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Mentoring Matters: Addressing Gender Inequity in Japanese Higher Education Through an Online Mentorship Program

Tanja M. McCandie
tmccandi@uwo.ca

Abstract

The lack of equity and inclusion of women in formal leadership roles in Japan has been heavily criticized for years, including in higher education. This organizational improvement plan presents an actionable plan utilizing an online mentorship program to address the problem of practice; the lack of women in positions of formal leadership and the few leadership development opportunities women have within the Learning Center of X University. Analysis identifies the institutional and cultural barriers that women faculty are confronted with, and which prevent their upward career mobility within X University. This change plan views the institution's learning center through a liberal feminist theory lens and grounds the change solution and implementation through both ethical and transformative leadership approaches, supported by the fifth element framework. The change path model is utilized to support change with both appreciative inquiry and survey feedback applied in the design and implementation of the improvement plan. By mitigating the aforementioned hurdles which have promoted social reproduction, academic status based on sex can finally be addressed and resolved. Iterative cycles of the plan, do, study, act model is utilized to close the gap between the current state and desired change. The change solution, a professional online mentorship program, facilitates community building and professional development that increases institutional knowledge sharing while elevating and addressing the needs of women faculty. The online mentorship program gives voice to change recipients while mobilizing and creating awareness among change leaders, facilitators and recipients. This results in a more equitable work environment in the Learning Center of X University that improves formal leadership opportunities for not only women educators but all marginalized faculty.

Keywords: appreciative inquiry, ethical leadership, mentorship, transformative leadership

Executive Summary

This organizational improvement plan (OIP) addresses a problem of practice in academia; the lack of women in positions of formal leadership and the few leadership development opportunities women have in higher education. Due to the scope of institutional change and the agency of the change initiator, the OIP focuses on a learning center (LC) within X University, a private institution located in a large Japanese city. Male dominance in the hierarchy at X University mirrors most higher education institutions within Japan. Historically and currently, institutional and cultural barriers have resulted in women being marginalized and discriminated against with regard to career opportunities and upward mobility in all facets of employment in Japan. Japanese academia is no different. Male privilege and sexism have resulted in women faculty being of lower academic status, with lower job security, and less career satisfaction than their male counterparts. This demonstrates the need for equitable measures to address the gender gap within the profession. This OIP focuses on possible solutions, starting with X University, and more specifically, its LC.

The first chapter examines the organizational context of X University: history, culture, organizational structure, leadership approaches, X University's vision, and gender norms are all reviewed. An analysis of faculty demographics reveals the large gender gap within X University. Women lack formal leadership roles, informal leadership development opportunities, and job security; whereas, men are overrepresented in formal leadership positions. The president, vice presidents, and faculty leaders are all men, as are the vast majority of professors in leadership positions. The leadership position and lens of the change initiator are outlined. Social reproduction theory, gender role theory, and liberal feminist theory are lenses that inform the problem of practice.

In the second chapter, planning and development with regard to addressing the problem of practice are outlined. Ethical and transformative leadership, supported by Totterdill's (2015) fifth element framework, are highlighted as compatible approaches for leading change, fostering

collaboration, and meeting the needs of change recipients. Deszca et al.'s (2020) change path model is selected due to its context-specific flexibility. A critical organization analysis of X University's learning center (LC), using Nadler and Tushman's (1989) congruence model, highlights the change needed to elevate the status and positionality of women faculty within the LC. Three solutions to address the lack of gender parity are outlined and a blended approach of an online mentorship program is identified as the most viable due to sustainability and the agency of the change initiator. The chapter concludes with a discussion of the LC's commitment to the change process, the organization, and its faculty.

The third chapter focuses on mentorship best practices and the organizational fit of the online mentorship program. A detailed explanation of the change implementation plan is reviewed with the role of professional development explored. Survey feedback and appreciative inquiry are examined, and explanations are given as to why using both qualitative and quantitative measures is best with regard to ethical and transformative leadership approaches. Survey feedback and appreciative inquiry provide women faculty with opportunities for constructive input, promote professional development, and facilitate greater self-efficacy. These are pivotal in addressing the needed changes in the LC. Monitoring and evaluation of the online mentorship program are reviewed in connection to the change path model and plan, do, study, and act (PDSA) feedback cycles. The importance of communication in this change initiative is reviewed with a plan to communicate the need for change outlined. The chapter concludes with the possible next steps and future considerations, such as further outreach possibilities.

This OIP contributes to the growing body of literature addressing the institutional and cultural gender barriers that affect women in academia, in and beyond Japan. The blended approach of an online mentorship program will create awareness and community while giving voice to women academics who must constantly navigate the patriarchy that is so prevalent in academia. The solutions outlined here will have a positive impact on the lives and careers of not only those who are marginalized but those who advocate for those affected by status quo values and beliefs.

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List of Acronyms

DEI   Diversity, Equity and Inclusion

ELT   English Language Teaching

G7   Group of seven of the world's most advanced economies

G20   Group of twenty of the world's major economies

LC   Learning Center

OECD   Organisation for Economic Co-Operation and Development

OIP   Organizational Improvement Plan

PDSA   Plan, Do, Study, Act

PESTLE   Political, Economic, Social, Technological, Legal and Environmental

Definitions

Efficacy: The ability to achieve or produce something you believe you can achieve or produce.

Empowerment: The process of becoming stronger, more confident, and having more voice and control of one's situation.

Equality: Giving the same resources and opportunities to all individuals.

Equity: Providing needed resources or opportunities based on individual needs and circumstances to reach an equal outcome.

Ethical leadership: Leadership that focuses on empathy and caring for the institution, organization, and its people (Baloyi, 2020).

Gender: Socially constructed roles and behaviours often used to describe the characteristics of, but not limited to, women and men, different from sex but often used interchangeably.

Gender norms: Expected behaviour based on gender.

Gender barriers/discrimination: Discrimination based on gendered attributes and often biological attributes.

Gender diversity: Equitable or fair representation of people of different genders.

Gender Role Theory: How gender determines and influences behaviour (Smith et al., 2013).

Grassroots: Bottom-up process of transition or social movement of change (Ferguson & Lovell, 2015)

Institutional barriers/discrimination: Laws, policies, and/or guidelines that discriminate or disadvantage certain groups of people.

Liberal Feminist Theory: Feminism that focuses on gender equality, often in the workforce (Hart, 2006), that supports access and success within existing structures (Lyle & MacLeod, 2016).

Patriarchy: A system of society in which males/men hold power, make rules, and hold control that excludes females/women.

Sex: Biological attributes used to categorize but not limited to, male and female, different from gender but often used interchangeably.

Sexism: Discrimination based on biological attributes and often gendered attributes.

Social Reproduction Theory: The perpetuation and reproduction of social inequalities (Bhattacharya, 2017).

Systematic barriers (discrimination): Policies, practices, or procedures that appear to be neutral but that may have discriminatory effects on individuals based on unequal access or being.

The Fifth Element Framework: The belief that collaboration and input from all group members, regardless of status can lead to innovative change and improved work environments (Totterdill, 2015).

Transformative leadership: Leadership that focuses on transforming people and their situation (Northouse, 2019), often with a focus on social justice and equitable change (Hewitt et al., 2014; Shields, 2010; Shields 2012).

Chapter One: Introduction and Problem

This organizational improvement plan (OIP) focuses on the lack of career mobility and formal leadership opportunities for women educators within a Japanese university's learning center (LC). The university, anonymized as X University, and its LC, mirrors Japanese society concerning the lack of women in formal leadership positions (Lindgren, 2019; OECD, 2015). Scholarship regarding the lack of gender parity in higher education leadership worldwide often suggests women are the issue by being deficient in skills and needing to do more to address their supposed shortcomings (Burkinshaw & White, 2017). This OIP utilizes professional development as a tool to foster efficacy, shared leadership to create opportunities for networking, and knowledge sharing. It also seeks to create informal leadership opportunities for women within the LC with the aim of increasing women's official leadership opportunities so that they can lead within the LC and X University. This OIP adds to the literature that counters scholarship suggesting women are deficient and lack the skills and talent required to lead in higher education, more specifically in a Japanese context. Universities, with male-centric communities, values, culture, and beliefs, are the issue, not women nor their supposed lack of leadership skills and ability (Burkinshaw & White 2017). The overwhelming male dominance, misogyny, and entrenched sexism in institutional and systemic beliefs (Nemoto, 2016) are barriers women must confront if they wish to advance in their academic career (Yphantides, 2020).

Literature on leadership in higher education often equates leadership with tenure (Ogawa & Tominaga, 2021; Barnard et al., 2022) though other scholars specifically state authoritative positions include those serving as deans, provosts, and presidents (Searby et al., 2015). While leadership was once thought to be derived from official authority positions, more recent literature supports the belief that leadership is not necessarily related to formal authoritative capacity (Kezar, 2013). This OIP centers on the premise that leadership is not equated to holding formal authoritative positions, such as those in tenured jobs or even those serving in higher authority positions, but that informal leadership and

influence can also compel an institution to change. The change vision for gender parity does, however, refer to the need to increase the number of tenured women within X University, and more specifically, the LC. This OIP does not desire to replace or remove men in formal leadership positions or promote an assumption that women make better leaders. It seeks parity for women in benefits that tenure has long provided men in academia: permanent employment, independent financial security, and research autonomy. With tenure comes formal leadership that has often been unobtainable for women in higher education, more so in a Japanese context (Nagatomo, 2020).

This OIP will review barriers women are confronted with both externally and internally and highlight opportunities for change and improvement within the LC of X University. It will review internal and external influences that shape internal values and beliefs, outline career support influenced by greater professional development opportunities within the LC, discuss gender-related barriers women are confronted with, and offer three solutions that contribute to the empowerment of women educators. Chapter one begins by examining the macro context of a lack of gender parity in leadership in higher education and then shifts focus to the micro by outlining the organizational context with X University and the LC. It reviews the change initiator's leadership position and lens, outlines the problem of practice and its framing, discusses the change initiator's vision and agency, lists guiding questions, and concludes with organizational readiness.

Gender Imparity in Academic Leadership

Gender parity refers to access to the same opportunities, rights, and integration in relation to the proportionate representation of gender. The lack of gender parity in academia is well documented both inside Japan (Cabinet Office, 2009; Yoshihara, 2017) and out (Acker & Wagner, 2019; Aiston & Jung, 2015; Goncalves, 2019) with formal leadership opportunities often denied to women (Acker, 2014; August & Waltman, 2004; Bailyn, 2003; Lewis, 1990) and where stereotypical male behaviour is rewarded (Acker & Wagner, 2019). Systematic and gendered cultural beliefs and expectations

(Cummings, 2015; Holloway, 2010), in both the academic environment (Guarino & Borden, 2017) and at home (Catalyst, 2020; Villa, 2019; Yoshida & Uchida, 2020) have resulted in gendered gatekeeping, limiting access within post-secondary institutions in Japan (Lee & Simon-Maeda, 2006).

Gender Imparity in Academic Leadership in a Japanese Context

While there is a plethora of literature pertaining to women in leadership positions in higher education (see Acker, 2014; Manongsong & Ghosh, 2021; Searby et al., 2015; Shollenberger, 2014) much of the research is conducted in the West (Aiston & Yang, 2017). Such scholarship may not always be appropriate in addressing women's leadership in a specific cultural context given the varying differences in gendered socialization and respected leadership values (Selzer & Robles, 2019; Dunn et al., 2014; Zulfqar et al., 2019).

There is little scholarship regarding women and leadership in higher education in Asia (Aiston & Yang, 2017) and more specifically in Japan. What is known is that Japan ranks as the lowest country in the Organisation for Economic Co-Operation and Development (OECD) for gender parity and employment within post-secondary institutions (OECD, 2016) with some Japanese men in formal leadership roles believing academic leaders should be men (Mynard, 2020). This is in spite of the fact that Japanese women are more likely to obtain university degrees than their male counterparts (OECD, 2014a; OECD, 2015) and are amongst the world's most educated (Hasunuma, 2018). Women in general feel they must work harder to prove themselves in male-dominated work environments (Acker & Armenti, 2004; Cummings et al., 2015) and that upward mobility is difficult, a belief supported by their lower academic status (Nagatomo & Cook, 2019).

Academia in Japan is described by Gardner (2016) to be hostile towards women, with a culture of harassment and misogyny (Creaser, 2012; Cumming, 2015; Hayes, 2012) resulting in a higher turnover rate for women (Nemoto, 2016). Implicit bias and automatic associations made due to stereotypes and cultural norms affect career mobility for women in higher education worldwide (Chan et al., 2022). In

Japan women are also confronted with male-centric networking (Hicks, 2013), male-centred mentoring (Mason, 2020), gendered gatekeeping (Lee & Simon-Maeda, 2006; OCED, 2016) and nepotism (Rivers, 2013; Whitsed & Wright, 2016; Yamada 2019). Furthermore, a lack of transparency over tenure hiring (Rothman, 2019) and contract renewal (Larsen-Hall & Stewart, 2019), coupled with society's sexist expectations regarding caregiving (Tabae, 2014; Villa, 2019) have resulted in women being underrepresented in post-secondary institutions (Nagatomo, 2020). Male-dominated leadership devalues women educators (Collins, 2020) and results in a lack of women as role models for students and staff, perpetuating gender imbalance and gender norms. X University's organizational context will now be examined to determine what factors influence possible organizational change.

Organizational Context

This section describes the context of X University in terms of history, structure, internal formal leadership dynamics, and vision with consideration of gender norms. It presents why the LC is seen as progressive and a possible catalyst of institutional change. Foundational pillars of the institution such as its mission, cultural values and systems, and the people within (Deszca et al., 2020) are also explored.

Organizational History and Culture

X University is a large private university in an urban area on the Japanese main island of Honshu. Despite being a private university, it receives financial funding from the Japanese government (X University, 2020). It is a co-educational institution and part of a large religious conglomerate of schools known worldwide. It was founded in the 1940s as a foreign language institution that consisted of one faculty with four departments (X University, n.d.a). The university has gradually expanded over the years but continues to specialize in areas that pertain to internationalization and global understanding (X University, n.d.a). In the late 2010s, it announced that it would further its focus on embracing diversity and empowering individuals to live and work together more harmoniously (X University, n.d.a).

Organizational Structure

X University awards liberal arts degrees and consists of eight undergraduate faculties, six graduate schools, and nine research centers, and is housed on one urban campus (X University, 2022). There are approximately 9,000 full-time undergraduate students, 200 graduate students, and approximately 450 international students. X University employs approximately 350 full-time faculty and 450 part-time instructors, 65 of whom are non-Japanese (X University, 2022). The faculty is largely male. The 18 deans, four vice presidents, and the president are all men (X University, 2022). Approximately 95% of the board of executives, approximately 80 members in total, are also men (X University, 2022).

Women are overrepresented in lower-status employment at X University. Approximately 25% of full-time staff and contract and tenured faculty are women, most being lecturers or assistant professors (X University, 2022). Women make up just 17% of full professors, 29% of associate professors, 40% of lecturers, and 50% of teaching assistants (X University, 2022). The vast majority of women educators employed at X University are in adjunct roles (X University, 2022) and all non-Japanese women are either limited contract or adjunct faculty. While women are underrepresented in secure tenure positions and formal leadership roles, they are over-represented in administrative positions with 70% of all administrative staff being women, many in secretarial roles and on temporary contracts (X University, 2022). Despite women being overrepresented, administrative managers are mainly male. Appendix A is a visual representation of X University's full-time employment demographics based on sex.

The LC Context in X University

The LC is a center, not a department, that mainly functions as an English language teacher provider to the different departments in X University. The LC was created approximately 20 years ago to address the needs of departments to hire and manage adjunct English language teachers to teach mandatory first-year language classes for non-language majors. The LC is primarily tasked with teaching nearly all language classes for all programs within the university and looking after administrative duties

related to language education within University X. This includes the hiring of contract and adjunct teachers, scheduling courses, and creating opportunities for professional development relating to teaching and publishing, providing language support for non-Japanese speaking faculty, and communicating curriculum updates and changes to the university, teachers, and students.

The LC leadership structure is complex with approximately 70 faculty members attached to the LC (X University, 2022). Men make up the formal LC directorship; the Japanese director, tenured within the English Department, and two tenured vice-directors, one who is a non-Japanese man from the International Department and another Japanese man from the Faculty of Japanese. All three have offices located outside the LC, in their own faculty building, and are not often physically present within the LC. The LC itself employs tenured staff that are not affiliated with other faculties or departments, eight in total including three Japanese women who are full professors. Only two of the eight tenure staff, the two non-Japanese male faculty, are physically present within the LC. Both spend a part of the workday in the LC despite also maintaining private offices located outside the LC. The others are rarely physically present within the LC, nor do they attend LC meetings. Appendix B outlines official job titles and sex demographics for tenured and non-tenured full-time faculty employed by the LC.

The LC faculty are mainly limited-term contract and adjunct teachers, most of whom are white men who speak English as their first language. There are 17 full-time limited-term contract instructors in the LC who share an open workspace. As of writing, there are eight men and nine women with diversity in nationality, race, and first language. There are approximately 40 adjunct faculty employed via the LC, though they do not physically have working space within the LC. Instead, they utilize an adjunct staff room located in another building. Demographic data regarding adjunct LC faculty is not known, but men account for over 60% of all X University adjunct faculty (X University, 2022).

