetings will also take place with the Deans, Chairs, and faculty coordinators

where dialogues will be encouraged for stakeholders to provide feedback early in the implementation process. Cameron and Green (2009) discussed how Kotter's (1996, 2012) eight-step model highlights the importance of stakeholders needing to feel the need for change in the institution, emphasizing the need to communicate the vision and to keep communication levels high throughout the change process. This phase, scheduled to run between March and May, will address the first two stages of Kotter's (1996, 2012) change process, which are: establishing a sense of urgency, and creating a guiding coalition. Face-to-face communication will be prioritized with focus group discussions and one-on-one sessions. Beatty (2015) stressed for face-to-face communication to be powerful, it must be timely and consistent throughout the change process.

Developing the Need for Change Phase

During this phase, communication needs to explain the issues and provide a rationale for the change. Stakeholders also need to be reassured that they will be treated justly (Cawsey et al., 2016). The vision for the change needs to be expressed with a clear explanation of the specific steps of the plan. To avoid office rumors, "it is important that communication is timely, and reaches each of the chosen communities at the agreed time" (Cameron & Green, 2009, p. 207). This phase aligns with Kotter's (1996, 2012) next three stages of the eight-step change model: develop a vision and strategy, communicate the vision, and empower stakeholders. This phase will occur from June through December and will use communication tools, such as face-to-face meetings, multi-media presentations, townhall meetings and e-mails. The audiences for these presentations, townhall meetings and, e-mails are Chairs, managers, and faculty as outlined in Appendix E.

Mid-stream Change Phase

Cawsey et al. (2016) explained that as the change unfolds, stakeholders need to have specific information communicated to them about where things are headed and how things are

going. Any misconceptions that might be developing also need to be addressed. Too little

information and sensitivity can lead to suspicion and lack of commitment (Goodman & Truss,

2004). This phase requires extensive communication on the specific change content as systems

and roles may have changed (Cawsey et al., 2016). In this middle phase of change, feedback

regarding acceptance of the change initiative needs to be attained. This will demonstrate the

genuine commitment to transformational-authentic leadership approaches where stakeholders'

participation and opinions are stimulated and valued. According to Cawsey et al. (2016) change

leaders need to continue the momentum and excitement about the change initiative during this

phase by recognizing and celebrating progress. This phase will run from January to April and

addresses Kotter's (1996, 2012) stage six: generate short-term wins. The communication tools

that will be used will include ongoing campus conversations, cross-departmental teams and

working groups, and surveys with the Chairs, managers, and faculty. Empowering action will be

a critical factor at the beginning stages of this implementation plan to endure development,

improve communication, decrease misunderstandings, and increase productivity (Kouzes &

Posner, 2007). Developing communication strategies to manage conflict will be essential to

generate short-term wins as part of Kotter's (1996, 2012) sixth stage.

Confirming the Change Phase

In this final phase, it is critical that the successes of the implementation plan are

communicated and celebrated. This phase also marks the point where the implementation plan

and change process need to be discussed. Debriefs with the change champions will take place.

Feedback from the professional development workshops and the pilot will be analyzed and

communicated with all stakeholders. Any necessary adjustments to the plan will be made. An

effective communication plan can diminish the resistance, lessen uncertainty, and increase

stakeholder's participation and commitment (Goodman & Truss, 2004). This phase will begin

the following May and will continue to August and onward until this change imitative has been

anchored within Marshall College. It will speak to Kotter's (1996, 2012) last two stages of the eight-stage model: consolidate gains and produce more change and anchor new approaches. Appendix E outlines the plan to communicate the need for change and its alignment to the change implementation plan.

This section outlined a plan to communicate the need for change and the change process. Awareness of the need for change will be built within Marshall College by using Cawsey et al.'s. (2016) four phases of a communication plan: pre-change approval, creating the need for change, midstream change, and confirming/celebrating the change success. This communication plan was aligned with Kotter's (1996, 2012) eight-step change model for the change implementation plan. Further, strategies and tools to persuasively communicate to the target audiences were outlined through examples of how the path of change and short-term wins will be communicated.

Chapter 3 Summary

The final chapter of this OIP detailed the change implementation plan while connecting with the critical organizational analysis and the chose solution 5 from Chapter 2. This chapter also discussed how the implementation plan will be monitored and evaluated by using the PDSA cycle and relating to the transformational-authentic leadership approach to change. The next steps and what the future will hold for students with DD accessing PSE will conclude this OIP.

Next Steps, Future Considerations of the Organizational Improvement Plan

In the immediate, as I lead this change at the micro-level, the next steps will be to set up the presentation dates with our SOG to gain approval. The change implementation plan and communication plan will then follow. This plan will be continuously monitored and evaluated to be anchored and institutionalized at Marshall College (Kotter, 1996; 2012). This will include continued professional development to provide stakeholders with abilities pertinent to including

students with DD accessing PSE. Belle (2016) looked at the need for a shared understanding of the link between organizational learning and governance. His article discussed the importance of organizational learning that included reimagining what it means for members of the institution to participate more meaningfully in communal knowledge creation and use. As the leader for this change initiative, it will be critical for me to continue to build my organizational relationships in a way that defines inclusive space where discussions that stimulate learning can take place. As the competencies improve, I will continue to monitor and evaluate using the PDSA cycle to keep the change on track and make the necessary adjustments. Next, I will outline four medium-term goals for this OIP.

The first medium-term goal for this implementation plan is to pilot the proposed changes to the CICE core curriculum. Meetings with our CICE and CAE team will need to be set up to discuss the course outlines in the program chart. New course names, credit hours, and course descriptions will need to be worked on in collaboration with the full-time faculty and the CAE. A CICE PAC meeting will need to be scheduled so that these changes can be presented to the committee for review and feedback. Once confirmed, the course outlines will be assigned to the full-time faculty to work on in collaboration with the CAE. Monitoring and evaluation will take place once the courses are offered and have been implemented during the pilot. The CICE faculty will meet to discuss what worked, and what should be adjusted. These adjustments will then be sent to the CAE for approval and a new program chart will be created.

The second medium-term goal is proceeding with the Endure project. The PSE students who are part of our Enactus team and Endure project interested in becoming a peer mentor will sign up for formal peer mentorship training. Griffin et al., (2016) believed that mentorships have a positive impact on the success of post-secondary students with disabilities and provide meaningful service-learning opportunities for faculty and other students. Upon completion of the training, the students will receive a certificate. Once trained, they will be invited into the CICE

classrooms to meet and greet the CICE students. Mentors will be assigned to approximately three CICE students each.

The third medium-term goal involves closing the gap between the organizational leadership approach and the faculty and staff. Bolman and Deal (2008) discussed key points PSIs needs to operate on simultaneously. To build the bridge between transformational-authentic leadership and autocratic leadership, the institution will need an appropriate structure that contains policies and procedures along with faculty that support the campus goals. In conjunction with this, the institution will need to create an environment of both productivity and job satisfaction while dealing with power struggles and the ongoing need to manage conflict. Lastly, the institution needs a culture that aligns with its purpose and values to act as the bond to harmonize everyone working together.

For the future, two major gaps in the literature are worth further study. First, a longitudinal study could be valuable to better comprehend the transition phases from high school to PSE and PSE to work of people with DD. Second, there is currently a lack of literature that exists concerning students with disabilities in the social and co-curricular environment. Some authors accentuate the necessity of participation within social or extracurricular activities as "a method to develop skills that can be beneficial for their working life" (Ennals et al., 2015, p. 18). The successful navigation of campus culture for a student with DD does produce very adaptable skills, such as managing oneself; negotiating the social space; and doing academic work (Ennals et. al., 2015).

Other future considerations include giving incentives for employers to create positions for students with DD was a proposal given by the National Educational Association of Disabled Students (NEADS). This could lead to our graduates from the CICE program become contributing members in our community and society. NEADS (2021) suggested to offer tax rebates to employers who make commitments to hire students with DD and encouraged businesses to communicate the benefits of hiring new PSE graduates with DD. Another

suggestion was to reward best practices in offering employment to students with DD and link participation in government- funded work-integrated learning programs to employer accessibility and inclusion (NEAD, 2022).

This OIP is a steppingstone to learn from experiences, collect feedback, and work collaboratively with senior administrators, faculty, staff, and students to support the CICE program and its students with DD. This OIP can lead to Marshall College practicing the value of inclusion, helping students with different strengths and barriers learn to respect and care for one another. Further, it is the goal that students who graduate from the CICE program gain meaningful employment and become productive workers in our community. It is my hope that this OIP could lead to the deconstruction and reconstruction of social and cultural knowledge that transformative leadership speaks of to have societal transformation in the future.

References

Accessibility for Ontarians Disabilities Act (AODA). (2018). *Accessibility on the ground and in the communities: Annual report*. Ontario.ca/Accessibility. https://files.ontario.ca/msaa-aoda-annual_report-2018-en-2019-27-09.pdf

Alimo-Metcalfe, B. (1995). An investigation of female and male constructs of leadership. *Women in Management Review, 2*(2), 36-44. https://www.emerald.com/insight/content/doi/10.1108/17542411011092309/full/html

Andersen, J. A. (2015). Barking up the wrong tree: On the fallacies of the transformational leadership theory. *Leadership & Organization Development Journal, 36*(6), 765-777. https://www.deepdyve.com/lp/emerald-publishing/barking-up-the-wrong-tree-on-the-fallacies-of-the-transformational-g3bggB0CYQ

Anonymous. (2021a). *College reaches record enrolment*. Retrieved from organization website.

Anonymous. (2021b). *Vision/Mission statement*. Retrieved from organization website.

Anonymous. (2021c). *Strategic Plan*. Retrieved from organization website.

Anonymous. (2021d). *Accessibility Policy.* Retrieved from organization website.

Anonymous. (2021e). *Organization chart*. Retrieved from organization website.

Anonymous. (2021f). *Key performance indicators*. Retrieved from organization website.

Anonymous. (2021g). *Annual & cyclical review*. Retrieved from organization website.

Antonakis, J. (2012). Transformational and charismatic leadership. In D. V. Day & J. Antonakis (Eds.), *The nature of leadership* (2nd ed., pp. 256-288). Sage.

Argyris, C. (1994). *On organizational learning*. Blackwell.

Armenakis, A., Bedeian, A. & Niebuhr, R. (1979). Planning for organizational intervention: The importance of existing socio-psychological situations in organizational diagnosis. *Group & Organization Studies, 4*(1), 59-70. https://doi.org/10.1177/105960117900400105

Armenakis, A. A, Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for

organizational change. *Human Relations, 46*(6), 681-703.

https://doi.org/10.1177/001872679304600601.

Armenakis, A. A, Harris, S. G., & Field, H. S. (1999). *Making change permanent; A model for institutionalizing change interventions*. In W. Passmore & R. Woodman (Eds.), Research in organizational change and development (Vol. 12, pp. 289-319). JAI Press. https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks2/emerald/2010-08-30/1/08973016/12

Armenakis, A., Bernerth, J., Pitts, J., & Walker, H. (2007). Organizational change recipients' beliefs scale: Development of an assessment instrument. *Journal of Applied Behavioural Science, 43*(4), 481-505. https://doi-org.proxy1.lib.uwo.ca/10.1177/0021886307303654

Armenakis, A. A, & Harris, S. G. (2002). Crafting a change message to create transformational readiness. Journal of Organizational Change, 15(2), 169-183. http://doi.org/10.1108/09534810210423080.

Armenakis, A. A, & Harris, S. G. (2009). Reflections: Our journey in organizational change research and practice. *Journal of Change Management, 9*(2), 127-142. https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/14697017/v09i0002/127_rojiocrap.xml

Armenakis, A. A, Harris, S. G., & Field, H. S. (2015). Making change permanent: A model for institutionalizing change interventions. Research in Organizational Change and Development, 12(1), 97-128. http://doi.org/10.1016/S0897-3016(99)12005-6.

Avolio, B.J., Gardner, W.L., Walumbwa, F.L., & May, D.R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *Leadership Quarterly, 15*, 801–823. https://www-sciencedirect-com.proxy1.lib.uwo.ca/science/article/pii/S1048984304000876?via%3Dihub

Avolio, B., & Gardner, W. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly, 16*(3), 316-338. http://doi.org/10.1016/j.leaqua.2005.03.001.

Bacchi, C., & Goodwin, S. (2016). *Post-structural policy analysis: A guide to practice*. Palgrave
Macmillan.

Baglieri, S., Bejoian, L. M., Broderick, A. A., Connor, D. J., & Valle, J. (2011a). Inviting
interdisciplinary alliances around inclusive educational reform: Introduction to the special
issue on disability studies in education. *Teachers College Record, 113*(10), 2115-2121.
https://doi-org.proxy1.lib.uwo.ca/10.1177/016146811111301007

Baglieri, S., Bejoian, L. M., Broderick, A. A., Connor, D. J., & Valle, J. (2011b). [Re]claiming
"inclusive education" toward cohesion in educational reform: Disability studies unravels
the myth of the normal child. *Teachers College Record, 113*(10), 2122-2154.
https://doi-org.proxy1.lib.uwo.ca/10.1177/016146811111301001

Barnes, C. (2010). A brief history of discrimination and disabled people. In L. Davis
(Ed.), *Disability studies reader* (pp. 20-32). Routledge.

Barnes, C., & Mercer, G. (2004). *Implementing the social model of disability: Theory & research.*
The Disability Press. https://doi-org.proxy1.lib.uwo.ca/10.1017/S0047279406320545

Barton, L. (1998). Markets, managerialism, and inclusive education. In P. Clough (Ed.),
Managing inclusive education: From policy to experience (pp. 78-91). Paul Chapman.

Basham, L. M. (2012). Transformational leadership characteristics necessary for today's leaders
in higher education. *Journal of International Education Research, 8*(4), 343-348.
https://doi.org/10.19030/jier.v8i4.7280.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bass, B. M. (1998). The ethics of transformational leadership. In J. Ciulla (Ed.), *Ethics: The
heart of leadership* (pp. 169-192). Praeger.

Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research and managerial
applications* (4th ed.). Free Press.

Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational
leadership for individual, team, and organizational development. *Research in*

Organizational Change and Development, 4, 231- 272.

https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.846.3963&rep=rep1&type=pdf.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Erlbaum.

Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational

leadership behavior. *The Leadership Quarterly, 10*(2), 181–217.

https://doi.org/10.1016/S1048-9843(99)00016-8

Beatty, C. A. (2015). *Communicating during an organizational change*. Queen's University IRC.

Belle, S. (2016). *Organizational learning? Look again*. The Learning Organization, 23(5), 332-

341. DOI:10.1108/TLO-01-2016-0007

Bennis, W. G., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. Harper & Row.

Berger, P., & Luckmann, T. (1966). T*he social construction of reality; A treatise in the sociology

of knowledge* (1st ed). Doubleday.

Besterfield-Sacre, M. Cox, M. F., Borrego, M., Beddoes, K., & Zhu, J. (2014). Changing

engineering education: Views of Please.S. faculty, chairs, and deans. *Journal of

Engineering Education 103*(2), 193-219. http://doi.org/220-252.10.1002/jee.20040.

Bhargavi, S., & Yaseen, A. (2016). Leadership styles and organizational performance*. Strategic

Management Quarterly, 4*(1), 87-117. http://doi.org/10.15640/smq.v4n1a5.

Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership*.

Jossey-Bass.

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership*

(6th ed.). Jossey-Bass.

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. Jossey-Bass.

Borrego, M., & Henderson, C. (2014). Increasing the use of evidence-based teaching in STEM

higher education: A comparison of eight change strategies. *Journal of Engineering

Education, 103*(2), 220-252. http://doi.org/220-252.10.1002/jee.20040.

Braddock, D., & Parish, S. (2001). *An institutional history of disability*. Sage.

Brint, S. (2003). Few remaining dreams: Community colleges since 1985. *The ANNALS of the American Academy of Political and Social Science, 586*,16-37. https://doi.org/10.1177/0002716202250208

Brown, D. J. (2018). In the minds of followers: Follower-centric approaches to leadership. In J. Antonakis & D. V. Day (Eds.), *The nature of leadership* (pp. 82–108). Sage.

Brown, I., & Radford, J. (2007). Historical overview of intellectual and developmental disabilities. In I. Brown, & M. Percy (Eds.). *A comprehensive guide to intellectual and developmental disabilities* (pp. 17-33). Paul H. Brookes Publishing.

Buller, J. L. (2015). *Change leadership in higher education. A practical guide to academic transformation*. Jossey-Bass.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Burnes, B., & By, R. T. (2012). Leadership and change: The case for greater ethical clarity. *Journal of Business Ethics, 108*(2), 239-252. https://www.jstor.org/stable/41476290

Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organizational analysis*. Heinemann Educational Books.