Organizational Leadership Approaches

The X University leadership approach is a traditional top-down hierarchical management

structure (Meyer, 2017; Hofstede Insights, n.d.). Formal leadership generally lies within the Japanese administration: the board of executives, the vice presidents, and the faculty chairs. Most of these members are older Japanese men, something not unusual in Japan (Mynard, 2020). Decisions are made in a traditional manner, where individuals with the greatest seniority, most often Japanese men, have the most authority (Arimoto et al., 2015). While the university president is an older non-Japanese man, he is primarily a figurehead. Non-Japanese faculty are often tokens of supposed internationalization (Ryan & McCagg, 2019) and have limited decision-making power due to their peripheral academic status and non-integration into both society and their institution (Green, 2019; MIPEX, 2020).

The university president has always been a non-Japanese man and maintains formal leadership within the religious sector in which the school was founded (X University, 2022). The visibility of a non-Japanese president may help explain the number of international students, the strength of the foreign language departments, the relatively progressive stance on student support and its comparatively high number of non-Japanese faculty compared to the national average (Nagatomo, 2020), though many are employed in lower status tenured positions similar to Japanese women (X University, 2022).

Organizational Vision and Gender Norms

The institution's stated vision is to position X University as the leading university within the region, to appeal to international students, and recognize and respect differences in ethnicity, ability, religion, culture, and gender, and valuing diversity through working together (X University, n.d.a). The school motto, "Human Dignity - for the dignity of all human beings", and aspiration to "be the preferred option for students from all over the world" (X University, n.d.a) is not reflective of organization practice because the vision statement and motto espousing diversity and equity is not actively reflected in faculty numbers and status. Presidents, faculty leaders, and most professors, the people with voice and visible and formal leadership, have been and continue to be men (X University, 2022).

Leadership Position and Lens Statement

As the change initiator, my leadership position is viewed through the lenses of social reproduction theory, gender role theory, and feminist theory to address the lack of empowerment of women in the LC. Few women are in leadership roles worldwide (Northouse, 2018), more so within higher education (Cheung, 2021). Japan continues to lag behind all other G7 nations and much of Asia with regard to gender equality and women's positionality (World Economic Forum, 2021). Japan is considered one of the most masculine societies in the world, one where women struggle due to gender inequality (Hofstede Insights, n.d; Yamaguchi, 2019). As a non-Japanese adjunct woman English language educator working within the LC, I experience obstacles within the institution related to my sexual orientation and gender identity.

Concerning positionality, I am confronted with patriarchal norms and gendered barriers that all women in this country face (Villa, 2019), regardless of nationality. As a mother, I am further confronted with firmly held expectations and responsibilities in the institution and in Japanese society that are not faced by fathers or women without children, and I am oppressed by gendered norms and expectations placed on mothers (Rich, 2019; Tabae, 2014). As a visible racial minority in Japan, I, along with other racial minorities living in Japan, am confronted daily with xenophobic cultural beliefs (Gong & Wang, 2021; Hayes, 2013; Kobayashi, 2011; Kobayashi, 2013; Parks, 2017) and racial micro-aggressions (Deguchi, 2016a). I must maneuver around systematic discrimination (Kobayashi, 2010; Kobayashi, 2013; Masden, 2013) if I want to further my career. The following section discusses my positionality in Japanese society and explores my leadership lenses as a change initiator.

Positionality, Native-Speakerism, and White Privilege

Positionally, I am an immigrant woman and a visible minority in Japan. I am, however, white, straight, and a native English speaker. I benefit from both my whiteness (Deguchi 2016b; Gerald, 2020; Takaesu & Sudo: 2019) and my mother tongue (Matikainnen, 2019; Rivers, 2013), especially in contrast to other minorities in relation to English education-related jobs. My first language, Canadian English, is a

respected variation of English. Japan's view of the English language adheres to Kachru's three circles of

English (1992) in relation to accents, dialects, and the racialization of what is considered standard

English. Appendix C is a representation of Kachru's (1992) circles with example countries. Some English

variations, mainly the white variations such as Canada and the United Kingdom, form the inner circle.

Native-speakerism (Holliday, 2006) is the preference of inner circle speakers as English teachers over

those from outer and expanding circles, often those who are from non-white majority countries and

may not speak English as their first language. As an inner circle speaker of English, I am viewed more

positively than others due to the status of my first language and my supposed higher quality of

education (Kobayashi, 2018). Compared to teachers from the outer and expanding circles, which

includes non-Japanese and non-white English language teachers (Gerald, 2020; Kubota & Fujimoto,

2013) and speakers of a mother tongue other than English (Holliday, 2013; Rivers, 2013; Matikainnen,

2019; Whitsed, & Wright, 2011), I am often considered more eligible for employment.

Being white, I benefit from white privilege. Non-white minorities are even more marginalized

when attempting to secure English language teaching employment due to race (Kobayashi, 2011;

Kobayashi, 2014; Kubota & Fujimoto, 2013; Mahboob et al., 2004), and first language (Holliday, 2006;

Matikainnen, 2019). While X University's LC is considered progressive by many non-Japanese women in

the local community due to its hiring of contract and part-time teachers from diverse ethnic, linguistic,

and national backgrounds, the reality is that all but one of the non-Japanese tenured professors of

English language in X University are white, native English-speaking men from inner-circle countries. This

highlights the need to examine the male-centric work environment within X University.

Guiding Organizational Theories and Personal Leadership

Although many Japanese institutions utilize top-down (Hofstede Insights, n.d.) and transactional

leadership methods (Fukushige and Spicer, 2007), neither of these leadership approaches is desirable

for addressing the lack of gender parity in leadership positions in X University. Instead, social

reproduction theory, gender role theory, and a feminist lens are used to guide the change plan to address gender imparity in formal leadership within the LC.

Scholarship in social reproduction theory by Bhattacharya (2017) and de Vries (2011), gender role theory by Smith et al. (2013), and feminist theory by Hart (2006) and Lyle & MacLeod (2016) are the lenses used to examine male privilege and male-centric work behaviour. These theories complement one another and help highlight the gender barriers women in X University experience by exploring underexamined gender discrimination and how male privilege and societal and institutional norms have led to and continue to perpetuate the systematic exclusion of women (Bhattacharya, 2017).

Social reproduction theory is a theoretical framework that helps illustrate why the status quo is readily accepted and rarely dismantled in Japan, including in higher education (McCandie, 2021). Gender role theory helps us understand and make sense of behaviour and attitudes based on gender, such as the impact gender has on career mobility and leadership roles in academia (Norze et al., 2021). A feminist framework highlights patriarchy, a system that recognizes the formal leadership that men have throughout a male-centric society (Wood, 2008). Feminist theory is both descriptive, as it reveals the obvious and subtle gender inequalities, and change-orientated in that it seeks to reduce or diminish the inequalities (Martin, 2002) and oppression we see in Japanese society today. Liberal feminism allows one "access to and success within existing structures" (Lyle & MacLeod, 2016, p. 76) with a focus on gender equality, most often in the workforce (Hart, 2006). Feminist theory lends itself well as a deductive framework when examining gender norms and systematic and institutional barriers that women faculty face within the context of X University. Feminist theory also draws attention to narratives and voices of oppressed women (Crary, 2001), something that is lacking in X University, and more specifically, the LC.

My philosophical leadership beliefs and my need to make sense of my personal experiences guide my leadership lens selection. I can use my influence to create a sense of urgency regarding the

gendered barriers and patriarchy within the LC that I and many women are confronted with as employees of X University. I have and will continue to create awareness, influence male change leaders, and encourage women to pursue positions of formal leadership within their work environment.

Agency and Personal Role in Change Process

As an adjunct faculty member, I have no formal leadership or positional authority across X University. I have no direct contact with formal leadership outside of the LC. I have no real opportunities to address concerns and issues that impact the entirety of X University. However, I do have agency and opportunities to lead change within the LC. The ability to facilitate change has traditionally been linked to formal authority and positionality. However, awareness of grassroots movements and their ability to promote change has recently become more recognized (Kezar, 2013). Change possibility is often thought to be based on the change process, through individual change initiators and their relationships (Dudar et al., 2017). Coalition building (Guthrie & Rodriguez, 2018) and leadership teams may be more successful than change initiatives developed by a single leader (Kezar, 2013).

My previous job status as a tenured professor at another institution supports my credibility within the LC as someone who has awareness of institutional factors and can influence others based on my knowledge and experience. I have made considerable efforts with regard to networking, gaining access to male-centric groups, and attending and presenting at professional development events to foster relationships and develop a community of like-minded teachers in efforts to ethically influence grassroots change. I believe in shared leadership and that intentionally bringing people together to create change can be effective (Kezar, 2013). I use the influence I have to ethically support equitable change for those marginalized within the English language teaching (ELT) context in Japan. I utilize coalition building and shared leadership to create awareness and propel needed social justice change.

Several years ago, I personally founded a web-based advocacy group that actively seeks to address inequity and support marginalized English language teachers. Under my guidance, social media

has been utilized to help mobilize educators within Japan to successfully lobby for equitable changes that have resulted in the dismantling of all-male panels, all-white panels, and all-first language-English-speaker panels at conferences and symposiums both locally and internationally. The group held its first international symposium in 2021. The symposium created a community of educators who actively want to dismantle inequitable barriers in ELT, provided a platform for marginalized ELT teachers to speak out about their experiences, supported professional development with workshops on resume building and job hunting, and resulted in the development of a women-led grassroots peer mentorship group that focuses on providing research and publication support.

The symposium was the catalyst for an edited book that focuses on addressing the marginalization of English teachers in Japan. It features many of the symposium speakers and concludes with a chapter that focuses on the foundation of my website and the importance of creating equitable conferences and professional development opportunities. My efforts to create a more equable and ethical ELT context in Japan have supported both career development and professional development opportunities for marginalized teachers and have had a positive effect on their lives. Teachers featured on the website or who presented at the initial symposium have been offered speaking opportunities in teacher organizations, and networking via the group has led to research partnerships and peer-reviewed publications centered on various themes from the symposium. While I lack formal leadership within X University and the LC, I am a change agent via social and professional influence I have built through the group and throughout my 20-year career as an educator in Japan

I believe in ethical and transformative leadership, team building, and including the voices of the underrepresented. The success of the website and symposium has created opportunities to influence the behaviour of others, including faculty in the LC. Some LC faculty are featured on the website, as presenters or on the male allies' pages, whereas others have openly discussed their interest in participating in the next symposium. My history of utilizing and leading grassroots moments has

propelled my leadership credibility and ability to lead change within the center itself. I have experience creating leadership teams, including with current members of the LC. My lack of a formal leadership role within X University will not act as a barrier to lead change within the LC. I have a clear vision of what needs to be changed. I aim to foster more coalition building with key allies to support them to become change leaders in the LC so that gender parity can be achieved.

<div align="center">**Leadership Problem of Practice**</div>

The lack of women in leadership in post-secondary education in Japan is a multifaceted problem that needs to be addressed. This leadership problem of practice utilizes data to outline the severity of the problem in the hope that it creates awareness and urgency to resolve the obstacles that women are confronted with at X University and within the LC more specifically.

The Problem of Practice

The problem of practice that will be addressed is the lack of women educators who hold formal leadership positions and few leadership development opportunities within the LC of X University. As an adjunct woman instructor and peer mentor who champions and empowers women locally and nationally, raising awareness for gender equity issues in higher education is complex work and requires a shared vision of change within the institution. Male-tenured faculty and administration have the autonomy to act as gatekeepers, often ignoring the lack of equity within academia. Women educators are faced with the task of overcoming oppressive hiring and promotional policies within X University. Currently, and historically, all 18 faculties are chaired by men (X University, 2022) with women lacking status and influence.

The Japanese government has released white papers and quotas to address the lack of gender equity (Gender Equality Bureau Cabinet Office, 2016), but they have not been forthcoming with guidelines and strategies institutions can use to improve the situation, leaving X University, along with many other universities and companies, to stagnate due to the lack of diversity among faculty and staff

(Totterdill, 2015). Institutional practices and frameworks that favour men such as long working hours, in-group male-centric hiring, and promotion based solely on publications and ambiguous criteria (Rothman, 2019) need to be addressed in both X University and the LC. Women in Japan quit their jobs due to gender norms (Rich, 2019), a lack of job satisfaction, and feeling stymied by their employers (Chanlett-Avery & Nelson, 2014). X University and the LC need to address such pressures to retain the talented women it currently has on staff and address the lack of gender parity in leadership roles.

Working women, more so mothers, face gendered cultural expectations that act as career barriers (Cummings, 2015; Holloway, 2010) including shouldering the majority of domestic labour and caregiving responsibilities (Boykoff, 2019; Nagatomo & Cook, 2019; Villa, 2019). Men are financially rewarded with a fatherhood bonus for having children (Sabat et al., 2019) whereas mothers are penalized, resulting in many Japanese women opting out of motherhood so they can focus on their careers (Rich, 2019). Due to the absence of women in formal leadership roles such as tenured positions, embedded patriarchal values and beliefs are perpetuated, resulting in women being silenced, excluded, and denied opportunities (Nakai, 2007; Nishimura, 2022) as illustrated by male dominance in leadership positions in X University (X University, 2022). Furthermore, women faculty in the LC have few informal leadership roles or leadership development opportunities. If gender parity is to be achieved and women are to be visible within X University's formal leadership, then organizational change is needed. What strategies and alternatives might address gender inequalities and increase opportunities for women to lead in the LC of X University?

Framing the Problem of Practice

As a hierarchical society, power in Japan is not often in the hands of a particular individual but is shared and consensus decision-making is valued (Ishikawa, 2012). Uncertainty avoidance, a lack of risk-taking, and an unwillingness to make bold decisions are ingrained throughout Japanese culture and permeate society (Hofstede Insights, n.d.), including within X University. This affects the possibility of

change for those outside the circle of formal leadership who lack access to influence change.

PESTLE Analysis

A political, economic, social, technological, legal, and environmental (PESTLE) analysis is an objective tool used in assessing external factors that affect an organization and organizational change (Deszca et al., 2020). In this section, external and internal factors are analyzed for X University to illustrate how both internal and external factors may affect change.

Political

Both external and internal political context aid in understanding male-centric formal leadership. In 2022, Japan was ranked 116 out of 146 countries in the United Nations gender index ranking, making it again the worst-ranking country among major developed nations (Wake, 2022) and the worst ranking in the East Asia and Pacific region (Imahashi, 2022). It is the lowest-ranking G20 country for women's political representation ("Gender Imbalance: Japan's Political Representation," 2019), with only 9.9% of lawmakers being women, resulting in Japan being ranked 166 out of 193 countries worldwide for women's government representation (Inter-Parliamentary Union, 2020).

X University is part of a well-known male-dominated religious educational conglomerate that is considered conservative (X University, 2022). It follows the Japanese style of hierarchy leadership (Meyer, 2017) utilizing top-down decision-making (Hofstede Insights, n.d.). This reflects much of Japan's leadership and decision-making, more so in academic institutions (Arimoto, 2015; Ryan & McCagg, 2019). The administration, made up of men, makes most decisions and passes them down to faculty heads, who then share the information with the rest of the faculty. Rarely are there bottom-up decision-making opportunities or platforms provided for those outside of the administrative circle. External politics influence internal politics and enable apathy towards gender imparity within X University.

Economic

The educational conglomerate that X University belongs to, like many other educational

institutions in Japan, is struggling with the effects of population decline (Harding, 2018). This has

resulted in fewer students and greater competition for student enrolment (Harada, 2015; "Japan's

Private Universities Struggle," 2021). The conglomerate has also struggled financially due to the 2008

Lehman Shock (School Group X University sues UBS, Nomura over derivatives trading losses, 2014). This

resulted in the closure of a women's junior college and some secondary schools in hopes of economic

recovery (X University High School, 2022). There is pressure to ensure enrolment numbers remain

consistent and this could help explain why X University has always been welcoming to international

students. Many universities in Japan see international students as a means to help lessen the financial

strain of failing student enrolment due to the population decline (Study International, 2020). While

international students are greatly desired, the gap between desiring them and effectively integrating

them and non-Japanese faculty in the institution has resulted in status quo thinking (Capper & Young,

2014). This lack of diversity in decision-makers leads to a lack of innovation, decreased productivity, and

a widening gap between academic research on innovative workplace practices and desired results

(Totterdill, 2015), such as more financial security.

Social

X University furthers social inequalities related to gender, race, and class constructs (Shields,

2010). Social reproduction and social norms are perpetuated through employment status in X University

as students see women disproportionately represented as temporary office workers, adjunct faculty,

and never once in a formal position of leadership such as president or vice president (X University,

2022). This is not uncommon in Japan. Only 8.7% of universities have had a woman as president, most at

women's universities (Gardner, 2016). Despite this, X University is generally considered more welcoming

of non-Japanese women than other universities in the area (McCandie & Mulvey, 2018) due to the

higher numbers of non-Japanese women employed by the university (X University, 2022). Unlike other

institutions, they respect maternity leave and childcare laws though support is limited once mothers

return back to work as parental consideration is almost non-existent (Villa, 2014). Gender barriers

include no on-site childcare, classes being held on national holidays when schools and daycares are

closed, and recent schedule changes that have resulted in longer daily working hours, impacting primary

parents, most often mothers. Little thought is given to the needs of working mothers based on the

expectation that mothers will be home to look after their family or have less demanding careers and

hours due to having been "mommy-tracked" (Boykoff, 2019, para. 34).

Women students in Japan are confronted with gender discrimination and reinforcement of

gender roles and norms by university administration and leadership. Hundreds of young women have

had test scores altered resulting in rejection by numerous medical universities so that men with lower

test scores could be admitted (Eltahawy, 2019; Kasai, 2018) due to concerns women doctors quit after

marriage or childbirth (Kasai, 2018). Gender influences career expectations (Nae, 2017; 2018) and while

there is overall gender balance in student demographic numbers as a whole in X University, department

enrollment adheres to social norms regarding desirable degrees based on gender. Specifically, women

are overrepresented in programs relating to language and social sciences, whereas men are

overrepresented in science and technology faculties (X University, 2022). Ingrained gender expectations

and unconscious bias from men in powerful academic positions can result in stalled or blocked careers

of women (Files et al., 2017). This results in gender imparity, not only in leadership roles, but in overall

gender employment ratios, such as can be seen within the employment data of X University (2022).