Burrell, G., & Morgan, G. (1982). *Sociological paradigms and organizational analysis*: *Elements of the sociology of corporate life*. Ashgate

Burrell, G., & Morgan, G. (2005). *Sociological paradigms and organizational analysis: Elements of the sociology of corporate life.* Ashgate.

Braun, K. V. N., Alissop, M. Y., & Lollar, D. (2006). A multi-dimensional approach to the transition of children with developmental disabilities into young adulthood: The acquisition of adult social roles. *Disability and Rehabilitation, 28*(15), 915-928. https://pubmed.ncbi.nlm.nih.gov/16861199/

Brint, S. (2003). Few remaining dreams: Community colleges since 1985. *The ANNALS of the American Academy of Political and Social Science, 586*, 16-37.

https://doi.org/10.1177/0002716202250208

Bruce, C. (2011). Inclusive post-secondary education for diverse learners: *Supporting transition. Post-Secondary disability services division, labour and advancement education and senior administration* (pp. 1-54). Acadia University, School of Education.

Cameron, E., & Green, M. (2004). *Making sense of change management: A complete guide to the models, tools & techniques of organizational change*. Kogan Page Publishers.

Caldwell, C., Shapiro, J. P., & Gross, S. J. (2007). Ethical leadership in higher education admission: Equality vs. equity. *Journal of College Admission, 195*, 14-19. https://files.eric.ed.gov/fulltext/EJ783947.pdf

Capper, C. A. (1993). Educational administration in a pluralistic society. A multiple paradigm approach. In C. A. Capper (Ed.), *Educational administration in a pluralistic society* (pp. 7-35). State University of New York Press.

Capper, C. A. (2019). *Organizational theory for equity and diversity*. Routledge.

Carey, A. C. (2009). *On the margins of citizenship: Intellectual disability and civil rights in twentieth-century America*. Temple University Press.

Carnall, C. (1999). Managing change in organizations (3rd ed.). Financial Times/Prentice Hall.

Carnegie Project on the Education Doctorate. (2021*). The CPED Framework©.* https://www.cpedinitiative.org/the-framework.

CAST. (2021). *About universal design for learning*. CAST | Until learning has no limits. https://www.cast.org/impact/universal-design-for-learning-udl.

Cawsey, T. F., Deszca, G., & Ingols, C. (2016). *Organizational change: An action-oriented toolkit* (3rd ed.). Sage.

Chaffee, E. E. (1983). *Rational decision making in higher education*. National Center for Higher Education Management Systems.

Chen, H. T. (2015). *Practical program evaluation: Theory-driven evaluation and the integrated evaluation perspective* (2nd ed.). Sage.

Clapp-Smith, R., Vogelgesang, G. R., & Avey, J. B. (2009). Authentic leadership and positive

    psychological capital: The mediating role of trust at the group level of analysis. *Journal of*

    Leadership and Organizational Studies, *15*(3), 227-240.

    https://doi.org/10.1177/1548051808326596

Cohen, D. S. (2005). *The heart of change field guide: Tools and tactics for leading change in*

    your organization. Harvard Business Press.

Cole, M., Harris, S. & Bernerth, J. (2006). Exploring the implications of vision, appropriateness,

    and execution of organizational change. *Leadership & Organization Development*

    Journal, 27(5), 352-367.

    https://www.researchgate.net/publication/36382142_Exploring_the_Implications_of_Visi

    on_Appropriateness_and_Execution_of_Organizational_Change

Collins, A., Azmat, F., & Rentschler, R. (2019). Bringing everyone on the same journey:

    Revisiting inclusion in higher education. *Studies in Higher Education*, *44*(8), 1475-1487.

    http://repository.bilkent.edu.tr/bitstream/handle/11693/48279/%20Bringing_everyone_on

    _the_same_journey%20_revisiting_inclusion.pdf;jsessionid=BD9E8B90B260F12744D0

    A8915A9B01BD?sequence=1

Conner, D. J., & Gabel, S. L. (2013). "Crippling" the curriculum through academic activism:

    Working toward increasing global exchanges to reframe (dis)ability and education.

    Equity & Excellence in Education,46(1), 100-118. https://doi-

    org.proxy1.lib.uwo.ca/10.1080/10665684.2013.750186

Cothran, H. M., & Wysocki, A. F. (2005). Developing SMART goals for your organization. *EDIS*,

    14, 1-2.

Cranston, J. (2011). Relational trust: The glue that binds a professional learning community.

    Alberta Journal of Educational Research, 57, 59-72.

    https://doi.org/10.11575/ajer.v57i1.55455

Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed methods approach*.

Sage.

Curry, B. K. (1992). *Instituting enduring innovations: Achieving continuity of change in higher education*. Washington University, School of Education and Human Development. ASHE-ERIC Higher Education Report No. 7. https://files.eric.ed.gov/fulltext/ED358809.pdf.

Dallas, B. K., McCarthy, A. K., & Long, G. (2016). Examining the educational benefits of and attitudes toward closed captioning among undergraduate students. *Journal of the Scholarship of Teaching and Learning*, *16*(2), 50-65. https://files.eric.ed.gov/fulltext/EJ1100856.pdf

Danforth, S., & Gabel, S. L. (Eds). (2006). *Vital questions facing disability studies in education*. Oxford University Press.

Daniels, K. (2004). Strangers at the door: Support service for students with disabilities in community colleges. *Community College Journal of Research and Practice, 28*(5), 475-482. https://doi.org/10.1080/10668920490452905.

Deetz, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science, 7*, 191-207. https://doi.org/10.1287/orsc.7.2.191

DeHoogh, A.H.B., Greer L. L., & Den Hartog, D. N. (2015). Diabolical dictators or capable commanders? An investigation of the different effects of autocratic leadership on team performance. *The Leadership Quarterly 26*(5), 687-701. http://www.sciencedirect.com

Dei, G. J., James, I. M., Karumanchery, L. L., James-Wilson, S., & Zine, J. (2000). *Removing the margins. The challenges and possibilities of inclusive schooling*. Canadian Scholars Press, Inc.

Deming, E. W. (1993). The new economics. *Massachusetts Institute of Technology Press*, 35.

Diddams, M., & Chang, G. (2012). Only human: Exploring the nature of weakness in authentic leadership. *The Leadership Quarterly*, *23*, 593–603.

https://www.sciencedirect.com/science/article/pii/S1048984311002050?via%3Dihub

Donnelly, P., & Kirk, P. (2015). Use the PDSA model for effective change management. Education for Primary Care, 26(4), 279-281. http://doi.org/10.1080/14739879.2015.11494356.

Doran, G. T. (1981). There's a S.M.A.R.T. Way to write management's goals and objectives. *Management Review, 70*, 35-36.

Dudar, L., Scott, S., & Scott, D. (2017). Accelerating change in schools: Leading rapid, successful, and complex change initiatives. *Advances in Educational Administration, 27*(1), 27-43. https://www.emerald.com/insight/publication/doi/10.1108/S1479-3660201727.

Duignan, P. A. (2014). Authenticity in educational leadership: History, ideal, reality. *Journal of Educational Administration, 52*(2), 152-172. http://ra.ocls.ca/ra/login.aspx?inst=stclair&url=https://www.proquest.com/scholarly-journals/authenticity-educational-leadership-history-ideal/docview/1512618363/se-2?accountid=39957

Eckel, P., & Kezar, A. (2003). Key strategies for making new institutional sense: Ingredients to higher education transformation. *Higher Education Policy, 16*(1), 39-53. https://www.researchgate.net/publication/248875961_Key_Strategies_for_Making_New_Institutional_Sense_Ingredients_to_Higher_Education_Transformation

Ennals, P., Fossey, E., & Howie, L. (2015). Postsecondary study and mental ill-health: A meta-synthesis of qualitative research exploring students' lived experiences. *Journal of mental health*, *24*, 111-119. https://doi.org/10.3109/09638237.2015.1019052

Erevelles, N. (2011). "Coming Out Crip" in inclusive education. *Teachers College Record*, *113*(10), 2155-2185. https://teachingisintellectual.com/wp-content/uploads/2020/12/Erevelles-2011.pdf

Felin, T., Foss, N.J. and Ployhart, R. E. (2015). The microfoundations movement in strategy and organization theory. *Academy of Management Annals, 9*(1), 575–632. 10.1080/19416520.2015.1007651

Fichten, C. S., Asuncion, J. V., Robillard, C., Fossey, M. E. & Barlie, M. (2003). Accessible computer technologies for students with disabilities in Canadian higher education. *Canadian Journal of Learning & Technology, 29*(2), 5- 34. 10.21432/T2R88M

Foss, J. J. (2002). *Attitudes and accommodation practices of university health professions faculty toward students with learning disabilities.* ProQuest Dissertations & Theses Global. https://www.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com/dissertations-theses/attitudes-accommodation-practices-university/docview/304806055/se-2?accountid=15115

Fuller, M., Healey, M., Bradley, A., & Hall, T. (2004). Barriers to learning: A systematic study of the experiences of disabled students in one university. *Studies in Higher Education*, *29*(3), 303–318. https://resolver-scholarsportal-info.proxy1.lib.uwo.ca/resolve/03075079/v29i0003/303_btlassodsiou.xml

Gallinger, K. R. (2013). Inclusive post-secondary education: Stories of seven students with intellectual disabilities attending college in Ontario, Canada [Unpublished doctoral dissertation]. Queen's University.

Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. O. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *Leadership Quarterly, 16*, 343-372. https://doi-org.proxy1.lib.uwo.ca/10.1016/j.leaqua.2005.03.003

Giallonardo, L. M., Wong, C. A., & Iwasiw, C. L. (2010). Authentic leadership of preceptors: Predictor of new graduate nurses' work engagement and job satisfaction. *Journal of Nursing Management, 18,* 993–1003. https://doi.org/10.1111/j.1365-2834.2010.01126.x

Goodman, J., & Truss, C. (2004). The medium and the message: Communicating effectively during a major change initiative. *Journal of Change Management, 4*(3), 217-228. http://doi.org/10.1080/1469701042000255392

Gopichandran, V., & Krishna, A. K. I. (2013). Monitoring 'monitoring' and evaluating 'evaluation': An ethical framework for monitoring and evaluation in public health. *Journal of Medical Ethics, 39*(1), 31–35. 10.1136/medethics-2012-100680

Griffin, M. M., Mello, M. P., Glover, C. A., Carter, E. W., Hodapp, R. M. (2016). Supporting students with intellectual and developmental disabilities in postsecondary education: The motivations and experiences of peer mentors. *American Association on Intellectual and Development Disabilities, 4*(2), 75-88. https://www.semanticscholar.org/paper/Supporting-Students-With-Intellectual-and-in-The-of-Griffin-Mello/d7af3252b708c4c1f20b424b45b6d43f96e3883f

Grigal, M., Hart, D., & Weir, C. (2011). Framing the future: A standards-based conceptual framework for research and practice in inclusive higher education. Insight: *A Think College Brief on Policy, Research, & Practice, 10*(1), 1-8. www.thinkcollege.net.

Gudda, P. (2011). *A guide to project monitoring & evaluation*. Author House.

Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher, 15*(5), 5-12. https://doi.org/10.3102/0013189X015005005

Guskey, T. R. (2002). Does it make a difference? Evaluating professional development *Educational leadership*, *59*(6), 45. https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1005&context=edp_facpub

Guskey, T. R., & Sparks, D. (1996) Exploring the relationship between staff development and improvements in student learning, *Journal of Staff Development*, *17*(4), 34-38.

Hartnell, C., & Walumbwa, F. (2011). Transformational leadership and organizational culture: Toward integrating a multilevel framework. *Handbook of organizational culture and climate*, 225-248. https://dx.doi.org/10.4135/9781483307961.n13.

Hellmich, D. M. (2007). *Ethical leadership in the community college: Bridging theory and daily practice*. Jossey-Bass.

Henderson, C. (2001). *College freshman with disabilities, 2001: A biennial statistical profile.* American Council on Education. https://files.eric.ed.gov/fulltext/ED458728.pdf.

Higgs, M. J. (2003). Developments in leadership thinking. *Journal of Organizational Development and Leadership, 24*(5), 273-284.

Higgs, M., & Rowland, D. (2005). All changes great and small: Exploring approaches to change and its leadership. *Journal of Change Management, 5*(2), 121-151. DOI: 10.1080/14697010500082902

Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for Organizational Change: The Systematic Development of a Scale. The Journal of Applied Behavioral Science, 43(2), 232–255. https://doi.org/10.1177/0021886306295295.

House, R. J. (1976). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larsson (Eds.), Leadership: *The cutting edge* (pp. 189-207). Southern Illinois University Press. https://files.eric.ed.gov/fulltext/ED133827.pdf

Isell, M. L. (2014). Health program planning and evaluation. A practical, systematic approach for community health (3rd ed.). Jones and Bartlett.

Jensen, S. M., & Luthans, F. (2006). Relationship between entrepreneurs' psychological capital and their authentic leadership. *Journal of Managerial Issues, 18,* 254–273. https://www.jstor.org/stable/40604537

Joo, B., & Nimon, K. (2013). Two of a kind? A canonical correlational study of transformational leadership and authentic leadership. *European Journal of Training and Development, 38*(6), 570-587. https://doi.org/10.1108/EJTD-12-2013-0129

Judge, W., & Douglas, T. (2009). Organizational change capacity: the systematic development of a scale. Journal of Organizational Change Management, 22(6), 635–649. https://doi.org/10.1108/09534810910997041.

Kang, S. P. (2015). Change management: Term confusion and new classifications.

Performance Improvement, 54(3), 26-

32. https://onlinelibrary.wiley.com/doi/epdf/10.1002/pfi.21466

Kanter, R. M. (1990). When giants learn to dance. Allen & Unwin

Kemis, M. H. (2003). Toward a conceptualization of optimal self-esteem. Psychological Inquiry, 13, 1-26. https://doi.org/10.1207/S15327965PLI1401_01

Kezar, A. (2018). How colleges change. Understanding, leading, and enacting change (2nd ed.). Routledge.

Kezar, A., & Eckel. P. (2002). Examining the institutional transformation process: The importance of sensemaking, inter-related strategies and balance. Research in Higher Education, 43(4), 295-328. https://doi-org.proxy1.lib.uwo.ca/10.1023/A:1014889001242

Kezar, A., & Lester, J. (2011). Enhancing campus capacity for leadership: An examination of grassroots leaders. Stanford University Press.

Khoboli, B., & O'toole, J. M. (2012). The concerns-based adoption model: Teachers' participation in action research. Systemic Practice and Action Research, 25(2), 137-148. http://doi.org/10.1007/s11213-011-9214-8.

Klein, S. M. (1996). A management communication strategy for change. Journal of Organizational Change Management, 9(2), 32-

46. https://doi.org/10.1108/09534819610113720

Kloppenborg, T.J., & Petrick, J.A. (1999). Leadership in project life cycle and team character development. Project Management Journal, 30(2), 8–13. https://doi.org/10.1177/875697289903000203

Knowlton, L. W., & Philips, C. C. (2013). The logic model guidebook: Better strategies for great results (2nd ed.). Sage.

Konur, O. (2006). Teaching disabled students in higher education. Teaching in Higher Education, 11(3), 351-363. https://doi.org/10.1080/13562510600680871

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). Jossey-Bass.

Kotter, J. P. (1996). *Leading Change*. Harvard Business School Press.

Kotter, J. P. (2012). *Leading Change*. *With a new preface by the author*. Harvard Business

    Review Press.

Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people*

    change their organizations. Harvard Business School Press.

Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Norman, C. L., Provost, L. P. (2009).

    The improvement guide: A practical approach to enhancing organizational

    performance. Wiley Publishers.

La Vigne, S. P. (2015). *California Community College Administrators' and DSPS Directors'*

    Perception and Understanding of Accommodating Students with Disabilities. ProQuest

    Dissertations & Theses Global. https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-

    bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/dissertations-

    theses/california-community-college-administrators-dsps/docview/1664610249/se-

    2?accountid=15115.

Layton, C. A., & Lock, R. H. (2003). Reasoning and self-advocacy for postsecondary students

    with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal, 12*(2), 49-55.

    https://js.sagamorepub.com/ldmj/article/view/5455

Leonardo, Z., & Broderick, A. A. (2011). Smartness as property: A critical exploration of

    intersections between whiteness and disability studies. *Teachers College Record,*

    113(10), 2206-2232.

Lewis, L. (2019). *Organizational change: Creating change through strategic communication:*

    Vol. 2. (1st ed.). John Wiley & Sons, Incorporated.

Macleod, Les. (2013). Making SMART goals smarter. *Physician Executive, 38*(2), 68-70.

    https://www.researchgate.net/publication/256098067_Making_SMART_goals_smarter

Manning, K. (2017). *Organizational theory in higher education*. Taylor & Francis Group.

Manning, K., Kinzie, J., & Schuh, J. H. (2013). *One size does not fit all: Traditional and innovative models of student affairs practice* (2nd ed.). Routledge.