Technological

There are many struggles regarding technology; wireless network access is not available throughout

the campus, and many students do not own a computer. Instead, they rely heavily on their

smartphones. With regard to the COVID-19 crisis, many teaching staff throughout Japan, including those

teaching at X University, felt that technology and online learning support was inadequately invested in

by their institution (Hata, 2020) and that the health and safety of staff and students were disregarded by

the administration. Technology has not been invested in as much as is needed, and this has had a negative impact on staff attitudes toward online learning and the institution itself. Face-to-face meetings, creating invisible gendered barriers for working mothers who are socially expected to be home with children in the event of sickness or national holidays, could be conducted online using video conferencing tools, but they are not.

Environmental

X University is located in an urban area that relies heavily on the male-dominated automotive industry due to a major car maker located in the area. In 2018, the head office of the car company stated that less than 2% of their managers are women (The Japan Times, 2018). To overcome this, they have implemented hiring targets of women such as 40% or above for administrative positions and 10% or above for engineers. They have stated they will support more paternity leave for fathers and claim they will utilize telework more often to support better work-life balance (X Car Company, 2019). No data has been found regarding the success of these initiatives, but it is well known there is a waitlist to get into the company daycare and many women employed by the company remain single, child-free, or quit once they have children due to the lack of work-life balance. X University ran a two-year women's junior college that mainly focused on English education and secretarial skills so that graduates of the college could be employed at this particular company. Young women in the area are known to express their desire to marry an employee of this particular automotive company so they don't have to work in the future. This is not necessarily unusual as men are suggested to have high career aspirations whereas many women suggest they will quit work once married to focus on raising a family (Chanlett-Avery & Nelson, 2014).

Outside of the car industry's influence on employment and social reproduction regarding gender roles and norms, environmental factors do not appear to have a significant impact on the lack of gender parity in leadership in X University.

Legal Factors

Japanese labour laws are very protective of workers' rights and although it is not impossible to fire employees, it is extremely difficult (Sugeno & Yamakoshi, 2014). This provides job security to contracted and adjunct faculty and ensures that precarious academic work is rare as contracts must be renewed until the maximum initial agreement is reached, most often five or ten years (General Union, 2020). Despite the generous labour laws, unions are popular in Japan and focus on increasing benefits with automatic enrollment in in-house unions common (Oh, 2021). X University has its own in-house union for full-time faculty and staff, and many adjuncts belong to a general union. Employment as X University offers relative job security in line with contract stipulations and there has never been a known case of firing or refusal to re-contract, despite issues such as faculty not teaching contracted hours, membership to unauthorized groups, allegations of abusing research funds, and claims of harassment towards students, staff, and other faculty.

Like many institutions in Japan, X University prefers legal issues, such as harassment, to be settled quietly, often without the input of institutional committees like a harassment committee (McCandie, 2021). Sexual harassment is often openly tolerated in Japan (Nagatomo & Cook, 2019) and is often unreported due to a lack of faith in the solution process (McCandie, 2021). Academic harassment and discrimination by faculty regarding study and research is often related to unconscious bias and largely affect junior faculty, many of whom are women (Kamimoto, 2021). Racial harassment, while increasing, is often ignored, with few universities having official policies (Soejime, 2022).

While universities are aware that harassment exists, many hesitate to establish policies due to fear of being 'inundated with complaints' (Creaser, 2012, p. 24). At the time of writing, X University has no official harassment committee or human resources office that addresses harassment or discrimination complaints. It has a Prevention of Harassment Committee although reporting procedures are not transparent nor well known. There are also no offices or committees specifically for issues

related to diversity, equity, and inclusion (DEI) or social justice.

A PESTLE analysis examined external and internal factors and their implication internally. While X University adheres to labour laws and provides transparent employment security, more needs to be done in regard to the marginalization and stratification of those employees who are not Japanese males. Embedded gender barriers have been clearly outlined and need to be addressed to increase opportunities for gender parity within the LC and X University.

<div align="center">**Social Justice Context**</div>

Gender equity plays a large role in this problem of practice, the lack of gender parity in formal leadership and few leadership development opportunities in X University. Marginalization due to sex, race, parental status, and first language has been identified and explored through relevant literature. Other social justice issues such as sexual orientation, gender identification, religion, visa status, and economic responsibilities are also factors, but these are much less understood within the context of the LC and X University. They impact careers and questions regarding their impact should be investigated. Many non-Japanese women are confronted with multiple barriers while working in Japan - their sex, race, or cultural minority status being the most visible. These each affects career mobility and leadership opportunities.

Equity and Social Justice in the External Context of X University

Oppressors rarely seek equity for the oppressed (Lorde, 1984) and discussion regarding gender imparity in academia often revolves around what women should do in the face of inequity to break the glass ceiling (Searby et al., 2015; Burkinshaw & White, 2017; Matthew, 2020). This places responsibility for change on those underrepresented and often powerless rather than on those who are in formal leadership positions. As the change initiator who benefits from white privilege, though often by way of tokenism (Appleby, 2014; Whitsed & Wright, 2016), I must reflect on how to better support educators whose working environment is more complex. The following section demonstrates the need for the

proposed change initiative to incorporate and encourage voices from those who are confronted with even more barriers. The need for equity and social justice regarding sexism and gender barriers is emphasized in this OIP, and awareness of the marginalization of women is raised. Native-speakerism was addressed within the leadership lens and position section, and next to be addressed is xenophobia. It is examined as another avenue in which this OIP can impact and support social justice concerning the external Japanese cultural context that affects English teachers in the country (Takaesu & Sudo, 2019).

Xenophobia in the External Context of X University

Much of the literature regarding colonization, racism, and xenophobia is based on Western history, views these topics through a "white" lens, and disregards history and issues outside of Western nations. The belief that white countries alone are the only ones to suffer from racism and xenophobia (Parks, 2017) is in itself Western-centric and highly problematic. While nationalism is growing in Japan (Yamaguchi, 2013), little is written about it for a western audience. Lack of interest regarding social justice in non-western nations does a disservice to those oppressed outside of western nations.

In Japan, resident Chinese and Koreans are largely discriminated against (Parks, 2017; Yamaguchi, 2013) but there is little acknowledgment of this in English-language scholarship. In English language teaching, mother-tongue English speakers with Asian features are subjected to employment discrimination due to their Asian appearance because of a pervasive preference to hire white teachers (Kobayashi, 2011; Kubota and Fujimoto, 2013), who are disproportionately male (Kobayashi, 2014). Non-Japanese faculty have limited academic prospects and little decision-making power in comparison to their Japanese counterparts (Green, 2019). Discriminatory practices and comments are often ignored and not deemed serious or are justified as cultural misunderstandings or language difficulties (Kitayama, 2018). This apparent lack of concern is demonstrated by non-Japanese as well, as mentioned in *Teaching English in Japanese universities: A new handbook* (Wadden & Hale, 2019).

A feeling of "us" vs "them" within Japanese universities regarding Japanese and non-Japanese,

particularly within English education is clearly evident (Whitsed & Wright, 2016). In Takaesu and Sudo's

chapter (2019), it is suggested that Japanese staff must, begrudgingly, bridge communication gaps

between "foreign" faculty and administration and that non-Japanese staff do not have the linguistic or

cultural understanding to deal with office staff. This example highlights the daily racial microaggressions

(Deguchi, 2016a) many non-Japanese frequently encounter, along with the assumptions made about

their supposed lack of "Japaneseness" (Kobayashi, 2013).

Improvement in social justice and equity could help X University attract and retain dedicated

staff (Ali et al., 2015; Deszca et al., 2020) while more diversity in leadership could encourage more

efficient problem-solving (Phillips, 2014) and more growth and higher innovation (Ashwini et al., 2017;

Totterdill, 2015). Great numbers of women leaders result in more positive work environments, better

institutional performance, and higher profitability (Kiavitz, 2003). While the vision for change in the LC is

grassroots, it focuses on shared leadership and creating awareness. A future direction is to break down

barriers for other marginalized groups within X University, but this is beyond the scope of this OIP.

Guiding Questions Emerging from the Problem of Practice

While there may be suggestions and comments regarding the need to empower Japanese

women first and advocate for this change within X University, clarification is needed as to why Japanese

women themselves are not the focal point for support and are not being utilized as major change

leaders in change solutions. There are very few Japanese women in formal leadership positions within

the university (X University, 2022). In addition to my not having any close relationships with Japanese

women in the LC or X University, it would not be advisable at this stage to involve them as major change

leaders due to the increase of stress and unrecognized service work. Scholarship on Japanese women in

academia suggests they already have higher levels of stress and teach more than their male colleagues

(Kimoto, 2015). Women are often tasked with "fixing" their institution (Burkinshaw & White, 2017) and I

do not wish to contribute to more stress and unrecognized gendered labour. From a liberal feminist

lens, I feel it is important that women learn how to better engage their male coworkers as support

networks but also that the men, who benefit from male privilege and default male-centric work

environment, be part of the solution to address the gender barriers that women are confronted with.

In Japan, the need and importance to better support the careers of women and acknowledge

their skills and abilities is increasingly being recognized. In-house mentoring programs specifically

targeting women employees are being created in Japanese companies (Hosomi at el., 2020; Sakakibara,

2018), and government gender policies to address the lack of women in formal leadership roles are

being implemented (Gender Equality Bureau Cabinet Office, 2019), and one former Prime Minister has

openly spoken about the need to remove barriers women are confronted with in employment

opportunities and advancement (Abe, 2014). Despite this, many women in Japan feel powerless to

change their status in society while others seemingly accept their lower status (Nae 2017; 2018).

Attempts to address the inequality created within a patriarchal society should support the

empowerment of all women, not just the majority. This OIP highlights many issues Japanese women are

confronted with in academia in Japan and aims to foster dialogue pertaining to specific barriers non-

Japanese women are confronted with in Japanese higher education. Discussion can begin with the

following guiding questions:

- How can male allies at X University be encouraged to actively address gender imparity within

  the LC and the institution?

- How can professional development, mentorship, and networking be utilized as mechanisms to

  support career advancement of Japanese and non-Japanese women employed by the LC?

These questions address very real issues of differences in cultural beliefs and expectations based on

nationality and gender. Cultural and social norms need to be respected, but there is a need for social

justice within the Japanese context, not only considering Western-centric perspectives.

Leadership-Focused Vision for Change

The leadership-focused vision for change is first, to achieve gender parity within the LC of X University, for contract teachers as well as tenured faculty. Second, it is to create awareness within other departments. Multiple layers of entrenched patriarchal values need to be addressed and subsequently modified to promote a more inclusive and forward-thinking group of teachers and administrators. It is within my agency to achieve this first vision within the LC by initiating a grassroots effort via shared leadership and a shared vision of change. Together, as a collation and leadership team, we can create change within the LC, then possibly influence the institution on a larger scale.

The saying "easier said than done" is relevant when stating the vision for X University. Simply, the vision of change could be: "Let there be gender parity in formal leadership roles throughout the institution." The reality, however, is a complex one and deeply rooted in a blend of the entrenched Japanese cultural expectations, coupled with the patriarchy of X University itself.

Looking beyond the LC and X University, it must be highlighted again that the Japanese government is aware that more needs to be done to empower women regarding formal leadership and employment opportunities (Gender Equality Bureau Cabinet Office, 2019a). Their lack of effective policy implementation has resulted in many institutions, including X University, disregarding targets and guidelines that were enacted to empower women to leadership positions. More important to this OIP, they created a policy to address the lack of women in academic leadership positions (Gender Equality Bureau Cabinet Office, 2019a) which demonstrates awareness and the need for change.

Internal Context and Strengthened Gender Parity

Change within X University is most often led by male stakeholders who hold formal leadership roles. However, there are opportunities for change due to progressive leaders in official leadership roles who are aware of the problematic and unjust male-dominated status quo.

The LC is under the guidance of two tenured white male professors. The LC has the largest teacher diversity on campus: contract teachers are almost balanced in numbers of men and women, and

various nationalities are represented, as are all English circles outlined by Kachru (1992). The LC also

employs approximately 40 adjunct faculty, and the white tenured men do their best to ensure that

gender balance, ethnic diversity, and racial equity are recognized and represented. These individuals are

the biggest change leaders within the LC, and more importantly, the university, with regard to

addressing employment marginalization and status quo hiring. The result has been that this center's

contract positions are highly sought after within the English teaching community mainly due to the

equitable environment, and the visibility of other women or non-Japanese or non-white educators.

The unofficial head of the LC, one of the tenured white males previously identified, is aware of

gendered roles and policy expectations, both within and outside of the institution, and often addresses

invisible marginalization factors that act as barriers to women in the LC. Some notable examples of

differences from other departments are as follows:

- Meetings are held during the workday to not interfere with childcare duties.
- Primary parents are asked about their preference regarding class times and are given scheduling priority in the event of weekend work.
- Expecting mothers know they will be granted maternity leave as per government regulations and future contracts will not be affected.

While the head of the LC is tenured, they are not Japanese. Though respected, they are rather

powerless in terms of implementing "big P" policymaking (Ball, 2008) at the university level and

influencing the university outside of the LC. They do, however, utilize their soft power by influencing

faculty heads with regard to teacher recommendations and encouraging faculty from other departments

to attend professional development seminars so teachers can network during working hours. The head

of the LC is an ally for grassroots "small p" policy change (Ball, 2008) and can influence key stakeholders

outside of the LC in formal leadership positions while also influencing possible change recipients within

the LC.

Change Drivers

National gender policies, national gender targets for academia, and public demand for gender equality related to parenthood and employment opportunities are the three change drivers identified in the OIP. Internal and external drivers are often related and can support the push for change in higher education (Khan et al., 2022). These drivers for change, both internal and external, have had a positive influence in that change is a real possibility in X University, more specifically, the LC.

The three change drivers outline the awareness of the internal lack of gender parity within formal leadership positions in X University, while also demonstrating the need and willingness to facilitate change. National gender policies and targets to empower women into leadership roles in work environments, more so in academia, are external drivers indicating that there is awareness in the government that there is a need for change. There is also the external driver of growing public dissatisfaction, particularly among Japanese women, that societal gender norms, especially those related to motherhood, are restricting career and leadership opportunities. Organizational culture can help influence the type of change and the chosen approach (Atkins et al., 2018). This is evident in the increasing number of in-house mentor programs (Sakakibara, 2018) and leadership targets (X Car Company, 2019) Japanese companies are utilizing to elevate women's status within their companies.

As previously discussed, because the leadership in the LC has been supportive of marginalized faculty internally, it suggests there is change potential and alignment with the possible solutions outlined in the second chapter. Government policy and growing public demands are discussed in the next section. Appendix D identifies the three drivers of change.

National Gender Policy and Targets

In 1994, the "Promotion of Gender Equality" Headquarters was created in Japan. In 1999 they put forth their first policy: "Basic Act for Gender Equal Society" (Gender Equality Bureau Cabinet Office,

2016). In 2003, the "30% by 2020" target was created to promote women into positions of leadership

(Gender Equality Bureau Cabinet Office, 2016). However, in 2014, only 3.3% of the national government

managerial positions were made up of women (OECD, 2015), whereas the world average was 20%,

making Japan the second worst-ranking OECD country for this measure (OECD, 2014a). In 2020, only

10% of government ministers were women, and Japan ranked 147th out of 156 for women and political

empowerment (World Economic Forum, 2021). It ranked 166th out of 193 countries worldwide for

women lawmakers, with only 9.9% being women (Inter-Parliamentary Union, 2020), and was the lowest-

ranking G20 country in 2018 for women as political representation (Gender Imbalance: Japan's Political

Representation, 2019).

In 2014, the Prime Minister removed one of his two women cabinet ministers (Harding, 2018)

and lowered his governmental participation target for women in government leadership roles from 30%

to 7% for national public servants and 15% for local government and private companies (Aoki, 2015).

These targets were lowered because the government itself was unable to reach its policy target of 30%

enacted in 2003 to elevate the positionality of women in leadership roles.

National Gender Policy and Targets: Academia

Policy enactment is dependent on enforced policy implementation, not policy suggestion

(Wallace, 1991). In 2016, the government created the most recent gender policy that emphasized labour

reform practices (Gender Equality Bureau Cabinet Office, 2019a) which included an education and

research subcategory. This subcategory outlined a target to increase women as university professors

(including presidents, vice presidents, professors, associate professors, and lecturers) to 30% by 2020

(Gender Equality Bureau Cabinet Office, 2016).

As of 2019, only 24.8% of all post-secondary educators were women (Gender Equality Bureau

Cabinet Office, 2019a). Data from 2015 suggests that 23% of all tenured researchers and educators were

women as were 30% of adjunct professors (Nagatomo, 2016). OECD data from 2020 shows that

Japanese women aged 25-34 were more likely than men to have a post-secondary degree, 67% of

women, compared to 56% of men of the same age category (OECD, 2020), yet women are not yet

represented with parity in academic employment.

In July of 2020, the government withdrew the 30% by 2020 policy target as it was clear that the

target was impossible to achieve. However, they outlined and adjusted it in a new policy, retaining the

30% target and suggesting 2030 as the new target (Japan to give up raising women's share of leadership

to 30% by 2020, 2020). As of writing, no new gender policies have been implemented.