Many, T., Maffoni, M., Sparks, S., & Thomas, T. (2019). *How schools thrive: Building a coaching culture for collaborative teams in PLCs at work*. Solution Tree.

Markiewicz, A., & Patrick, I. (2016). *Developing, monitoring and evaluation frameworks*. Sage.

Masqsood, S., Bilal, H., Nazir, S., & Baig, R. (2013). Manager's leadership styles and employee job satisfaction. www.oricpub.com.

Mathison, S. (2005). *Encyclopedia of evaluation*. Sage.

Matthews, N. (2009). Teaching the 'invisible' disabled students in the classroom; Inclusion and the social model of disability. *Teaching in Higher Education*, *14*(3), 229-239. https://doi.org/10.1080/13562510902898809

Maxcy, S. J. (2002). *Ethical school leadership.* Scarecrow.

Mckee, V. (2013). *An examination of the similarities and differences between transformational and authentic leadership and their relationship to followers' outcomes*. [Doctoral dissertation, University of North Texas].

https://digital.library.unt.edu/ark:/67531/metadc283823/m2/1/high_res_d/dissertation.pdf

Moen, R. D., & Norman, C. L. (2010). Circling back. Clearing up myths about the Deming cycle and seeing how it keeps evolving. http://www.apiweb.org/circlingback.pdf.

Morgan, G. (1986). *Images of organization*. Sage.

Morgan, G. (2006). *Images of organization.* Updated Edition. Sage.

Mosoff, J., Greenholtz, J., & Hurtado, T. (2009). Assessment of inclusive post-secondary education for young adults with developmental disabilities. *Canadian Council on Learning*, November 2009, 1-61.

https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.6303&rep=rep1&type=pdf

Nadler, D., & Tushman, M. (1989). Organizational frame bending: Principles for managing

reorientation. *Academy of Management Executive, 3*(3), 194-204.

https://doi.org/10.5465/ame.1989.4274738.

Napier, G. S., Amborski, D. J., & Pesek, V. (2017). Preparing for transformational change: A

framework for assessing organizational change readiness. *International Journal of*

Human Resources Development and Management, 17(1/2), 129-142.

DOI:10.1504/IJHRDM.2017.085265

NEADS. (2022, 02 14). *Campus disability services.* NEADS.

https://www.neads.ca/en/about/reports/

Nevarez, C., & Wood, J. L. (2010). *Community college leadership and administration: Theory,*

practice & change. Peter Lang.

Northouse, P. (2019). *Leadership: Theory and practice* (8th ed.). Sage.

Notgrass, D. (2014). The relationship between followers' perceived quality of relationship and

preferred leadership style. *Leadership & Organization Development Journal, 35*(7), 605-

621.

https://www.researchgate.net/publication/267034899_NotgrassD_2014The_relationship

_between_followers'_perceived_quality_of_relationship_and_preferred_leadership_style

_Leadership_Organization_Development_Journal_Vol_35_Iss_7_pp_605_-_621

Ng, E. & Sears, G. (2012). CEO leadership styles and the implementation of organizational

diversity practices: Moderating effects of social values and age. *Journal of Business*

Ethics, 105(1), 41-52. https://psycnet.apa.org/doi/10.1007/s10551-011-0933-7

OECD. (2009). *Creating effective teaching and learning environments: First results from TALIS*.

OECD Publishing.

Oliver, M., & Barnes, C. (2012). *The new politics of disablement*. Palgrave.

Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & Society, 28* (7),

1024-1026. https://www.tandfonline.com/doi/abs/10.1080/09687599.2013.818773.

Ontario Human Rights Commission. (2000). *Policy and guidelines on disability and the duty to*

accommodate. Human rights code.

http://www.ohrc.on.ca/sites/default/files/attachments/Policy_and_guidelines_on_disabilit y_and_the_duty_to_accommodate.pdf.

Ontario Human Rights Commission. (2021a). *Human rights code, R.S.O. 1990, c. H.19. Human rights code*. https://www.ontario.ca/laws/statute/90h19/v24.

Ontario Human Rights Commission. (2021b). *Principles of accommodation. Guidelines on accessible education*. http://www.ohrc.on.ca/en/guidelines-accessible-education/principles-accommodation.

Ontario Ministry of Colleges and Universities. (2019). *College and University Strategic Mandate Agreements. Changes to 2020-2025 agreements*. Ontario. https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements

Oswald, S., Mossholder, K., & Harris, S. (1994). Vision salience and strategic involvement: Implications for psychological attachment to organization and job. *Strategic Management Journal,* 15, 477-489. https://doi.org/10.1002/smj.4250150605

Oswald, S., Mossholder, K., & Harris, S. (1997). Relations between strategic involvement and managers' perceptions of environment and competitive strengths. *Group & Organization Studies,* 22(3), 343-365. https://doi.org/10.1177/1059601197223003

Panitch, M. (2008). *Disability, mothers, and organizations: Accidental activists*. Routledge.

Pascale, R. (1999). *Managing on the edge: How successful companies use conflict to stay ahead*. Viking.

Patton, M. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

Pettigrew, A. M. (1985). Culture and politics in strategic decision making and change. In J. M. Pennings (Eds.), *Strategic decision making in complex organizations*. Jossey-Bass.

Pietrzak, M., & Paliszkiewicz, J. (2015). Framework of strategic learning: The PDSA cycle.

Management, 10(2), 149-161. https://www.fm-kp.si/zalozba/ISSN/1854-4231/10_149-161.pdf

Plotner, A. J., & Marshall, K. J. (2015). Post-secondary education programs for students with an intellectual disability: Facilitators and barriers to implementation. *Intellect Dev Disabil. 53*(1), 58-69. http://meridian-allenpress-com.proxyl.lib.uwo.ca/idd/article/53/1/58/1642/Postsecondary-Education-Programs-for-Students-With

Plowman, D. A., & Duchon, D. (2008). Dispelling the myths about leadership: From cybernetics to emergence. In M. Uhl-Bien & R. Marion (Eds.), *Complexity leadership part 1: Conceptual foundations* (pp. 129–154). Information Age Publishing.

Pollack, J., & Pollack R. (2015). Using Kotter's eight-stage process to manage an organizational change program: Presentation and practice. *Systemic Practice and Action Research, 28*(1), 51-66. http://doi.org/10.1007/s11213-01409317-0.

Popescu, C. R., & Popescu, V. A. (2015). The assessment methodology PDCA/PDSA – A methodology for coordinating the efforts to improve the organizational processes to achieve excellence. *Challenges of the Knowledge Society, 5*(1), 693-696. http://ra.ocls.ca/ra/login.aspx?inst=stclair&url=https://www.proquest.com/scholarly-journals/assessment-methodology-pdca-pdsa-coordinating/docview/1698605332/se-2

Putnam, L., & Banghart, S. (2017). Interpretive approaches. The international encyclopedia of organizational communication. https://doi.org/10.1002/9781118955567.wbieoc118

Rao, S. M. (2004). Students with disabilities in higher education: Faculty attitudes and willingness to provide accommodations. *College Student Journal 38*(2), 191. https://www-proquest-com.proxy1.lib.uwo.ca/intermediateredirectforezproxy

Ravitch, S. M., & Riggan, M. (2017). *Reason and rigor: How conceptual frameworks guide research.* Sage. Redpath, J., Kearney, P., Nicholl, P., Mulvenna, M., Wallace, J., & Martin, S. (2013). A qualitative study of the lived experiences of disabled post-transition

students in higher education institutions in Northern Ireland. *Studies in Higher Education*, *38*(9), 1334-1350. https://doi.org/10.1080/03075079.2011.622746

Richmond, M. & Allison, D. (2003). Toward a conceptual framework for leadership inquiry. *Educational Management & Administration, 31*(1), 31-50.

Roskos-Ewoldsen, D. R., & Monahan, J. L. (2009). Communication and Social Cognition. Routledge.

Rumselt, R. P. (1991). *How much does industry matter? Strategic Management Journal, 12*, 167-185.

Ryan, J. (2006). *Inclusive leadership*. Jossey-Bass.

Ryan, J., & Rottman, C. (2007). Educational leadership and policy approaches to critical social justice. *Journal of Education Administration & Foundations*, *18*(1/2), 9-23. https://www.proquest.com/docview/214074719/fulltextPDF/447DB8BCE9BD4600PQ/1?accountid=15115

Rytivaara, A., & Kershner, R. (2012). Co-teaching as a context for teachers' professional learning and joint knowledge construction. Teaching and Teacher Education, 28(7), 999-1008. https://doi.org/10.1016/j.tate.2012.05.006.