Public Demand Among Japanese Women

In 2013, then-Prime Minister Abe Shinzo gave a speech commonly known as the "women can

shine" speech. While speaking, Abe suggested that women in Japan needed gender equality so that they

could better balance domestic labour, such as childcare and nursing care for elderly family members,

with paid labour (Abe, 2014). While attempting to empower women, the Japanese Prime Minister

promoted gendered labour and the sexist notion that domestic labour is a women's job, completely

missing the issues around embedded sexism and patriarchy in Japan (Motoyama, 2022).

Among Japanese working women, 70% quit paid employment once married or becoming a

mother (Villa, 2019), resulting in an M-curve that demonstrates the impact of marriage and motherhood

on the careers of women in Japan as paid labour participation dramatically drops after marriage or

having child, only later to increase once children are older and more independent (Gender Equality

Bureau Cabinet Office, 2019b). Many women, rightfully, fear the impact children have on their careers

(Gender Equality Bureau Cabinet Office, 2014; Rich, 2019) as women are held back from career

advancement once they become mothers (Boykoff, 2019). Additionally, 75% of unpaid labour and

caregiving is done by women (OECD, 2017). Rather than address the lack of male participation in unpaid

labour, the lowest among all OECD nations (OECD, 2012), the nation's prime minister suggested change

needs to be made so that it is easier for women to engage in paid labour while also carrying the

gendered domestic labour at home. The nature of this speech and lack of understanding from those in power regarding the issues women face balancing careers and family, help explain why gender policies enacted in Japan are not effectively implemented and why women struggle to advance in their careers.

Organizational Change Readiness

Planned organizational change is not an event but a process that requires time, engagement, and buy-in from change stakeholders (Dudar et al., 2017). Data collected from X University, supporting scholarship, government whitepapers, and Deszca et al.'s (2020) readiness-for-change questionnaire is synthesized in this section which assesses change readiness.

Scholarship supports there is a possibility of change due to awareness surrounding the lack of women in leadership in Japanese academia, including the Japanese government (Kimoto, 2015; Gender Equality Bureau Cabinet Office, 2016; 2019a; Lee & Simon-Maeda, 2006; OCED, 2016). However, literature also outlines that national gender policies have not been effectively implemented (Japan to give up raising women's share of leadership to 30% by 2020, 2020) and that Japan's male dominance and entrenched institutional and systemic beliefs (Nemoto, 2016) are difficult barriers to overcome if women wish to rise to formal academic leadership roles (Mynard, 2020; Yphantides, 2020).

Kezar (2013) suggested that campus organization structures are representative of the values and priorities of individuals in power positions who also establish organizational norms (Adam & Rachman-Moore, 2004). X University has demonstrated that addressing the lack of gender parity, and more broadly, the lack of diversity, equity, and inclusion (DEI), is not a priority. While many academic institutions outside of Japan have their own DEI statement, along with individual faculty statements (Khatrichettri, 2021; McBrayer, 2022), X University does not have a DEI statement. Their vision and mission statement webpage states that X University instead wants to recognize the differences in people and create a new state of values (X University, n.d.a) but does not outline any plans on how they will accomplish this. Furthermore, X University's (n.d.a) long term goals are embedded with

neoliberalism related to financial security such as becoming the most recognized university in the area and drawing in more international students (X University, n.d.a). Resources, such as staff and budget, have not been allocated to develop a DEI office or committee. Formal university leadership has ignored government targets and policies to promote women into academic leadership positions. Furthermore, no DEI programs have been developed or nor have white papers been published to address the lack of diversity, including the lack of women within leadership.

Published data from X University demonstrates that there is a stratification of faculty by gender; women faculty are in lower-status positions and there is no representation of them in official leadership capacities such as the roles of president, vice president, or dean of a faculty (X University, 2022). For change to be successful, stakeholders must recognize the need for change (Hussain et al., 2018; Kotter, 1998). There has been no official recognition of this by X University regarding the lack of women in formal academic leadership positions, including within the LC.

Assessment of change readiness and gap analysis begin the process of institutional change (Holt et al., 2007). Identifying gaps not only assesses the change readiness but also identifies the possibility of behaviour adoption, resistance, and change implantation (Holt et al., 2007). Deszca et al.'s (2020) readiness-for-change questionnaire was utilized as a tool to assess change readiness within X University. X University's readiness-for-change questionnaire results are available in Appendix E. Results corroborate that there is little possibility of change in X University as an entity due to its low score that suggests X University is not ready for change and that change would be very difficult (Deszca et al., 2020). Leadership would not be supportive of change measures to address gender parity as they are not dissatisfied with the status quo and do not recognize the need for change (Deszca et al., 2020). Lack of executive support, lack of credible leadership and change champions, and lack of rewards highlight issues of trustworthiness within leadership. However, lack of change readiness as a whole organization does not mean there is no change readiness elsewhere within X University.

I lack the agency to lead change for the entire university. However, I have the agency to initiate changes within the LC with the support of shared leadership. LC change readiness has also been assessed with secondary data suggesting a strong moderate to high need, suggesting change potential. Unlike X University, the LC has been identified as progressive and potentially being willing to address gender parity due to its culture of support and proactive leadership. While there are tenured Japanese women within the LC, though none are in a visible leadership role, there is gender balance within the contract teachers suggesting there is possible change readiness. The LC questionnaire results indicate the LC scored above 10, suggesting change possibility. The results of the questionnaire regarding previous change experiences, credible leadership and change champions, and openness to change are all positive indications that there is change readiness. The results of the readiness-for-change questionnaire for the LC are available in Appendix F. The readiness-for-change questionnaires suggest X University has a low level of readiness for change. However, the LC results indicate that the LC is ready for change, with a change initiative presented in chapter two.

Chapter One Conclusion

Organizational change needs to be planned, continual, and intentional with an ongoing process directed at the people, the work, and the formal and informal organization (Deszca et al., 2020). Chapter one examined the organizational context, reviewed the change initiator's leadership positionality and lens, outlined the problem of practice and its framing, stated the guiding questions, and the organization's readiness. Scholarship related to gender theory, critical feminism, and social justice provided frameworks to review the organizational context and frame gender imparity within X University and its LC. Social justice within the institution was examined. Change readiness for X University was assessed through secondary descriptive data, data collected and published by X University, and interpreted as there is little change readiness to address the lack of gender parity. Change readiness for the LC was also assessed through secondary descriptive data synthesis and

interpreted as there is a strong moderate to high need suggesting change potential.

Organizational change is needed to remove gendered barriers and address the male-centric work environments and status-quo hiring and promotion that keep women educators from reaching formal leadership potential at X University. The LC and its change readiness provide a platform to implement small changes that could be used as a foundational grassroots tool to overcome gender imparity in X University. More women educators in visible roles and leadership positions would further develop the institution in establishing a more positive work environment (Kiavitz, 2003) while also addressing the issues of social reproduction.

Chapter two will present the planning and development of a plan addressing the lack of women in formal leadership positions within the LC of X University by outlining approaches commonly used in Japanese leadership as well as proposed leadership approaches for implementing change. It reviews Nadler and Tushman's (1989) organizational change model to support the identification of components within the LC that require realignment. Deszca et al.'s (2020) change path model is used to diagnose and analyze needed change and three change solutions are presented with research and practice-based evidence supporting the selected solution to realize the change vision in X University's LC.

Chapter Two: Planning and Development

Chapter two focuses on the planning and development of the change initiative to address the problem of practice, the lack of women educators in formal leadership positions within the learning center (LC) of X University. It outlines macro approaches to leadership and describes actionable micro leadership strategies to change formal leadership within the LC. This is followed by an outline of The change path model framework and critical organizational analysis of the LC using Nadler and Tushman's (1980; 1989) congruence model to reveal gaps and needed changes. Chapter two concludes with three proposed solutions to address the problem of practice and then identifies the most suitable solution in terms of cultural alignment, change initiator agency, and sustainability to address the lack of women in formal leadership in the LC.

Leadership Approaches to Change

Women academics are underrepresented in formal leadership positions and have few leadership development opportunities within the LC of X University. The problem of practice will be approached in a way that allows change recipients to better utilize their skills and understanding of institutional knowledge while being involved and heard in the change process (Frerich & Murphy-Nugen, 2018). To increase the likelihood that change will be successful, it is important that leadership approaches support shared leadership, a shared vision is created with all participants (Kezar, 2013), and that a critical lens is applied to examine the selected leadership approaches to ensure change needs are met with limited negative consequences.

Disrupting status quo leadership, as is theorized in this organization improvement plan (OIP) should be considered a political act as it challenges not only patriarchal but also racialized leadership. This OIP draws on feminist theory, seeks to address the lack of women represented in formal leadership positions in the LC, and highlights the need for social justice and equity within formal leadership related to the oppression of others beyond gender (Liu, 2017). It is not enough to acknowledge and document

inequalities; power, privilege, resistance, and fear that prevent people from acting as change agents

must also be acknowledged and addressed (Oakes & Rogers, 2006). This OIP calls attention to these

barriers and the need for facilitating more faculty engagement, empowerment, and collaboration,

known as the fifth element; where academics in formal leadership roles can support lower-status faculty

in guiding change, while overall increasing the diversity of decision makers, knowledge transfer, and an

improved work environment (Totterdill, 2015). While this OIP focuses on the need for diversity and

equity related to gender imparity, oppression due to xenophobia, race, and first language are

acknowledged as areas of needed change. These are, however, beyond the scope of this particular

change initiative.

Japanese Leadership and its Impact on the Careers of Women

Japanese institutions gravitate towards male-driven, top-down decision-making via transactional

leadership (Fukushige and Spicer, 2011; Hofstede Insights, n.d). As a hierarchical society that is said to

value collective leadership (Ishikawa, 2012; Northouse, 2018) those in positions of formal leadership are

most often senior males (Darling et al., 2002; Yamaguchi, 2019). Decision-making within small circles

results in closed communities, peer pressure, and blind trust (Fukuhara, 2016), resulting in

organizational problems such as eroding relationships and toxic work environments (Burns, 2017). These

issues are known to exist in Japanese academic work environments (Baloyi, 2020; Gardner, 2016) and

are consistent with issues relating to formal leadership within the LC and X University.

Japanese cultural expectations dictate that full-time employment and formal leadership roles

are filled by men whereas women engage in domestic labour and primary caregiver roles (Rich, 2019).

Women's career aspirations, or lack thereof, have been linked to a lack of women in visible leadership

roles (Bin Bakr & Alfayez, 2021; Sanchez & Lehnert, 2019), a lack of networking opportunities (Hicks,

2013), and domestic labour obligations (Ho, 2015). Women in Japan are thought to lack skills and

ambition (Nemoto, 2016) yet little regard is given to how their career mobility may be hampered by

default male leadership, male-centric networking, and in-group decision-making (Nakai, 2007; Nishimura, 2022). Women exit the workforce, settle for less prestigious positions, and have their careers blocked or stalled due to sexism, stress and the cultural expectations of motherhood (Villa, 2019). Rather than blame women in Japan for their lack of participation or ambition, critical practice should be utilized to question current norms and values. Status quo structures and practices should be challenged (Elliott, 2015) so that women can have similar leadership opportunities as their male counterparts.

Liu (2017) indicated that leadership theories are rooted in classism, patriarchy, and white supremacy, where unequal social divisions between genders are reinforced. It is further suggested that racial dynamics in leadership are silenced due to a lack of diversity within scholarship, resulting in the whitewashing of leadership theories where whiteness is viewed as ideal leadership due to presumed cultural superiority (Liu, 2017). There is no disagreement that the vast majority of scholarship in English on leadership is white and Western-centric. Leadership literature in Japanese is similar in that it also underpins patriarchy and the presumption of cultural superiority with Japanese men as ideal leaders, more so in Japanese academic leadership (Green, 2019; Yphantides, 2020). The notion of Japanese male-centric leadership is evident in LC formal leadership, outlined in chapter one (X University, 2022).

While Japanese men lead the LC in terms of formal leadership, in the nearly 20 years of existence there has never been a Japanese male employed as a contract teacher in the LC. There has never been a Japanese woman who has previously worked within the LC as a faculty member hired for a tenured position within the LC or X University. Though there are Japanese tenured women within the LC, they are from an amalgamation of a women's college affiliated with X University. This is vastly different from the non-Japanese men hired within X University as tenured faculty.

Despite their presence in numbers, qualifications, skills and abilities being similar to the men, women employed by the LC have not had the same career mobility as men employed by the LC. The majority of non-Japanese males with tenured positions within X University previously worked as LC

contract faculty. At the time of writing, X University has never employed a tenured non-Japanese woman despite the tenure hiring of white males and non-Japanese men of colour. White women have not achieved the same career success as their white male counterparts and non-Japanese women of colour have not achieved the same career success as non-Japanese men of colour. It highlights male-centric and implicit hiring, but also suggests white male privilege and native-speakerism affect the career mobility of women, as outlined in chapter one (Deguchi 2016b; Matikainnen, 2019).

A shift to more equitable LC leadership approaches could empower and support all LC faculty, not just first-language English-speaking white males, so that women in the LC, regardless of their inter-individual differences could also have the possibility of reaching their academic and career potential (Kuntz et al., 2011). Ethical leadership and transformative leadership approaches will now be examined, my agency in the context of the LC will be considered, and both approaches will be examined in addressing the lack of gender parity within formal leadership positions within the LC.

Ethical Leadership Approaches

Theories in leadership, particularly ethical leadership, have been focusing more on the role of ethics and morality of leaders and the treatment of followers (Kuntz et al., 2012). Ethical leadership also centers on issues such as self-knowledge, self-discipline, and obligations regarding competence, duty, and leading for the greater good (Ciulla, 2018a). Ciulla (2018a) outlines four dimensions of ethics pertaining to leadership that needs to be considered; The ethics of a leader as a person, the ethics of the leader-follower relationship, the ethics of the process of leadership, and finally, the ethics of what a leader does and do not so. These four dimensions are entwined in ethical leadership scholarship; Baloyi (2020) and Trevino et al. (2003) highlight the leader-follower relationship in that ethical leaders aim to build trust, honesty, and relationships with followers; Kanungo (2001) and Northouse (2018) address the importance of what leaders do and do not do when suggesting that ethical leaders focus on effective communication and followers' goals, values, and interests.

The ethics of leaders are addressed by Liu (2017) who suggests that ethical leadership may reinforce hierarchical structures and play a role in social reproduction and oppression due to the belief that ethical leadership is power-neutral and led by leaders with supposedly higher morality and goodness. Uhl-Bien and Carsten (2007) however, contrast this and offer a different framework that supports informal leadership, upward ethical leadership, that looks beyond a top-down leadership approach and instead suggests individuals can maintain ethical leadership from the bottom up if formal leadership is not acting in the best interest of followers. Liu (2017) also examines the process of leadership and the implications of leader identity, politics, values, behaviour, and the impact of the leadership process and its effect on followers. A critique of this approach is the risk of leader narcissism, martyrdom, or impossible moral characterization in which individuals are essentialized and leadership is individualized (Liu, 2017; Ciulla, 2018b). This conflicts with the notion that ethical leadership is based on relational relationships, where leaders act as role models for followers and set standards of appropriate behaviour through engagement with those they wish to lead (Bedi et al., 2015).

Scholarship on ethical leadership supports Ciulla (2018a) four dimensions of leadership ethics in relation to women in leadership roles: when women are in a position of formal decision-making roles, they are often thought to be more collectivist and democratic, they place more value on relationships (Akanksha et al., 2017; Gotis & Grimani, 2016), act in more ethical ways (Shollenberger, 2014,) and view the care of others as more important than their male counterparts (Vogel, 2012). Ciulla (2018a) suggests that ethical leadership does not need to transform people but instead needs to focus on supporting sustainable change within organizations so that followers can be more successful in reaching their potential. This, along with Uhl-Bien and Carsten's (2007) framework of upward ethical leadership, is in alignment with my vision of change, my values as a leader and my positionality as a woman in the LC with informal leadership. I believe that an ethical approach supports more accountability within leadership and should foster equity, collaboration, and respect for the voice of all, not just a few (Ehrich

et al., 2015). It is imperative that the change initiative puts the needs of the change recipients first, creates shared leadership, and limits the possibility of individual change agents being idolized.

An ethical leadership approach also aligns with the LC's ethical context and climate (Victor & Cullen, 1987). The belief that leaders need to act as role models and set standards for more equitable work environments (Brown & Trevino, 2006; Ehrich et al., 2015) can be found in the ethnic diversity and gender parity of LC contract faculty. Though hierarchical structures and status quo hiring are present within tenure LC faculty and must be recognized as impediments to gender parity, the LC has the most diverse faculty in all of X University, mainly due to the hiring done by the two white males who have formal leadership in the LC. Structurally, power resides within the top tier, the LC Director, a Japanese man who was hired by Japanese men. While there are other Japanese male leaders within the top tier, as explained in chapter one, they are a part of the LC in name only. The non-Japanese men as formal leaders are second tier in terms of decision-making power and were also hired by Japanese men. True diversity can only be found within the third and fourth tier, the contract teachers and adjunct faculty, who were hired by the second-tier non-Japanese male leaders. Non-Japanese faculty have little input in decision-making regarding departmental and administrative decisions (Green, 2019), though this is bypassed as the LC is a center and not affiliated with any particular department. This allows non-Japanese some decision-making ability regarding employment and the day-to-day management of the LC. This division in decision-making allows for a more ethical leadership approach within the LC and is evident in the diversity of the contract faculty. Appendix G outlines the LC's formal leadership hierarchy with regards to the four tiers and focuses on gender and if one is Japanese or non-Japanese.

One of the main criticisms of ethical leadership is its lack of scholarship and being rooted in Western-centric ideals and norms (see Ciulla, 2018; Northouse, 2018). Cross-cultural studies are lacking, more so in higher educational contexts (Brown & Trevino, 2006; Schollenberger, 2014). This change initiative could contribute to knowledge regarding international contexts and cultural explanations for

different perspectives in higher education leadership and also support conversations regarding the

cultural impact and formal leadership in Japan.

Another criticism is the overlap between ethical leadership with other approaches. The desire to

elevate those marginalized and put followers' needs first is also found in transformative and authentic

leadership approaches, making it unclear as to what ethical leadership actually encompasses (Ahmand

et al., 2017; Ciulla, 2018a). For these reasons, ethical leadership as the only leadership approach is not

suitable for me, as the change initiator, to address the lack of gender parity in formal leadership roles in

the LC. Ethical leadership and transformative leadership are compatible approaches due to their shared

values (Caldwell et al., 2012), and they align with the instructional culture of the LC. For this reason, I

will next outline the transformative leadership approach for leading change within the LC.

Transformative Leadership Approaches

Transformative leadership is an ethics-based critical approach that supports justice (Shields,

2010; Shields & Hesbol, 2020), questions hierarchies and status quo (Mertens, 2012), and focuses on the

welfare of all stakeholders (Caldwell et al., 2012). Transformative leadership aims to transform people,

improve their situations (Northouse, 2019), address issues of inclusion and equity (Shields & Hesbol,

2020) and centers on social justice, equitable change, advocacy, allyship, and activism (Hewitt et al.,

2014) within the approach. Enhancing quality of life, encouraging respect for diversity and differences,

and increasing intellectual honesty are all linked to transformative leadership (Astin & Astin, 2000).

Transformative leadership fosters a deep desire to address marginalization, remove barriers, and propel

individuals forward to reach their full potential (Hewitt et al., 2014).

Shields (2012) outlines eight interconnected tenets that need to be intentionally addressed in

transformative change initiative; the initiative is deep and equitable, it deconstructs social reproduction

relating to inequity, it addresses the unequal distribution of power, it addresses the need for both

individual and collective good, it highlights the importance of equity and justice, it emphasizes

interconnectedness, interdependence, and global awareness, it balances critique with promise, and it demonstrates moral courage. In Appendix H, a visual representation of Shields's model of transformative leadership (2019) is presented. As outlined in chapter one, I have used a transformative leadership approach to cultivate more awareness among the ELT community and LC members regarding social injustices and inequities within our institution and community through a web-based approach. I have helped further dialogue within the ELT community regarding the marginalization of women educators and helped propel the careers of others through the website, symposium, and ongoing dialogue. As the change initiator, I will continue to utilize transformative leadership to purposely address the status-quo amplification of male voices and privilege that has resulted in gender imparity in formal leadership within the LC and beyond. The proposed change solution, outlined in chapter three, continually weaves Shield's eight interconnected tenants of transformative leadership throughout the change process in an attempt to right inequitable practices (Shields, 2012), encourage empowerment and opportunities (Shields, 2019) while fostering sustainable change that addresses the lack of gender parity with formal LC leadership.

Transformative leadership, like ethical leadership, also has been criticized for displaying similar traits with other leadership approaches, namely transformational and ethical, due to its focus on relationships, power and equity (Shields, 2010). While some initially considered it to be a new leadership model and suggested it was not a well-established organizational change management approach (Caldwell et al, 2012), more scholarship is being published and the approach is becoming more commonly recognized when addressing issues of equity and inclusion (See Astin & Astin, 2000; Bruce et al., 2019; Shields & Hesbol, 2020).

While not explicitly named as a transformative leadership approach, Kim and Mauldin (2022) outline issues of a social justice leadership approach with regard to saviour complex. Change leaders see themselves as the sole driving force for change leading to self-inflated notions of heroism.

Another criticism of transformative leadership is the limited empirical research related to real-life effects (Shields, 2010), though the body of literature is growing. Furthermore, scholarship is Western-centric primarily focusing on addressing the need for reform in White-led educational institutions (See Astin & Astin, 2000; Bruce et al., 2019; Shields 2019; Shields & Hesbol, 2020). Similarly to the concerns of a gap in the literature regarding international context and cultural explanations for ethical leadership, this change initiative could also contribute to diversifying scholarship regarding the impact of transformative leadership in an international context.

Despite being familiar with transformative leadership due to my work addressing the marginalization of ELT teachers in Japan, and its alignment with gender role theory, social reproduction theory, and a liberal feminist lens, a transformative approach is not a sustainable leadership approach on its own and will be integrated with an ethical leadership approach.

Integration of Leadership Approaches

The primary leadership approach will integrate ethical and transformative leadership approaches. Ethical leadership and transformative leadership styles are complementary in that in both approaches, leaders realize their influence on followers, seek to elevate the level of moral responsibility within the group, honour a sense of equity, and seek change for all, not just particular individuals (Caldwell et al, 2012; Kanungo, 2001). Culture influences values and ethics and impacts educational communities due to the decisions made by those in positions of leadership (Shallenberger, 2014) and both approaches seek more ethical decision-making to elevate those marginalized. While ethical leadership focuses on sustainable change within an organization and not individuals (Cilla, 2018), transformative seeks to transform people and their situations (Northouse, 2019). Combined, they support change for both the LC and the women faculty who lack formal leadership and leadership development opportunities.

Approximately 30% of organizational change initiatives are successful (Burnes & By, 2012).

Therefore, the synthesis and alignment of approaches in relation to the needs of those marginalized and the culture and values of the current formal LC leadership are very important as it elevates the likelihood of successful change (Bin Bakr & Alfayez, 2021). As the change initiator, I must recognize the role and values of formal LC leaders. I believe I have the agency to influence and elevate the moral responsibility of that leadership through the synthesis of ethical and transformative approaches. Both align well with the change initiative to address the lack of formal leadership opportunities for LC women faculty. My primary leadership approach would help elevate the status and career prospects of women faculty within the LC while also fostering efficacy in the process (Donohoo & Katz, 2017). Each approach has its own weaknesses but when combined, the synthesis of these leadership approaches has been shown in scholarship to support successful organizational change (Kuenzi et al., 2020; Shields, 2010).

Ethical leadership goes beyond the values and beliefs of leaders. It drives the ethical direction of the institution with principles, policies, and actions shaping organizational culture (Elliott, 2015). Organizational context and the decision-making and behaviour of formal towards ethical issues, such as gender discrimination, must be taken into account (Kuntz et al., 2012) when considering change initiatives. Due to this consideration and my personal agency, a transformative "just do it approach" (Deszca et al., 2020) that bypasses formalities and permission-seeking from those in power positions who may resist change (Elliott, 2015; Ferguson & Lovell, 2015) is the best approach to address my Problem of Practice. A grassroots approach can help bridge the gap between leadership research and leadership practice (Elliott, 2015) while fostering change momentum.

Alignment with Organizational Context of the Learning Center in X University

Change recipients should feel heard and be involved as this supports the notion of participant importance (Yoshihara, 2017) and value (Belenkyet al, 1986; Hooks, 1989). Leadership within the LC needs to be transparent (Baloyi, 2020), and decisions must be made with stakeholder input as buy-in increases the likelihood of successful implementation (Braun et al., 2010; Deszca et al., 2020). The

change initiator wants to empower, inspire, increase motivation, and further understanding of career opportunities through the application of transformative and ethical leadership strategies, supported by Fifth Element literature on innovative and sustainable change (Totterdill & Exton, 2014).

The change initiator has identified two possible change leaders within the LC due to their behaviour signalling commitment to leading ethically and their respect for diversity amongst faculty. They have demonstrated transformative and ethical leadership capability by insisting labour laws regarding maternity leave be followed, holding professional development symposia, and deviating from native-speakerism hiring practices (Matikainnen, 2019; Rivers, 2013) and having pledged male allyship on the advocacy website founded by the change initiator. Both support input from contract and adjunct faculty, as evident in their collaborative projects such as the professional development symposia and the diversity in their hiring, innovative practices that are not visibly utilized outside the LC. These leadership behaviours signal they are allies in addressing the status quo, are innovative in terms of their leadership and are willing to connect with all LC faculty regardless of status (Elliott, 2015; Totterdill, 2015). There is alignment with the organizational context and leadership of the LC and the synthesis of ethical and transformative leadership styles as the primary approach to change.

Framework for Leading the Change Process

Large-scale change needs to be analyzed and well-planned if it is to be effective with minimal negative implications (Deszca et al., 2020). Many change frameworks provide comprehensive scaffolding, but it is imperative that a chosen framework lends itself well to the desired change, environment, and solution(s). Deszca et al.'s (2020) change path model and the fifth element framework of Totterdill and Exton (2014) will be reviewed and analyzed with regard to their suitability to address the lack of women representation in formal leadership roles in the LC, as well as few leadership development opportunities for women.

How to Change

In the first chapter, the change readiness of both the LC and X University was analyzed using

Deszca et al.'s (2020) readiness for change questionnaire (p. 113). The results suggest X University is not

ready for change whereas the LC is. The questionnaire results also indicate that areas which need

improvement focus are the lack of reward for change and lack of executive support. Consistent with the

theoretical framework of social reproduction theory, gender role theory, and a feminist framework, it is

evident that formal LC leadership is built around status quo male-centric leadership (Bhattacharya,

2017) which has resulted in gender norm stratification (Smith et al., 2013). However, there are two

identified change leaders who could become change champions as they are trusted, respected, and are

diversity hire allies as evident within the LC contract faculty. Both formal leaders are likely to see the

need for change, to address the lack of gender parity in formal leadership roles within the LC, as

appropriate (Deszca et al., 2020).

The identified change leaders are supportive of the LC faculty in many ways such as offering

professional development opportunities, ensuring mothers are well supported, and fostering a sense of

community. Both change leaders have access to senior stakeholders and are able to share concerns

even if they alone are not within their agency to make official large-scale changes. Liberal feminist

theory suggests possible success within the existing structures (Lyle & MacLeod, 2016) and due to the

change readiness in the LC, change is possible with a leadership team working towards the same vision

of change (Kezar, 2013).

Potential Change Framework Models

Many leaders fail to link planned organizational change with appropriate theories of change and

thus are not effective in facilitating change and improvement (Evans et al., 2012). It is imperative to find

a change framework that links practice and research to ensure positive and sustainable results (Holten &

Brenner, 2015; Totterdill & Exton, 2014). Two frameworks are considered: The change path model by

Deszca et al. (2020) and the fifth element framework by Totterdill (2015). Both models will be analyzed

and adapted for suitability as a change initiative framework to address the problem of practice.

Change Path Model

The change path model is considered as the change framework leading change with the LC

because of its flexibility, support, and guidance in the planning stages and while undergoing the change

process (Deszca et al., 2020). The change path model has four stages: awakening, mobilization,

acceleration, and institutionalization (See Appendix I). There is a detailed process and description of how

to move through the four stages that provide clarity and more guidance than other chance models. The

change path model is compatible with ethical and transformative leadership approaches as it supports

the alignment of values and approaches addressing the needs of others (Bin Bakr & Alfayez, 2021).

The change path model has been selected because it not only offers awareness of what to

change with regard to the gap between visions and the current state, it offers support and transparency

on how to get there. It works as a relevant framework for how the change process could be led within

the LC. The stages offer clear scaffolding but also incorporate needed adaptablity and flexibility to

address the constant flux of change, suggestions, and new stakeholders. The framework for leading

change through transformative and ethical leadership approaches is the change path model (Deszca et

al., 2020). The next section will outline the four stages and how the change path model and the fifth

element model will guide the change process in the LC.

The Fifth Element Framework

The fifth element, mentioned in the integration of ethical leadership and transformation

leadership approaches, also provides a model to guide change. The fifth element framework seeks

workplace innovation by engaging all employees to seek win-win outcomes and enhance the quality of

working life while maximizing organizational output (Pot et al., 2016). It supports the belief that

innovative change should involve people outside traditional formal leadership roles who will challenge

established practices and push a more collaborative work environment where efficacy and empowerment are further developed (Totterdill & Exton, 2014). While the fifth element framework is not exactly the same as a grassroots approach, it supports the removal of decision-making being contained to only formal leadership and suggests lower-status faculty can foster change despite their positionality, and help foster critical analysis of status quo (Totterdill, 2015). This perspective has the potential to result in higher engagement, a better work environment, and fosters more likelihood of X University's (n.d.a) vision and mission statement of diversity becoming a reality.

Totterdill (Pot et al., 2016) integrates four main areas that need to be considered to improve workplace innovation: Work organization, structure and systems, learning and reflection, and workplace partnership. Fifth element is a useful framework as it encourages engagement and retention of informal leaders, improved communication and collaboration regardless of status, and highlights the need for continuous reflection to drive change, shared learning, and innovation (Exton & Totterdill, 2014). Though this framework often focuses on policy creation for businesses and government offices (Pot et al., 2016), the key elements and goals align with the vision of change presented in this OIP: The need to foster more information sharing and communication between faculty, enhancing informal leadership opportunities, creating a more equitably work environment, and realigning formal leadership to help support sustainable change. The fifth element, when integrated with the change path model, supports innovative change to address gender imparity in formal leadership roles within the LC. Appendix J visually represents Totterdill's (2015) fifth element framework. Appendix K visually represents the change path model (Deszca et al., 2020) integration and alignment with fifth element (Exton & Totterdill, 2014) and indicative practices.

The Change Path Model and the Fifth Element Framework in the Learning Center

The first step of four in the change path model is awakening. In this stage, leaders need to be aware of the change impact they can have inside and outside the organization. For a change initiator

with no formal leadership role within the organization, a solution utilizing soft power could have a large impact in helping to establish a vision of change. Deszca et al. (2020) suggest that the most powerful change drivers originate from outside of an organization, and while the LC is located within X University, it is far enough removed from formal university leadership and power to act as a change driver. A gap analysis would draw attention to what needs to change. The desired change vision, gender parity within formal leadership within the LC. This is also the stage where the change initiator assesses possible stakeholder allies due to their signalled change readiness. In this OIP, they have been identified as the two white men in formal leadership positions within the LC due to their hiring practices and participation on the change initiator's webpage where they identify themselves as male allies.

The second stage is mobilization. This stage focuses on sharing what needs to change and engaging with stakeholders to form a leadership team, knowns as change leaders. This encourages a shared vision of change, generates more concrete ideas, and addresses areas such as needed resources, engagement and collaboration, as supported by fifth element (Pot et al., 2016). Together the leadership team can identify overlooked aspects of change, locate unknown stakeholders, and make suggestions that may extend outside of the current knowledge and understanding of the change initiator. Communication needs to be respectful and engaging if proposed change leaders are to consider working together to create positive changes. Clear and effective communication is essential for change initiatives to be successful (Barrett, 2002) and it cannot be assumed that change leaders or recipients understand the why, what, and how of change initiatives (Beatty, 2015). The tenured faculty sought as change leaders need input in the change vision and initiative as collaborative change stakeholders increase the likelihood of success (Metz & Bartley, 2020; Perry, 2013) but also need to be willing to reduce the hierarchy of leadership and create a more collaborative leadership where informal leadership voices are represented in decision-making (Exton & Totterdill, 2014).

The third stage is acceleration, where the focus is on action planning and implementation. It

incorporates what was learned in the two previous stages and sets about making change happen. PDSA

cycles, to be discussed in the third chapter, will be used to monitor and evaluate the change initiative.

The change path model is supportive of their utilization in the change process.

The final stage of institutionalization is where the new desired state transitions to become part

of the organization (Deszca et al., 2020). Inequity is ongoing (Shields, 2012) and while this problem of

practice address gender imparity within formal leadership positions and few leadership development

opportunities in the LC, it recognizes more work needs to be done to achieve greater equity for all

marginalized groups, not just women. This OIP strives to guide change outside the scope of gender

imparity but recognizes there is much work to be done to align X University's mission statement of

embracing diversity (X University, n.d.a) with the reality of X University.

<div align="center">**Critical Organizational Analysis**</div>

Nadler and Tushman's (1989) congruence model is used to identify components of the LC that

require realignment. It is important to focus on the LC as a separate entity because of the differences in

operation in comparison to the rest of X University, as previously outlined in the change readiness

section in chapter one.

What to Change

Nadler and Tushman's (1989) congruence model will aid in describing the components of the LC:

the people, the work, and the informal and formal organization. In Appendix L, a visual representation of

Nadler and Tushman's (1989) congruence model is presented. A gap analysis will help identify what to

change, why these changes are needed, and assess change readiness. The congruence model consists of

input factors such as environment, resources, history/culture, the organizational strategy, and a

transformation process between people, work, formal organization, and informational organization, all

combined together to produce outputs of the organization as a whole as well as individual and service

unit outputs (Nadler & Tushman, 1989). Change within X University must begin within the LC itself due

to the change readiness and the agency of the change initiator. Appendix M outlines the elements of

transition by focusing on the people, their responsibilities, issues and challenges they face and the

resources and support needed during the change process.

People

It is imperative that women as both teaching and non-teaching staff of the LC be highlighted due

to the cultural importance and the utilization of a feminist lens in conjunction with social reproduction

theory and gender role theory being applied in this OIP. The socially ingrained expectations for women

in Japan is that they will lower their career aspirations and quit working once married or, subsequently,

when they have a child (OECD, 2015; Villa, 2019). Women who graduate from university programs may

seek re-employment once their children are older, at which point they will be substantially behind males

of the same age on the same career path. This reflects gendered expectations that exist throughout

Japan, which are also well represented by the women who staff the LC. All of the women who are no-

teaching staff, except one, are on temporary contracts making just above minimum wage despite being

university graduates with high English proficiency.