Sammut-Bonnici, R., & Wensley, R. (2002). Darwinism, probability and complexity: Market-based organizational transformation and change explained through the theories of evolution. *International Journal of Management Reviews, 4*(3), 291-315. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2335381

Sandberg, J., & Tsoukas, H. (2015). Making sense of the sensemaking perspective: Its constituents, limitations, and opportunities for further development. *Journal of Organizational Behaviour, 36,* 6-32. https://onlinelibrary-wiley-com.proxy1.lib.uwo.ca/doi/pdfdirect/10.1002/job.1937.

Sapon-Shevin, M. (2003). Inclusion: A matter of social justice. *Educational leadership: Journal of the Department of Supervision and Curriculum Development, N. E. A., 61*(2), 25-28.

https://www.researchgate.net/publication/288891531_Inclusion_A_Matter_of_Social_Justice

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B., & Guman, E. (1999). The dance of change: The challenges to sustaining momentum in learning organizations. *Performance Management, 38*(5), 1-64. https://doi.org/10.1002/pfi.4140380511

Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. Jossey-Bass.

Schein, E. H., & Schein, P. A. (2016). *Organizational culture and leadership*. John Wiley & Sons, Incorporated. https://ebookcentral proquestcom.proxy1.lib.uwo.ca/lib/west/reader.action?docID=4766585

Schulte, J. M., & Cochrane, D. B. (1995). *Ethics in school counseling.* Teachers College Press.

Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In Denzin, N. K., Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research*. Sage.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: interpretivism, hermeneutics, and social constructionism. In Denzin, N. K. and Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research* (2nd ed., pp 189-213). Sage.

Senge, P. M. (1997). Communities of leaders and learners. *Harvard Business Review, 75*(5), 30-31. https://pubmed.ncbi.nlm.nih.gov/10170331/

Shapiro, J. P., & Gross, S. J. (2008). *Ethical educational leadership in turbulent times: (Re) solving moral dilemmas.* Lawrence Erlbaum Associates.

Shapiro, J. P., & Stefkovich, J. A. (2005). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (2nd ed.). Lawrence Erlbaum.

Sharma, M., & Petosa, R. L. (2012). *Measurement and evaluation for health educators*. Jones & Bartlett Publishers.

Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly, 46*(4), 558-589.

https://doi.org/10.1177/0013161X10375609

Shields, C. (2020). Transformative Leadership. *Oxford Research Encyclopedia of*

Education. Retrieved 27 Apr. 2022.

https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-

9780190264093-e-632.

Sirotnik, K. A., & Oakes, J. (1986). *Critical perspectives on the organization and improvement of*

schooling. Kluwer-Nijhoff.

Smith, M. J. (2010). *Handbook of program evaluation for social work and health professionals*.

Oxford University Press.

Starratt, R. J. (2004). *Ethic Leadership*. Jossey-Bass.

Stavros, J., Rothwell, W., & Sullivan, R. (2016). *Practicing organization development: Leading*

transformation and change (4th ed.). John Wiley and Sons.

Stewart, T. A. (1994). Rate your readiness to change. *Fortune, 129*(3), 106.

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the

literature. *The Journal of Psychology, 25*(1), 35-

71. https://doi.org/10.1080/00223980.1948.9917362

Sullivan, L. G. (2001). Four generations of community college leadership. *Community College*

Journal of Research and Practice, 25, 559-571.

https://doi.org/10.1080/106689201316880759

Tangney, J. P. (2003). Self-relevant emotions. In M. R. Leary & J. P. Tangney (Eds.), *Handbook*

of self and identity (pp. 384 – 400). Guilford Press.

Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bell, D., & Reed, J. E. (2014). Systematic

review of the application of the plan–do–study–act method to improve quality in

healthcare. *BMJ quality & safety*, *23*(4), 290-298.

https://qualitysafety.bmj.com/content/qhc/23/4/290.full.pdf

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of

social justice leadership. *Educational Administration Quarterly, 43*(2), 221-258.

https://doi.org/10.1177/0013161X06293717

Theoharis, G. (2010). Disrupting injustice: Principals narrate the strategies they use to improve

their schools and advance social justice. *Teacher College Record, 112*(1), 331-373.

http://www.4j.lane.edu/wp-content/uploads/2014/08/Disrupting-Injustice.pdf

Theoharis, G., & Scanlan, M. (2015). *Leadership for Increasingly Diverse Schools*. Taylor &

Francis Group. https://ebookcentral.proquest.com/lib/west/detail.action?docID=1987321

Tinklin, T. S., Riddell, & Wilson, A. (2004). Policy and Provision for disabled students in

Scotland and England: The current state of play. *Studies in Higher Education*, *29*(5),

637-657. https://doi.org/10.1080/0307507042000261599

Tourish, D. (2013). *The dark side of transformational leadership: A critical* perspective.

Routledge.

Towle, H. (2015, July 8). *Disability and inclusion in Canadian education. Policy, procedure,*

and practice. Canadian Center for Policy Alternatives. http://www.policyalternatives.ca.

Vakola, M. (2013). Multilevel readiness to organizational change: A conceptual approach.

Journal of Change Management, 13(1), 96-109.

https://doi.org/10.1080/14697017.2013.768436.

Vaughan, G. B. (1992). *Dilemmas of leadership: Decision making and ethics in the community*

college. Jossey-Bass.

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J., (2008).

Authentic leadership: Development and validation of a theory-based measure. *Journal of*

Management, 34(1), 89-126.

Wang, G., Oh, I. S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and

performance across criteria and levels: A meta-analytic review of 25 years of research.

Group & Organization Management, 36(2), 223-270.

https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1021&context=managementf

acpub

Weber, M. (1947). *The theory of social and economic organizations* (T. Parsons, trans.). Free

Press.

Weick, K. E. (1995). *Sensemaking in organizations*. Sage.

Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of

sensemaking. *Organization Science*, *16*(4), 409-421. DOI:10.1287/orsc.1050.0133

Wentworth, D. K., Behson. S. J., & Kelley, C. L. (2020). Implementing a new student evaluation

of teaching system using the Kotter Change Model. *Studies in Higher Education*, *45*(3),

511-523. http://doi.org/10.1080/03075079.2018.1544234.

Westover, J. (2010). Managing organizational change: Change agent strategies and techniques

to successfully managing the dynamics of stability and change in organizations.

International Journal of Management and Innovation, 2(1), 45-50.

https://www.researchgate.net/publication/260084292_Change_Management_Leadership

_the_IndustrialOrganizational_Psychologist

Whelan-Berry, K., Gordon, J., & Hinings, C. (2003). The relative effect of change drivers in large

scale organizational change: An empirical study. *Research in Organizational Change

and Development, 14*, 99-146. DOI:10.1016/S0897-3016(03)14081-5

Whelan-Berry, K., & Somerville, K. A. (2010). Linking change drivers and the organizational

change process: A review and synthesis. *Journal of Change Management, 10*(2), 175-

193. https://doi.org/10.1080/14697011003795651.

Will, M. G., & Mueller, J. (2020). Towards a micro-foundation of organisational change:

Conceptual requirements for a micro-macro framework of change. *International Journal

of Learning Change, (12)*2, 169-189. DOI:10.1504/IJLC.2020.10027814

Wong, C. A., & Cummings, G. G. (2009). The influence of authentic leadership behaviors on