Many Japanese tenured faculty view contract teachers and adjunct faculty as invisible and

powerless (Kelly & Adachi, 2019; Ryan & McCagg, 2019). Non-Japanese faculty, even if tenured, usually

lack equal decision-making power compared to their Japanese counterparts (Green, 2019). Directors of

the LC are the stakeholders, policymakers, and decision-makers. Like in most post-secondary institutions

in Japan, they are predominantly Japanese men (X University, 2022). The top-down decision-making,

coupled with a large number of administrative tasks has left many faculty regardless of position lacking

motivation, feeling powerless, and teetering on the edge of burnout in Japanese universities (Hasegawa,

2015; Kimoto, 2015). Many contract faculty employed within the LC do care about social justice; though

they are kept on the periphery and feel they lack the privilege and power to address needed changes,

fear engaging as informal change leaders and lack the efficacy to push back against administrative

inaction or discriminatory policies and practices, all known issues that prevent change changing status quo (Oakes & Rogers, 2006). While there is interest in equity in the LC and the ability to influence formal leadership, many do not feel empowered to address their concerns and instead focus on fostering awareness of social justice issues within their lessons.

Work

Work, as outlined by Deszca et al. (2020) are basic tasks to be accomplished and may be the key element in successful change. Work in the LC mainly revolves around language instruction and assessment, and minimal administrative duties. Women faculty are not unable to fulfill the obligations of needed work, nor do they affect formal structures or systems. Due to this, it is not felt that work as identified by Nadler and Tushman's (1989) congruence model, is negatively or positively impacted by gender in relation to skills or abilities, unlike people, and formal and informal organization.

Formal Organizational Structure

In a typical hierarchical university structure, work depends on status and role; adjunct and contract teachers focus on teaching. Tenured staff are divided into departments or centers, in this case, the LC, and their focus is on research, student care, and administrative work such as hiring, committee work, entrance exams, and recruiting prospective students. Administrative staff focus on student numbers, policies, public relations, and the general financial well-being of the institution. Formal organizational relationships are generally based on physical office location on campus and job status.

Informal Organization and Interaction

The informal organization, including personal relationships, is segregated; tenured teachers socialize with each other based on their department or the building where their office is located. Administrative staff connections are generally contained to co-workers within their own office or the other offices they may work closely with. Adjunct faculty generally socialize with those who are based in the same part-time teachers' lounge and are divided between Japanese and non-Japanese. Contract

teachers interact with one another mainly within the LC. Most departments have their own building but are connected to at least one other building, usually through a walkway. The LC, however, is located away from other departments and houses the international students' center. The adjunct teachers' room is in a separate building, which is also a stand-alone building. This means contract and adjunct teachers employed by the LC typically have little contact with other faculty and staff within X university.

Incongruency within the LC, the people, work, and both the formal and informal organization will now be examined as a means to better understand how change and transformation can be better supported in the LC.

Incongruency: The People, Work, Informational Organization, and Formal Organization

X University's mission statement (X University, n.d.a) states the university wants to recognize and respect the differences of people, particularly gender, ethnicity, and culture, and create a new set of values that suggests interest in equity and inclusion. However, there is an incongruency between the mission statement and the reality of the treatment of those outside of formal leadership roles. Examples of this are the lack of a diversity, equity, and inclusion (DEI) statement, the lack of offices or committees to support DEI, and employment demographics demonstrating clear stratification of formal leadership based on both gender and ethnicity (X University, 2022). The two non-Japanese men in visible formal leadership roles within the LC have limited decision-making power in comparison to the Japanese faculty employed by the LC. The director of the LC is a Japanese man who physically does not work within the LC and technically belongs to a department, not the LC. This is the same for the two sub-directors, one Japanese man, and one a white man, once employed by the LC. While the non-Japanese tenured men working within the LC can influence the director, decision-making outside of hiring contract and adjunct faculty are beyond their scope of formal leadership. Furthermore, non-Japanese men employed by the LC as limited contract faculty historically have had far more career mobility and opportunities within the LC and X University in comparison to the women who have also been employed as contract faculty in

the LC. This is illustrated by the lack of former LC women hired as tenured faculty within both the LC and X University: the university has hired four former LC men while hiring no former LC women. This is indicative of a gap between the university's vision and mission statement and reality**.**

Furthermore, while the LC has established professional development symposiums and many contract LC faculty are doing doctoral studies, research, and publishing, there are few career opportunities within the LC and X University due to the limited number of tenure positions. Like many universities outside of Japan (Acker & Wagner, 2019), Japanese higher education operates from a neoliberalism model. Budgets have been cut, (Brazzill, 2020) salaries are stagnant and employment security has decreased (Itakura, 2021). In recent years, course hours for all classes have been extended while contract and adjunct faculty salaries remain the same. While the LC contract positions offer five years of job security, once the five-year contract is done, there are no opportunities for further employment unless one is hired as tenured faculty or is willing to work as adjunct faculty. While X University is wanting more international students (X University, n.d.a) due to the financial benefits they bring, equitable measures to support marginalized faculty are lacking and true diversity is not being invested in. This again shows the incongruency of X University's mission statement and decisions made by formal leadership and power within the LC and X University.

Gap Analysis: Needed Change within the Learning Center

The previous gap analysis utilizing the Nadler and Tushman (1989) congruence model indicates there is a gap between work, people, and both the informal and formal organization. This results in outputs that marginalize women seeking formal leadership opportunities within X University. There is not a single non-Japanese women tenured faculty member within X University (X University, 2022) and only two women who have worked within the LC have gone onto tenured positions, both outside X University. However, there are at least four non-Japanese white men whose first language is English who are former LC contract faculty who are currently employed as tenured faculty within X University.

When examining non-Japanese and gender with regard to English language teaching tenure status (X University, 2022), one could reasonably conclude that X University prefers white men who speak English as their first language. While this is out of the change initiator's scope and agency, it is important to highlight the complexity non-Japanese women of colour are confronted with outside of gender barriers.

Furthermore, the gap analysis through the congruence model suggests more should be done to support women faculty due to the lack of gender parity and the history of male domination in formal leadership roles within the LC. There is a need to empower women faculty by equipping them with more leadership knowledge, skills, and networking opportunities, but there is also a need to create awareness and address implicit bias in hiring that has resulted in women lacking the career mobility afforded to men (Cahn et al., 2022; Kimoto, 2015).

Organizational Analysis: Leading Change in the Learning Center

The Deszca et al. (2020) readiness-for-change questionnaire was used to analyze the needed change within the LC. Results suggested that while X University is not ready for change, the LC is. Despite some incongruency within the LC, as outlined previously, change is possible. A one-size-fits-all approach and status quo mentality pertaining to opportunity and support is the very crux of social reproduction theory (Bhattacharya, 2017), gender role theory (Martin, 2002) and liberal feminist theory (Hart, 2006). Men in Japan, regardless of nationality, advance in their academic careers more easily than women (Kimoto, 2015; Lee & Simon-Maeda, 2006; OECD, 2016). This could be changed within the LC.

Nadler and Tushman's (1989) congruence model aided in the analysis of the LC. It identified gaps between the current state and the desired state with regard to creating awareness, key factors, and influences to create more formal leadership roles and informal leadership opportunities for women academics. While the university is not ready for transformative change at the institutional level, there are possibilities to form leadership teams within the LC that could work towards moving from the current state to the desired state of leadership roles and opportunities for women.

Solutions to Address the Problem of Practice

Change culture, policy conflict (Steiner-Khamsi, 2014), and change initiator agency need to be considered when proposing change solutions. The impact of power, structure, and understanding of cultural differences and values in the organization also need to be evaluated. X University, like many Japanese organizations, is male-dominated and utilizes top-down decision-making (Hofstede Insights, n.d.). Change may not come easily to the larger organization, but within the LC, change is possible between the work and the people as identified by the congruence model (Nadler & Tushman, 1989). There are numerous ways gender parity could be achieved in the LC. Solutions need to be compatible with the organization if they are to be successful (Braun et al., 2010; Deszca et al., 2020). Three possible solutions to address the lack of women in formal leadership positions and few leadership development opportunities at X University, starting within the LC, are reviewed.

Solution 1: 30% by 2030 Policy

Literature on gender quotas supports that they are effective if implemented well (Pande & Ford, 2011). To address the lack of women in formal leadership positions in the LC, the LC could implement a non-official hiring quota that mirrors the 30% targets the government had set forth for women in formal academic leadership positions (Gender Equality Bureau Cabinet Office, 2016). Gender quotas to address the lack of women faculty in universities are now being implemented in other universities, such as Tokyo University (Ueno, 2022). A quota addresses the lack of women in formal leadership positions at the LC and could support the employment of non-Japanese women within the university if the trend of hiring former LC contract faculty into tenure positions in other departments continues. While the 30% government sub-policy pertaining to the lack of women in leadership in education and research (Gender Equality Bureau Cabinet Office, 2016) was not well implemented and is a prime example of a top-down initiative without stakeholder investment or shared vision or values that resulted in large-scale rejection, the culture within the LC of hiring non-status quo faculty suggests the policy could be well implemented

if led by the two identified change leaders. The empowerment of the change leaders to act as policymakers would also support stakeholder buy-in (Braun et al., 2010).

Policy is shaped and influenced by school-specific factors (Braun et al., 2011) and this approach creates "small p" policy at a grassroots level that could lead to "big P" policy due to the impact and influence small change initiatives can have on large-scale organizations (Ferguson & Lovell, 2015). Effective implementation would move the LC from awakening to the mobilization stage as described in the change path model while signalling support for women academics at a grassroots level.

The solution synergizes ethical and transformative approaches in leadership as there is alignment (Bin Bakr & Alfayez, 2021) with the change leaders' vision of change, their awareness of the social inequities within X University (Hewitt et al., 2014), and the fostering of advocacy and allyship (Bruce et al., 2019). Financial resources needed for this policy are limited and mainly related to human resources and ethical leadership and decision-making. Hiring for adjunct faculty is often done through word of mouth whereas contract positions are filled through small hiring committees of usually three people; the director of the LC, and recently, both of the identified possible change agents, the two non-Japanese tenured faculty employed in the LC. These proposed change leaders have the opportunity to implement this policy in an organic manner. While there is no suggestion regarding the quality of applicants being lowered, applicants are equally qualified, preference would be given to women over men. While the results would not be immediately visible, this solution has the possibility of long-term impact and gender parity being reached, if not throughout the university, at least within the LC.

Solution 1: 30% by 2030 policy critique

There are numerous concerns with solution one. Wallace (1991) suggests that policy enactment is largely dependent on policy mandates over policy suggestions. There is reason to believe that policy mandates would not be taken seriously due to the institution's history of failed policy implementation related to gender imparity within academia (Japan to give up, 2020). The 30% by 2030 goal, while a

policy, risks failed implementation due to a lack of institutional cultural fit (Braun et al., 2011) as evidenced by X University's disregard towards the national government's 30% by 2020 gender policy. This is similar to the policy of Tokyo University in that it only aims to hire women in lower-status positions (Ueno, 2022) and does not address why there is gender imparity within LC formal leadership. While it aligns with the change initiator's vision of change, it does not address the gender barriers that have been previously outlined in the first chapter. Women may be hired, but they may also quit if steps are not taken to retain them (Erasmus et al., 2015). Gender quotas can change attitudes (Pande & Ford, 2011) but change initiatives must be aligned with institutional culture. A small grassroots policy may not have the impact needed to change the LC's gendered culture.

Solution one also runs the risk of tokenizing women faculty while alienating men. Women hired under this policy may have difficulties with coworkers who assume these women were only hired based on their gender, not their actual skills (Nagatomo, 2015). Work environments may become toxic, as has happened previously when gender quotas were implemented (Woolston, 2019).

The hierarchical decision-making process is also problematic. While the proposed change leaders make up two-thirds of the hiring committee, the LC director may not agree with the reasons for the hiring decisions of equally matched applicants. And while there is a leadership team, due to employment positionality, the change initiator is left without access to solution implementation.

Solution 2: A Grassroots Mentoring System

An increase in the number of institutional mentoring programs, more so for women, has been written about as a desirable change in Japan that would better support women in academics with regard to advancing their careers and leadership (McCandie, 2021). Mentoring has been found to have a positive impact on career trajectory (Boice, 2000; Mason, 2020), increased self-esteem, and academic achievement (Dennison, 2000), mental health, and longevity (Falout, 2013; Takeuchi et al., 2018) and is particularly important for women to help develop their leadership abilities (Kezar & Lester, 2009). It

elevates confidence, lowers turnover rates (Brondyk, & Searby, 2013), provides real time feedback and

support (Robbins, 1999) as well as access to informal networks, and acts to equalize opportunities

(Bedoor et al., 2020). Lack of mentorship negatively affects the development of educators as it limits

professional development and collaboration opportunities, affects teacher empowerment, and can

result in insufficient research skills development and understanding (Borg, 2017).

While mentoring women in higher education has become more widespread in the West to

overcome gender barriers and sexism (Weishbach, 2021), there is seemingly little being done formally in

Japan by academic institutions (Takeuchi et al., 2018). This is despite an increase in Western mentoring

practices being implemented in Japanese companies to support women's career development (Kemper

et al., 2017). Many Japanese women believe official Western mentoring programs are beneficial due to

career development and better work-life balance (Sakakibara et al, 2015). This differs from informal

mentorship practices in Japan, the *kohai-sempai* system (Hosomi et al., 2020), as relationships are often

male-centric with women excluded due to gender norms (Macnaughtan, 2015).

A voluntary grassroots Western-based mentoring system is a viable solution if it focuses on

professional development: research and publication support, networking, and knowledge sharing

regarding the university's formal and informal work culture and structure. Tenured professors would be

asked to mentor women employed as contract teachers in the LC. The mentoring system would act as a

springboard in creating awareness regarding gender barriers and implicit bias while empowering allies

to act as change leaders. Its commitment to professional development would develop work skills and

self-efficacy and increase further prospects of implementing new practices (Dudar et al., 2017).

The financial resources needed for this are limited. However, human resources in relation to

time, willingness, and knowledge are needed. Mentor meetings could be held in the LC private office

space or via video conferencing tools. As there is already a history of supported professional

development in the LC, mentoring could work to enhance in correlation to the culture of support that

has already been created and invested in by stakeholders such as the change leaders and recipients. This solution takes faculty development and support one step further and empowers the LC faculty to act and create awareness regarding barriers and imparity in the LC. There would be no top-down pressure from the administration, and only those truly interested would be involved voluntarily.

Solution 2: A grassroots mentoring system critique

Solutions to address male-centric work environments often demand effort from women to be more involved, put themselves "out there", dive into male-dominated groups (Wensei & Heath, 2018), and be mentors to other women, especially in academia (Powell, 2021; Weishbach, 2021). While the initial change initiative does not seek tenured women faculty to be mentors, women who are contract faculty are encouraged to participate as mentees. This solution asks busy women to become part of the change solution that discriminates against them. Sakakibara et al. (2015), however, suggest women in Japan who have participated in mentoring programs have not been overwhelmed by participation in a mentor program but rather, participation has helped support better time efficiency and job satisfaction.

Buy-in from male change leaders is also a concern. While a supportive environment is in place regarding professional development, change leaders are being asked to invest their own time for one particular group: LC contract women faculty. While more publications, advanced degrees, and teacher skills positively impact how the LC is perceived, the individual reward is limited for the change leaders. Positive reinforcement for acknowledging efforts and results of change increases change effectiveness, motivation, and self-efficacy (Dudar et al., 2017), but that may not be enough to promote buy-in as there are few personal rewards and incentives. There is a possibility of research and publication collaboration between mentor and mentee which may entice buy-in but this cannot be guaranteed.

Another concern is utilizing LC working spaces for a grassroots initiative that draws attention to the male-centric formal leadership of the university. This may also impact both mentors and mentees who may be hesitant to be part of the mentoring initiative.

Solution 3: An Online Community Portal

In the organization change readiness analysis, incongruence was identified between work and people, indicating current strategies for promoting respect for diversity and gender differences within X University (n.d.a) are not effective. An online community portal, utilizing the already established web-based advocacy group founded by the change initiator, is a grassroots approach that could be used as a solution to address gender imparity within the LC. The website has already established itself and its ability to foster professional development while creating awareness of gender imparity in ELT. This solution draws on knowledge and experience in addressing the needs of marginalized faculty and could easily centralize the needs of women faculty in the LC for future symposiums and online discussions.

The advocacy website began as a database to showcase experienced women ELT educators in Japan. The featured women are experienced experts in their field and the founding motivation was to showcase women to ensure that ELT conferences and symposiums included women as plenary and keynote speakers and that there was no excuse for organizers being unable to find experienced women to be represented in leadership roles. The website grew to incorporate more social justice and equity issues within ELT in Japan regardless of gender, race, and first language. There is a male ally page, which includes the two proposed change agents in the LC and other male faculty from X University, a reference database, and a women's peer mentoring group. One symposium has been held and more are planned, including a book launch for an academic book that focuses on the need for equity within ELT, featuring authors who presented at the first symposium. Including an online community portal in the form of a discussion board would foster more engagement and networking and promote more efficient and effective content delivery (White & Shellenbarger, 2017).

Information and communication technology (ICT) has been successfully employed to facilitate professional development, teacher training, and networking in varying educational contexts (Hansson et al., 2018; Peerear & Petegam, 2011; Schildkamp et al., 2020; Wiyanah et al., 2021). An online

community portal could be utilized to support LC organizational change from the outside, in a bottom up grassroots inclusive manner. The change initiator has experience of being a formal leader and creating online teacher training programs utilizing online community portals that foster professional development and teacher networking. The already established website uses transformative and ethical leadership approaches that can support an innovative change approach through progressive communication and innovative integration of technology (Schildkamp et al., 2020). The advocacy website is self-published, maintained by the change initiator using personal funds, and would require no additional investment or overhead for the change initiator. This solution also provides opportunities to bridge the gap between leadership research and leadership practice (Elliott, 2015) while empowering lower-status LC faculty to support change beyond positionality (Totterdill, 2015). Members who are not in formal leadership roles can support change initiatives beyond established practices and foster more inclusion and collaboration, as suggested by fifth element (Totterdill & Exton, 2014). Furthermore, the solution is within my agency, leverages an already established and respected grassroots initiative and focuses on incremental change (Deszca et al., 2020) that supports professional development, networking, collaboration, and knowledge transfer (Royer & Latz, 2016).

To garner support from LC members as described in the awakening stage (Deszca et., 2020), I can encourage more LC faculty to agree to be included on the website as either a feature women speaker featured or a male ally. I could further promote LC women on the members' profile page and encourage community uptake of the website's use through transparent online discussion that would focus on professional learning and how to support gender parity in the LC, and other environments so that the formal LC leadership does not feel undermined.

Solution 3: An online community portal critique

Data protection would be the responsibility of the utilized messaging platform. Though membership would require a password login, the change initiator cannot promise data protection.

The creation of an online community portal does not necessarily mean stakeholders, proposed change agents, and recipients will visit the website and engage with the content or participate in discussions on the message board. Currently, many of the women and men featured on the website are passive advocates. Having one's name on the advocacy website requires little in terms of participation. Without more guidance or incentive they may continue to act as passive advocates for change.

Lack of ICT training, as well as access to computers and WIFI, may pose another barrier. However, this criticism is believed to be limited due to the fact that all faculty were required to use ICT while teaching online due to emergency remote teaching in 2020-2021 as a result of the COVID-19 pandemic. While there continue to be issues of WIFI connectivity on campus, all LC contract faculty have access to computers due to the university's supply of one. Most LC faculty conducted their online lessons from home using the university LMS learning platform, messaging and email services, and video conferencing tools indicating user knowledge and ICT ability and access to WIFI off campus.

Most Appropriate Solution and Rationale: A Blended Approach to Create an Online Mentorship Program

A blended approach, combining the second and third solutions to develop an online mentorship platform via the already established advocacy website is the most suitable solution to address the Problem of Practice, a lack of gender parity in formal leadership positions and few leadership development opportunities in the LC. A web-based mentoring program, utilizing those already featured on the website, encourages active advocacy from those currently passive and increases buy-in and engagement to support planned organizational change (Dudar et al., 2017). There are would be increased opportunities for collaboration and knowledge transfer (Royer & Latz, 2016), promotion of efficacy for LC women (Dudar et al., 2017), professional development opportunities (Brondyk, & Searby, 2013) with mentorship supporting research skill development (Borg, 2016).

Blended approaches to professional development that incorporate ICT are thought to be just as

effective as programs that rely on only face-to-face methods (Bell et al., 2020), help to further interest in

professional development and foster efficacy through personal learning networks (Richardson & Diaz

Maggioli, 2018). While many schools are incorporating websites as community outreach to support

school change (Taddeo & Barnes, 2016), this solution suggests a web-based grassroots change initiative

that supports a vision for change despite having limited resources and formal leadership and

positionality (Kezar, 2013; Totterdill, 2015). This solution does not require financial investment from the

LC but rather harnesses momentum already established by LC faculty involved in the webpage as

advocates of change. This solution also relocates mentoring outside the physicality of the LC. This will

alleviate concerns related to undermining formal X University and LC leadership while also addressing

concerns of participation due to time restraints required by face-to-face interactions (Bell et al., 2020).

This solution still supports the cultural alignment of needed mentoring but shifts from the

Japanese informal mentoring practices of *kohai-sempai* (Hosomi et al., 2020) to a Western practice

while maintaining organic growth that requires few resources from the LC. There is already evidence of

shared vision regarding professional development within the LC, and the proposed change leaders

demonstrate ethical and transformative leadership that aligns with the leadership theories utilized by

the change initiator. It supports incremental change at the micro level so the solution is sustainable as it

is collaborative and empowering (Exton & Totterdill, 2014). Deszca et al.'s (2020) readiness-for-change

questionnaire results support the belief that the LC is ready for change and this solution incorporates

not only male allies but also change recipients already on the webpage. Change recipient involvement in

change initiatives has been described as increasing change sustainability and implementation (Roach &

Frank, 2009). There is also potential to expand and utilize others on the male ally page as mentors.

Unlike the policy solution, this solution is also within the scope and agency of the change

initiator and uses an already established advocacy platform to support a bottom-up, grassroots change

initiative to address the lack of women in formal leadership positions in the LC.

The most effective leaders seek new solutions, rethink assumptions, remove barriers that impede progress, and value people to foster trust and commitment (Caldwell et al., 2012). A woman-driven approach that focuses on community, communication, and removing barriers is new, and different, and demonstrates a commitment to stakeholders. The online mentorship program supports all of this by developing more institutional knowledge and work skills so that women in the LC are better able candidates to fulfill formal leadership roles with the LC.

Appendix N illustrates guiding questions and answers regarding the proposed solutions and their fit to address the problem of practice. It addresses concerns related to agency, change participants, leadership and change approaches, and the possibility of successful implementation. It identifies the strengths and weaknesses of solutions while drawing attention to the suitability of each.

Leadership Ethics and Equity Challenges in Organizational Change

While it is admirable that X University understands the need to create an ethical and socially just environment, as evident in its mission statement to support diversity and understanding of those with different values, X University lacks diversity in faculty and formal leadership (X University, n.d.a). Most educators, regardless of country and institution, do not work in equitable schools or environments where status quo power and leadership have been dismantled (Shields, 2010). There is a plethora of literature regarding sexism in academia worldwide (see Bin Bakr & Alfayes, 2021; Herbst & Mukhola, 2018; Herbst & Roux, 2021; Flaherty, 2022), and more specifically Japan (see Kimoto, 2015; Mynard 2020; Ueno, 2022), but little has been written about leadership approaches to address the sexism in Japanese academia that has led to a lack women in formal academia leadership roles. X University articulates the importance of diversity and inclusion, but it has done little to address these issues within.

Considerations and Challenges in the Change Process

As the online mentorship program is a grassroots approach to addressing the lack of gender parity in formal leadership and few leadership development opportunities in the LC, there is much to

consider in terms of enticing key stakeholders to participate. While the focus has been on the two non-Japanese white men to act as change leaders, there truly is a lack of personal incentive for all possible mentors as there are few transactional rewards. Duty of care, professional accountability (Ehrich et al., 2015; Pont et al., 2008) and X University's mission statement regarding diversity (X University, n.d.a) can be leveraged to garner support from mentors. Given the nature of the change initiator's professional and personal relationship with the proposed change leaders and the change leaders' commitment to diversity within the LC, the change initiator can cultivate their buy-in by engaging in dialogue regarding their white male privilege (Deguchi 2016b), the benefits of diversity in higher education leadership (Schnackenberg & Simard, 2019), and the need for more equitable measures for those who are marginalized in Japanese higher education (McCandie et al., 2023; Kyaw Oo, 2023).

Due to the program being voluntary, it is unlikely to be challenged by program participants. In instances of overt resistance, either from participants or formal leadership that is unengaged or resistant to the need for change, established connections with supportive formal leadership in the form of the leadership team (Kezar, 2013) will be leveraged to seek engagement and understanding of the change initiatives. Buy-in from existing faculty will largely come from ethical and social justice values in recognition of the benefits of diversity and that the changes agents themselves have benefited from the patriarchy and agree to address the lack of gender parity.

Many of the women employed in the LC are mothers. Most domestic labour falls upon them in their home lives (Catalyst, 2020; Tabae, 2014; Villa, 2019). Lack of interest or time commitment restraints could act as deterrents to participating as mentees. Flexibility is built into the program, such as mentoring being done via the online community portal discussion board, SMS, or video conferencing tools but some may still be deterred when approached as a change recipient. This is despite the belief that a Western mentoring program supports better work-life balance (Sakakibara et al., 2015).

While these change leaders are white men, they are also visible minorities and are also

confronted with systemic barriers that affect them as non-Japanese due to Japanese privilege (Deguchi, 2016b) and xenophobic cultural beliefs (Gong & Wang, 2021; Kobayashi, 2013; Parks, 2017). Due to this, the change initiator believes they will be empathic and provide support to change the system that also affects them. There are concerns about the lack of diversity among the possible mentors due to their demographics: white males, English as a first language, and in official positions of power. Criticism and dismissal of the program due to lack of representation are a possibility.

With the success of the online mentorship program, women will be able to see themselves reflected in mentor roles when women are elevated to formal leadership and can act as mentors. Until then, men will be needed to act as change leaders while encompassing ethical and transformative leadership to foster the vision for change that is present in the LC and is X University's vision and mission statement (X University, n.d.a.) .

Commitment and Responsibilities of the Organization

Organizations should have a responsibility to ensure that their employees feel safe in their work environments. Ethically, they need to provide guidance to staff regarding appropriate workplace behaviour (Kuenzi et al., 2020). X University needs to do more to address its lack of equity and guidance related to social justice issues, lack of diversity, lack of harassment and DEI committees, and gender bias and marginalization in the hiring and promotion system that has been outlined in this OIP.

Commitments and Responsibilities of Mentors

As the proposed initiative is a grassroots approach that relies on volunteers and bypasses official power in terms of implementation, it would be inaccurate to suggest that participants, more so mentors, have commitments and responsibilities as organizational actors in this change initiative. Mentors are acting outside the scope of their employment and participation is strictly voluntary. However, change leaders, as employees of X University are expected to be committed to the university's mission statement and vision. X University's mission statement promotes embracing diversity through

working together (X University, n.d.a) and therefore, mentors have the responsibility of fostering

diversity within the university. However, as no guidelines or DEI statements are forthcoming from the

university and the change initiative is voluntary, it is difficult to demand commitment and insist upon

organizational responsibilities. However, for the online mentorship program, mentors are asked to lead

responsibly and ethically while ensuring quality experiences that adhere to mentoring best practices

(Boysen et al., 2020). Mentors are also expected to respect their commitments outlined in the mentor-

mentee contract (Branchaw et al., 2010) they signed to help address the embedded gender barriers

women in X University are confronted with.

Chapter Two Conclusion

Chapter two began by discussing leadership approaches and frameworks for leading the change

process. Ethical and transformative leadership approaches are utilized while the main framework of

change is Deszca et al.'s (2020) change path model. Nadler and Tushman's congruence model was used

to critically analyze the organization, with the transformation process stages focusing on the LC due to

its change readiness.

Three solutions, a 30% by 2030 policy, a grassroots mentoring system, and an online community

portal were outlined and analyzed for scope, agency, and success probability. Results suggest a blended

approach to creating an online mentorship program is most likely to be successful. The leadership of

ethics, equity, and social justice with regard to the blended mentor solution was also reviewed. Chapter

three will outline the implementation steps, change process monitoring and evaluation, the change

communication plan, and future considerations.

Chapter Three: Implementation, Evaluation, and Communication

Chapter three will focus on the implementation of the online mentorship program as it is the preferred solution to address the problem of practice, the lack of gender parity in formal leadership roles and few leadership development opportunities within the LC for women faculty. Chapter three begins with mentor best practices and organizational fit. This is followed by the examination of the change implementation plan with the role of professional development explored. Survey feedback and appreciative inquiry practices, in relation to chosen leadership approaches (social reproduction theory, gender role theory, and feminist theory) are discussed. Communication as the foundation of a successful change initiative (Barrett, 2002; Beatty, 2015) is outlined, following the examination of change process monitoring and evaluation. The chapter concludes with future considerations and a narrative epilogue.

Change Implementation Plan

Organizational change needs to be planned, continual, and intentional, with an ongoing process directed at helping the people, changing the work, and improving the organization at both formal and informal levels to succeed (Deszca et al., 2020).

Fit within Organizational Context

Top-down leadership within Japanese academia has resulted in faculty lacking self-efficacy and feelings of academic community breakdown (Kimoto, 2015). While the aim of this organizational improvement plan (OIP) is to find a resolution pertaining to the lack of women in formal leadership roles and few leadership development opportunities within the LC of X University, it also hopes to facilitate overall community building while focusing on professional skills development. The online mentorship program brings together women faculty with tenured male faculty. It supports the improvement of skill sets, increases faculty communication, shares institutional information, and creates awareness of systematic barriers that keep women academics from reaching their leadership potential. The online mentorship program also aims to support change leaders in their own leadership development,

challenges them to become allies, and addresses the institution's lack of gender parity in formal

leadership roles. This fostering of allyship and activism, rooted within transformative leadership, helps

male academics grow as leaders (Bruce et al., 2019) while proving support for those marginalized. This

change initiative addresses the need for ethical leadership and sets standards for appropriate behaviour

(Kuenzi et al., 2020) within the LC. The proposed program raises awareness in relation to social

reproduction theory, gender role theory, and feminist theory by encouraging males to also address the

oppression women academics are confronted with rather than expect the marginalized (Matthew,

2020), women academics, to act as the only change leaders.

Using knowledge of organizational fit and incorporating best practices into the online

mentorship program to maximize results helps to support a successful change initiative. It is necessary

to leverage the LC's culture of supporting professional development while incorporating best practices

to ensure transparent communication, effective implementation, and reliable evaluation.

Mentoring Best Practices and Organizational Actors

Research has indicated that mentoring has a positive impact on career trajectory (Boice, 2000;

Borg, 2016; Hasunuma, 2019), personal growth, and professional skills development (Brondyk, & Searby,

2013) while creating better working environments (August & Waltman, 2004). This is even more so for

minorities, such as women academics, as it enforces the removal of barriers, provides access to informal

networks, and acts to equalize opportunities (Bedoor et al., 2020; Khalifa & Davis, 2016). The change

initiative addresses the lack of networking opportunities for women educators, reduces knowledge gaps

with regard to institutional information, and better supports research skill development and publication

opportunities for women faculty in the LC.

Women academics often have higher teaching loads (Kimoto, 2015), and contribute more

pastoral care (Collins, 2020), resulting in less research output (Acker & Wagner, 2019). The change

initiator does not suggest that women faculty adopt a more transactional approach to work and

leadership by focusing more on rewards and punishment (Bin Bakr & Alfayez, 2021) and focusing less on care and teaching, but it is imperative that attention be drawn to the importance of research and publications with regard to academic career mobility in Japan (Yamada, 2019). Publications and research skills impact career mobility so it is important to focus on improving and elevating awareness regarding these skill sets to support more career mobility. The liberal feminist approach of working within the existing structures (Lyle & MacLeod, 2016) once again needs to be highlighted with this initiative. The program is not asking or expecting those marginalized to change, rather it seeks to empower them with more knowledge, skills, and tools to better work within the system that oppresses them.

Mentors provide support to develop this knowledge and skills (Heesacker et al., 2015; Shanahan et al., 2015). Professional development and goal setting, such as improving research skills and personal growth targets, need to be planned and scaffolded with outcomes assessed (Boysen et al., 2020). Regular meetings (Lechago et al., 2009), one-on-one mentoring, consistent feedback (Boysen et al., 2020), goal setting, and practical application of research skills, such as giving conference presentations (Shanahan et al., 2015) are also important when providing academic mentoring. Facilitation of goal setting must be done through a transparent method. This change initiative supports transparency through a mentor-mentee contract. The mentor-mentee contract is presented in Appendix O. All these best practices are incorporated into the change initiative and will be supported by the mentors.

Alignment of Best Practices

The best practices outlined above are highly compatible and complementary to the proposed online mentorship program due to the LC's culture of fostering professional development through symposia, the cultural alignment of mentoring practices with informal Japanese mentoring, known as the *kohai-sempai* system (Hosomi et al., 2020), and scholarship that demonstrates the benefit to women in Japan utilizing western mentoring practices (Sakakibara et al., 2015). One-on-one support, being able to present research at LC symposia or avenues such as conferences, and publishing in the university

journal are all best practices that are supported by the online mentorship program.

Mentoring best practices focus on effective communication and support. While the women faculty in the LC are supported in terms of maternal rights like maternity leave and professional development through symposium participation, they are not within positions of formal leadership, rendering them voiceless in decision-making and formal influence. Individual change recipients are not the only ones to benefit; the LC itself would benefit from a more positive environment (Donohoo & Katz, 2017; Sakakibara et al., 2015), a better outlook from faculty towards organization leadership (Lewis, 2019), and an equalizing opportunity (Bedoor et al., 2020; Khalifa & Davis, 2016) to address the issues of lack of women in formal leadership and few leadership development opportunities in the LC.

It is imperative this change initiative give mentees opportunities to communicate their needs and engage with those in formal leadership positions to help address the barriers that impede their careers. Both change leaders and recipients are developing new skill sets, which align with ethical and transformative leadership growth but also support valuing the well-being of change recipients (Caldwell et al., 2012). This is done while fostering momentum building and institutional readiness for change.

Management of Transition, Reactions and Engagement of Participants

Planning and seeking regular input from all participants helps ensure engagement and that the ideas of many, not just those of the change leaders, are bolstering the notion of change recipients as successful, collaborative change stakeholders (Metz & Bartley, 2020). Involvement helps ensure enthusiasm is maintained (Lewis, 2019), misunderstandings or concerns are addressed (Sirkin et al., 2011), and participants are empowered to develop and guide change. This aligns well with ethical and transformative approaches and a feminist lens as it is led by a woman with the support of a leadership change team.