trust and work outcomes of health care staff. *Journal of Leadership Studies, 3*(2), 6–23.
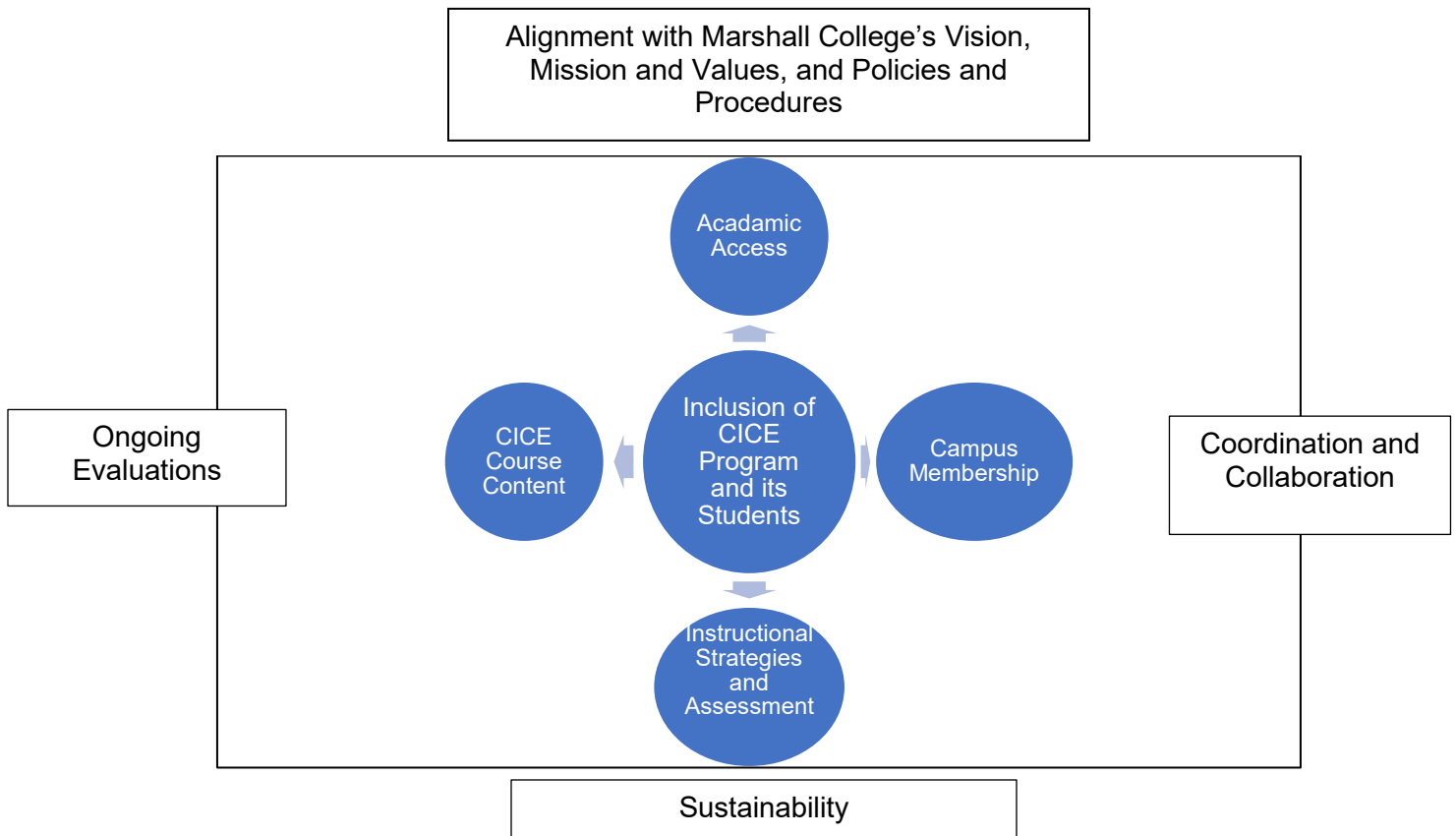
https://doi.org/10.1002/jls.20104

Wong, C. A., Laschinger, H. K., & Cummings, G. G. (2010). Authentic leadership and nurses'

    voice behavior and perceptions of care quality. *Journal of Nursing Management, 18*,

    889–900. DOI: 10.1111/j.1365-2834.2010.01113.x

Wood, J. L., & Hilton, A. A. (2012). Five ethical paradigms for community college leaders:

    Toward constructing and considering alternative courses of action in ethical decision

    making. *Community College Review, 40*(3), 196–214.

    https://doi.org/10.1177/0091552112448818.

Yasir, M., & Mohamad, N. A. (2016). Ethics and morality: Comparing ethical leadership with

    servant, authentic and transformational leadership styles. *International Review of*

    Management and Marketing, 6(4), 310-316.

    https://www.econjournals.com/index.php/irmm/article/view/2504/pdf

Young, I. M. (1988). Five faces of oppression. *The Philosophical Forum, 19*(4), 270-290.

    https://static1.squarespace.com/static/58f36d7c1e5b6cb8c0d88151/t/5b819893aa4a996

    cc7a040d0/1535220047033/YOUNG+Five+Faces+of+Oppression.pdf

Yukl, G. A. (1999). An evaluation of conceptual weakness in transformational and charismatic

    leadership theories. *The Leadership Quarterly, 10*(2), 285-305.

    https://doi.org/10.1016/S1048-9843(99)00013-2

Appendix A: Desired State of Inclusion

Alignment with Marshall College's Vision, Mission and Values, and Policies and Procedures

Acadamic Access

CICE Course Content

Inclusion of CICE Program and its Students

Campus Membership

Instructional Strategies and Assessment

Ongoing Evaluations

Coordination and Collaboration

Sustainability

Note. This has been adopted from Think College (2011).

Appendix B: Forces For and Against Organizational Change

Driving Forces	Restraining Forces
CICE Students	Non-Disabled Peers
Academic Access	Unionized Environment and Long - Serving Faculty
AODA, OHRC	Funding and Finances
Career Development (PAC, Community, Employers)	Organizational Capacity
Campus Membership	Organizational Culture
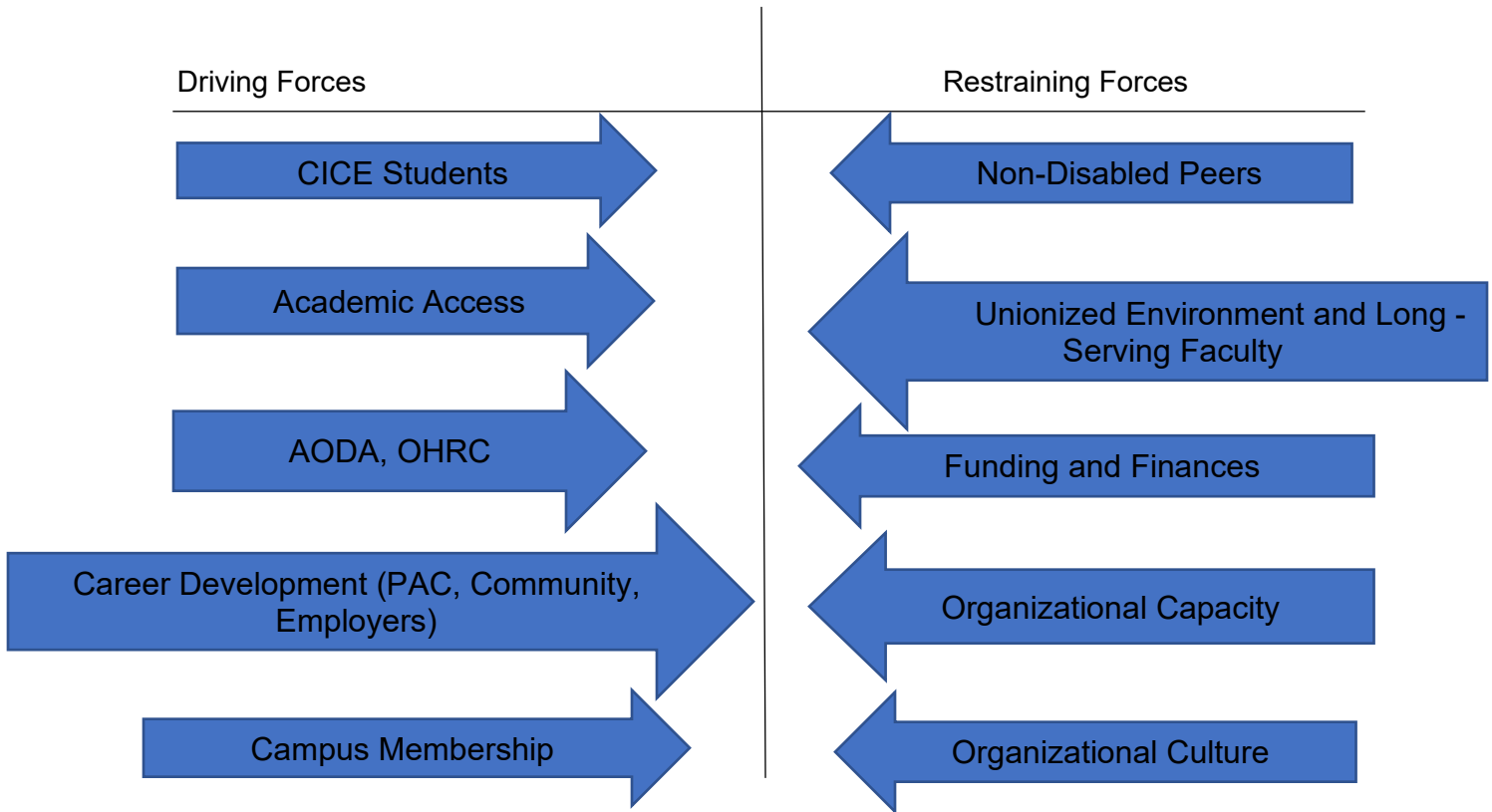
Note. Adopted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T. Cawsey.

G. Deszca, and C. Ingols, 2016, p. 35. Copyright 2016 by SAGE.

Appendix C: Change Implementation Plan

Kotter's (1996, 2012) Change Process	Implementation Task	Solution Element	Timeframe
Phase 1 Create Climate for Change Stage 1: Establish a Sense of Urgency	Educate SOG in related culture change • Goal: Compare current and desired state of Marshall College and demonstrate benefits of the desired state and secure SOG's approval for implementation • Priority: Highlight AODA legislation	Present at SOG meetings and through transformational, authentic leadership approaches, create an environment that encourages collaboration to develop an accepted change vision for the CICE program	May to August
Phase 2 Stage 1: Establish a Sense of Urgency	Meet with Deans, Chairs, Program Managers, Program Coordinators, Faculty • Goal: Influence key stakeholders on need for change • Priority: Share results of the critical organizational analysis	Present at Deans/Chairs/ Program manager meetings Present at Program Coordinator meetings	September to December

Stage 2: Create a Guiding Coalition	Create an implementation committee • Goal: Draw upon external and internal support for inclusion of CICE program and its students to rationalize the initiative to administrators, faculty, and departments • Priority: Develop Urgency Team and guiding coalition/change champions	Exert my agency through utilizing existing networks and partnering with influential external stakeholders Leverage support from SOG for participation and involvement in building a coalition The following will be included as part of the guiding coalition and designated as change champions: • Learning Disabilities Association • CICE PAC • Accessibility Committee • Select administration and faculty coordinators	September to December
Stage 3: Develop a Vision and Strategy	Determine dates for professional development workshops • Goal: Educate stakeholders on change recommendations in this OIP • Priority: Seek commitment to change	Exert my agency through intellectual opportunities, professional development	September to December
Phase 3 Engaging and Enabling the Organization Stage 4:	Launch professional development workshops on AODA, DSE, UDL, modified academics • Goal: Raise stakeholders'	Support from SOG Building trust through transparency and bridge	January to April

Communicate the Vision, Stage 5: Empower Employees Stage 6: Generate Short-Wins	awareness of proposed change Priority: Educate stakeholders on AODA, DSE, UDL and how to modify course learning outcomes Motivate stakeholders about the change via Townhall meetings, Teams meetings, CICE PAC meetings, Intranet Conduct pilot of proposed changes specific to CICE core curriculum • Goal: Start the change implementation process • Priority: Assess efficacy of professional workshop training	gap between transformational, authentic leadership and autocratic leadership Exert my agency through intellectual opportunities, professional development, working with students, and using classrooms as forums Pilot of proposed core CICE curriculum changes, including peer-mentorship with Endure students	
Phase 4 Implementing and Sustaining Change Stage 7: Consolidate Gains and Produce More Change Stage 8: Anchor New Approaches	Debrief with the change champions • Goal: Listen to feedback from participates • Priority: Analyze feedback from professional development workshops, from pilot CICE core curriculum changes, and Endure students for peer mentorship. Apply the appropriate changes to the plan Meet with SOG, Deans, Chairs • Goal: Seek approval for	Exert my agency through garnering resources, leveraging curricula, using classrooms as forums, gathering data, utilizing existing networks and partnering with influential external stakeholders	May to June Hold debriefs September to December Analyze feedback, and apply changes to the plan January – ongoing Monitor Implementation plan Conduct evaluation of change

	increase in academic concentration courses, and campus engagement for CICE students • Priority: Ensure transparency from feedback gathered Meet with CAE • Goal: Seek approval for changes in CICE core curriculum • Priority: Change CICE Curriculum Chart Full scale rollout on change initiatives All stakeholders engaged Examine feedback from surveys on implementation plan to determine what and how to adjust the plan as necessary Roll out of new CICE core curriculum Professional development workshops on AODA, DSE, UDL by lead faculty and external experts, such as Learning Disabilities Association on a continuous basis as part of the CAE professional development opportunities		

	CICE students paired with Endure Peer Mentor • Goal: Acknowledge stages of implementation success • Priority: Share all feedback and adjustments to implementation plan organization-wide to help institutionalize this change Monitor Implementation Plan Evaluate Change		

Appendix D: Summary of Monitoring and Evaluation Plan

Kotter's (1996, 2012) Change Model	Implementation Tasks	Strategy and Tools	Monitor	Timeline
Stage 1: Establish a Sense of Urgency	Educate SOG in related culture change through presentations at SOG meetings Meet with Deans, Chairs, Program Managers, Program Coordinators, Faculty	Strategy: 'Plan' and 'Do' of PDSA Cycle Tools: Face-to-face meetings or Teams meetings through multi-media presentation	Confirm meeting took place and all SOG members were present. Confirm meetings with Deans, Chairs, Program Managers and Program Coordinators took place	May to December
Stage 2: Create a Guiding Coalition	Draw upon external and internal support for inclusion of CICE program and its students to rationalize the initiative to administrators	Strategy: 'Plan' and 'Do' of the PDSA Cycle Tools: Face-to-Face or Teams meetings online	Confirm implementation committee has been created	September to December
Stage 3: Develop a Vision and Strategy	Determine dates for professional development workshops	Strategy: 'Plan' and 'Do' of the PDSA Cycle Tools: Face-to-Face or Teams meetings online	Dates for Professional Development workshops have been booked	December
Stage 4: Communicate the Vision	Launch professional development workshops	Strategy: 'Plan' and 'Do', of the PDSA Cycle Tools: Multimedia presentation, presentation handouts, questionnaire, CICE at a Glace information sheet	Professional Development workshops started. Hand out Feedback Surveys	January to February
Stage 5: Empower Employees	Motivate stakeholders about the change	Strategy: 'Plan', and 'Do' of the PDSA Cycle Tools: Townhall meetings;	Confirm meetings took place, track attendance and	March

		Teams meetings; CICE PAC meetings, E-mails	obtain copy of minutes of CICE PAC and Committee meetings	
Stage 6: Generate Short-Wins	Conduct pilot of proposed changes specific to CICE core curriculum	Strategy: 'Plan', 'Do' and 'Study' of PDSA Cycle Tools: Ongoing campus conversations, cross-departmental teams and working groups to gather comments, track faculty and staff professional development opportunities and collect attendance and feedback	Pilot started; interviews completed; feedback surveys collected and shared	March to April And Throughout Change
Kotter's (1996, 2012 Change Model	**Implementation Tasks**	**Strategy and Tools**	**Evaluation**	**Timeline**
Stage 7: Consolidate Gains and Produce More change Stage 8: Anchor New Approaches	Debriefs with change champions and Monitoring and Evaluation Team Meet with SOG, Deans, Chairs	Strategy: 'Plan', 'Do', and 'Study', of PDSA Cycle Tools: Townhall meetings, focus groups, surveys Strategy: 'Plan', 'Do', 'Study', and 'Act' of PDSA Cycle Tools: Multimedia presentation at SOG meeting and Dean and Chair's meetings	Evaluation Begins Analyze feedback from all stakeholders, meet to share feedback Determine level of change institutionalized	May to June Debriefs September to December Analyze feedback January

Appendix E: Plan to Communicate the Need for Change

Kotter's (1996, 2012) Change Model	Phase of Communication Plan	Communication Tool	Audience	Timeline
Stage 1: Establish a Sense of Urgency Stage 2: Create a guiding Coalition	Pre-change	Face-to-face meeting, multi-media presentation Face-to-Face or Teams meetings online	SOG Deans, Chairs, Faculty Coordinators	March to May
Stage 3: Develop a Vision and Strategy Stage 4: Communicate the Vision Stage 5: Empower Employees	Developing the need for change	Face-to-Face or Teams meetings online, multimedia presentation, presentation handouts, questionnaire, CICE at a Glace information sheet, Townhall meetings; CICE PAC meetings, E-mails	Chairs, managers, and faculty	June to December
Stage 6: Generate Short-Wins	Mid-stream change	Ongoing campus conversations, cross-departmental teams and working groups, internet, training, pilot, surveys	Chairs, managers, and faculty	January to April
Stage 7: Consolidate Gains and Produce More change Stage 8: Anchor New Approaches	Confirming the change	Townhall meetings, focus groups, surveys Face-to-Face or Teams meetings, multimedia presentation	SOG, Deans, Chairs, Faculty coordinators	May to August May to August