Liberal feminist theory is evident in the online mentorship program as it supports access and success within existing structures (Lyle & MacLeod, 2016) by providing career-enhancing skills while also

developing collective efficacy while supporting professional learning communities. Mentoring incorporates components of the fifth element framework because the online mentorship solution sees those not in formal leadership roles as part of the solution while developing more collaboration and stronger teaching communities (Pot et al., 2016; Totterdill & Exton, 2014). This solution also addresses social reproduction theory and gender role theory by highlighting the male-centric leadership within the LC while asking males in leadership to examine their privilege (de Vries, 2011), act as change leaders and facilitators, and become advocates and allies (Bruce et al., 2019) for women faculty. The involvement of male change leaders removes the burden of change being solely addressed by those marginalized (Matthew, 2020), as often is expected in academia with regard to gender imparity (Powell, 2021; Weishbach, 2021). Tenured male faculty become part of the change process as mentors have the potential to address gender imparity in a non-threatening manner.

Support and Resources

From a technological and financial standpoint, the resources required are limited. The advocacy website is already established as are LC symposia are established, resulting in no costs to the change initiator. Online meetings can be supported by free video conferencing software. Data collection and analysis tools are also free through online software with data compiled and reviewed by the change initiator. Data analysis of participant surveys and reflections will take time, but the change initiator is an established researcher with experience in survey creation, survey feedback, and appreciative inquiry analysis. LC teachers already have access to wireless internet services and computers, demonstrated by their ability to teach online during the COVID-19 pandemic.

Participants should be viewed as needing possible support and as recourses. While the program is voluntary for all participants, time commitment from participants needs to be supported as most work full-time. This can be mitigated by matching mentors and mentees with similar schedule constraints, making effective use of the mentor-mentee contract, and utilizing a personal change plan. The mentor-

mentee contract and personal change plan serve as guides but also provide valuable reference points if time becomes a limitation and support is needed.

Resources needed should also consider the number of change leaders needed. As there are only a few mentors in the initial implementation, it limits the number of mentees and the impact of the program. Not all interested change recipients may be able to take part in the initial implementation of the online mentorship program.

Potential Implementation Issues

A very real possibility to address the lack of women in formal leadership roles and few leadership development opportunities within the LC of X University is that it could largely be ignored by those with official leadership roles. This initiative is led by a non-Japanese adjunct woman with very little formal influence. However, the online mentorship program solution bypasses any need for formal approval thus limiting the impact from those in formal leadership who may resist this improvement effort. If formal leaders who initially do not approve of the change initiator later realize the positive effects of the solution, they can however easily become change leaders and act as mentors themselves.

It is necessary to note that a lack of communication could become a potential implementation issue. Effective communication is the driving force of change initiatives (Beatty, 2015), and roles and responsibilities need to be very clear for participants. The mentor-mentee contract attempts to mitigate any potential communication issues that may arise.

Key Performance Indicators: Short, Medium, Long

Mentors can advocate for equity and offer career guidance (Patel et al., 2021) including influencing key performance indicators like change in hiring and promotion procedures. Small grassroots solutions can influence large-scale organization readiness and awakening (Ferguson & Lovell, 2015) resulting in long-term change but also impact short and medium-performance indicators, later discussed in the monitoring and assessment section in relation to both SMART goals and personal goal-setting.

Limitations and Challenges

Empowered, confident women faculty could leave the LC due to the skills and knowledge they have gained within the online mentorship program. In fact, they might be encouraged to leave due to the dwindling number of available tenure positions within the institution. An increase in research activities, more so publications, would make them more competitive in the job market. A "brain drain" of participants moving to other universities would lessen the likelihood of mentees becoming mentors in the future. However, women gaining opportunities and moving into formal leadership positions outside of the LC and X University signals the success of the change initiative. Rather than seeing this as a limitation or challenge, it should be viewed positively. The online mentorship program could be utilized as a foundational tool for other organizations and institutions to address their lack of gender parity in formal leadership and few leadership development opportunities for their women faculty.

Change Process Monitoring and Evaluation

Change implementation requires monitoring and evaluation tools to ensure goals are being met and changes are being made to support the desired change initiative (Donohoo & Katz, 2020). Markiewicz and Patrick (2016) explain that monitoring is the ongoing checking of progress whereas evaluation is an assessment of results and they are critical and complementary in roles. Surveys, appreciative inquiry, and PDSA as tools to support monitoring and evaluation are reviewed. The change path model is examined with stages highlighted for the online mentorship program change initiative.

The Change Path Model and the Online Mentorship Solution

The online mentorship solution is not linear but the change path model is a desirable framework that supports this change initiative due to its flexibility. Deszca et al. (2020) state "While our experiences suggest that context matters and we challenge a rigid prescriptive of stages of change, we do believe that there is a predictable beginning, middle, and end process of change, and that these set the stage for future pressures for change (pg. 56). Starting with a small grassroots approach means that change will

not follow a rigid change path and change monitoring will involve progression, adaptation, and continuous improvement. Appendix P provides a visual guide through the four change path model stages and highlights the main initiative of each stage, goals, actions, and processes as well as the estimated time it will take to accomplish the next stage.

Awakening Stage

The awakening stage of the change path model in the online mentorship program focuses on identifying a need for change, articulating the gap between the now and the envisioned stage, developing a vision of change, and communicating and creating awareness regarding that vision (Deszca et al., 2020). This OIP has already addressed known awareness within the LC due to the readiness-for-change questionnaire results for the LC but also indicated by the participation of both proposed change leaders, change facilitators, and change recipients being involved with the advocacy webpage founded by the change initiator. Raising more awareness, focusing on creating a shared vision of change, and implementing change to address the lack of gender parity in formal leadership roles and the few leadership development opportunities for women is central to moving to the mobilization stage of the change plan model (Deszca et al., 2020). The awakening stage will take approximately four months, beginning in December and ending in March.

Mobilization Stage

The mobilization stage focuses on making sense of desired change, assessing power and cultural dynamics that can be utilized to support change, communicating the need for change and leveraging change agents (the initiator and change leaders) knowledge, skills, and abilities to support implementation (Deszca et al., 2020). The mobilization stages of setting up the mentor program focus on approaching change leaders and recipients, utilizing surveys and feedback to support successful implementation, addressing possible overlooked issues, resources, and challenges and assessing participants' interests and needs while establishing transparency, communication, and participant input.

Mobilization in this change initiative demonstrates care for change recipients (Northouse, 2019) and synthesizes ethical and transformative leadership approaches with the change solution. Survey feedback, appreciative inquiry, and PDSA are important tools to monitor and assess change throughout the stages in the change path model. All three tools support the effective implementation of the change plan, measure achievements, highlight needed changes and help fosters a vision of change that evolves with both mentors' and mentees' input. Survey feedback, appreciative inquiry, and PDSA will now be examined.

Survey Feedback as a Tool for Monitoring and Evaluation

Survey feedback is an underutilized change driver and monitoring tool that can help foster the organizational culture and create effective change (Flott et at., 2017). Online surveys are beneficial because they can collect large amounts of data that may not be easily collected via face-to-face communication (Nayak & Narayan, 2019). Surveys act as a tool to understand the organizational process (Levenson, 2014) and provide critical insights into the effectiveness of change initiatives, providing essential feedback, such as gaps in needs and support, and required improvements and adjustments (Markiewicz & Patrick, 2016). Surveys in this initiative provide opportunities for mentees to communicate their needs to the change initiator, in alignment with the fifth element framework by incorporating more collaboration with those outside of formal leadership positions (Pot et al., 2016).

Data pertaining to professional development, such as pre-and during-mentor program numbers of publications and presentations, can be collected and analyzed to monitor change and mentee engagement and success. Surveys are woven throughout the mentor program; first to act as a tool to match mentors and mentees but also throughout the online mentorship program to assess and monitor the program's effectiveness. Appendix Q is an example survey that mentees would complete before participating in the online mentorship program. Survey utilization will be explored later in conjunction with PDSA cycles in relation to monitoring and evaluating the change process.

Appreciative Inquiry as a Tool for Monitoring and Evaluation

Appreciative Inquiry-based approaches, such as narratives, encourage collective efficacy by exploring and questioning beliefs while supporting professional development, identifying needs, and reflecting on the impact of change to bridge gaps between theory and practice (Donohoo, 2017). Appreciative Inquiry is also a strengths-based approach that supports shared vision, reinforces positive relationships, promotes learning and innovation, and is beneficial to leadership development and organizational change (Benedictine University, 2017). In the form of collaborative teacher inquiry, it is particularly beneficial in promoting both personal and collective efficacy, resulting in shared beliefs and feelings of overcoming challenges together (Donohoo, 2018). Appreciative inquiry fosters positive teacher attitudes toward professional development and work environments (Donohoo & Katz, 2017) while creating opportunities for collaboration and knowledge transfer (Royer & Latz, 2016). It also encourages personal reflection and professional growth (Moreau & Suginaga, 2012). It not only benefits change recipients by giving them a voice and promoting efficacy but also increases opportunities for mentors to better understand and interpret the experiences of mentees.

Appreciative Inquiry provides qualitative data that could explore themes such as self-efficacy, work-life balance, and personal feelings towards the institution in relation to personal belonging, trust, communication, shared beliefs, and communication (Baloyi, 2020; Tevino et al., 2003). It can measure the impact of the program with regard to institutional knowledge, personal and collective teacher efficacy, and changes in attitudes towards organization leadership (Lewis, 2019) for women faculty. For mentors, it enables opportunities to better understand barriers that impede the careers of women in the LC and can measure their increased awareness of organizational inequities (Hewitt et al., 2014).

Survey feedback and appreciative inquiry together align well with ethical and transformative leadership, fifth element, social reproduction theory, gender role theory and feminist theory. Both provide opportunities to measure the success of the program but also demonstrate care for mentee

goals and interests (Northouse, 2018). They provide opportunities for male faculty to explore their

attitudes toward social justice and allyship (Bruce et al., 2019) and encourage more ethical leadership

due to the inclusion of reflection on actions and personal beliefs and choices (Scheffer et al., 2017).

Survey feedback and appreciative inquiry as utilized in the online mentorship program in connection

with PDSA support equitable measures, and develop a more ethical work culture, elements

encompassed by ethical and transformative leadership.

Plan-Do-Study-Act (PDSA)

PDSA is a four-step, circular improvement model revolving around plan, do, study, and act. It

focuses on continuous improvement (Moen & Norman, 2010), planning, action-taking, reflection, and

analysis of information and needs throughout a change process (Christoff, 2018; Deming 2018).

Monitoring, evaluation, and communication of change are needed to bring about successful change

initiatives (Deszca et al., 2020) and PDSA functions as an established and reliable tool to monitor change

(Connelley, 2021; Prybutok, 2018). It helps create new knowledge and builds confidence regarding the

impact of solutions while engaging staff (Ontario Government, 2012). PDSA also supports positive team

collaboration (Spence & Cappleman, 2011), something prioritized in this change initiative.

As the online mentorship program develops, adjustments will need to be made as the

participant needs become clearer and shift. The PDSA model acts as a tool to help ensure successful

implementation due to its iterative cycles (Leis & Shojania, 2017; Moen, 2009). PDSA in the mobilization

stage of the change path model will now be examined. Figure 1 outlines the initial PDSA cycle for the

mobilization stage.

Plan

The plan stage involves planning what needs to be done to successfully implement the change

initiative. This step focuses on finding participants, most importantly change leaders and facilitators who

understand the need for change and have the agency to lead. For change recipients, there is a need to

identify a need for change which can help create awareness of the change solution (Deszca et al., 2020).

While there is awareness, demonstrated through the participation of LC faculty with regard to the online

advocacy webpage, this does not signal agreement to participate in the online mentorship program.

Figure 1

PDSA Cycle: Mobilization
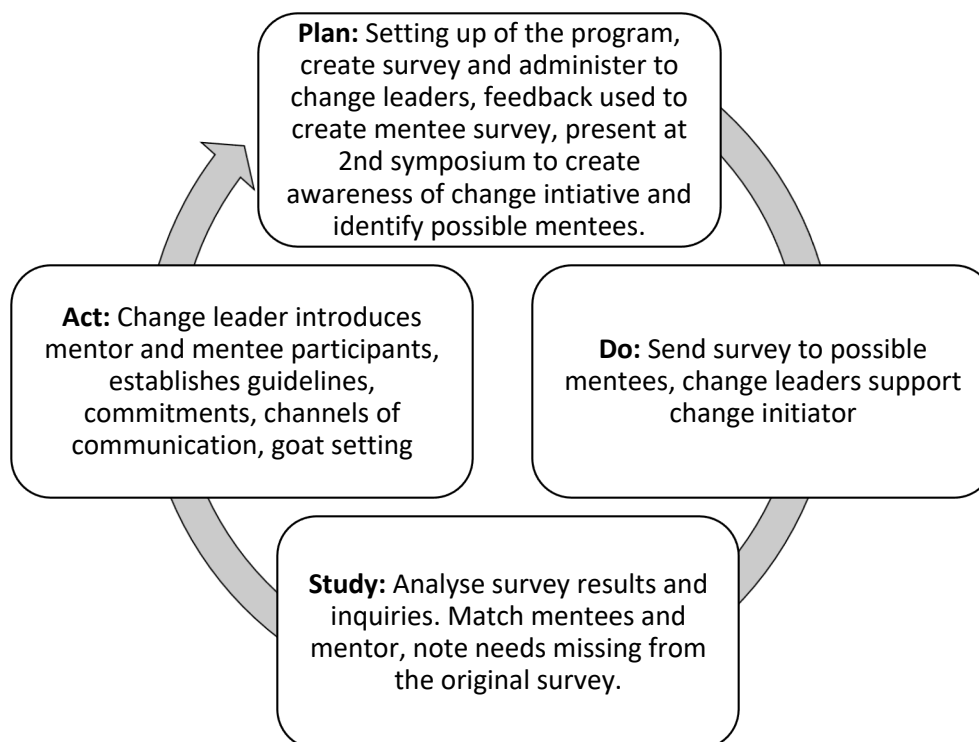
Note. Figure 1 is visual adaptation of the Deszca et al. (2020) change path model and the Deming (2018)

PDSA model in the mobilization stage.

The change initiator will approach possible change leaders and facilitators about the initiator's

vision of change, discuss the envisioned future state, address any concerns, and aim to form a

leadership team (Kezar, 2013). A survey regarding their professional skills, research interests, and

commitment to the program would be developed and administered to identify willing mentors in order

to gauge skill sets and logistics. An online survey would be utilized due to its accessibility and versatility

(Nayak & Narayan, 2019). The need to identify change leaders and facilitators belongs in the Plan phase

in order to ensure there are mentors.

A presentation would be made at the second term symposium to introduce the change initiative to all potential mentees. Interested possible mentees would be asked to provide their names and email address so that a survey could be sent to them to collect information that would support effective matching of mentors and mentees once they have agreed to participate in the online mentorship program. More detailed information on the utilization of symposia as a communication tool is outlined in the plan to communicate section of this OIP.

Do

Do involves the sending of the initial survey to possible mentees and then focuses on matching mentors and mentees. The mentee survey differs from the mentor survey in that it also includes reasons for participation and possible short-term and long-term goals. Both mentor and mentee surveys would include a write-in section so that areas overlooked by the change initiator could be communicated to the initiator and addressed in the study and act stages of the PDSA cycle. This stage establishes a starting point for the mentor-mentee relationship and establishes skill sets and needs.

Mentees would be asked to develop a personal change plan that they would share with their mentor. The personal change plan factors in work-life balance, establish direction, focuses on what is important, helps set goals (Coombe, 2020), and can act as a reflection tool to highlight gains and goal achievement (Bintani, 2020). This plan of action, a personal change plan, can act as a critical platform for discussion between mentor and mentee to ensure that needs are met, time is used efficiently, and self-efficacy and autonomy are fostered through mentorship practices (Schackenberg & Simard, 2019).

In this PDSA cycle, change leaders and facilitators provide support and input and work toward the change vision and implementation (Deszca et al., 2020). Change leaders can help with possible institutional roadblocks, ensure presentation slots at the symposia, and help address any issues that may arise from within the university. Limitations regarding the personal agency of the change initiator

and scope have been addressed by the creation of a leadership team involving the change leaders and establishing a shared vision of change (Kezar, 2013) and merging values (Perry, 2013). As a grassroots initiative, it is necessary to encourage participants while avoiding upsetting stakeholders who may provide protection and support for the initiative (Deszca et al., 2020).

Study

Once the surveys are completed, they need to be analyzed by the change initiator to match mentors and mentees according to the needs and skills offered, time availability, and research interests. Alignments of participants are crucial in the mobilization stage as they will affect the success of the program. The survey feedback provided in the study stage will also address needs in future PDSA cycles.

Act

In the act stage, the change initiator introduces mentor-mentee pairings and support is provided in establishing guidelines, commitments, channels of communication with each other, and goal setting. Goal setting would be individualized with the support and input of mentors to focus on specific individual needs. Goal setting is important as it fosters motivation and gives change leaders meaningful achievements to work towards (Bruce et al., 2019). Building and setting goals collaboratively, as supported by the change initiative, develops an even stronger shared vision and common purpose (Hewitt et al., 2014; Leithwood & Sun, 2012), increasing the likelihood of buy-in and accountability. Shared goals increase trust and develop more personal relationships (Schein & Schein, 2018), both of which are important to ethical and transformative leadership approaches (Caldwell et al., 2012).

Goal setting should follow a logical framework so that achievements can be recognized while support and change needs can be identified (W. K. Kellogg Foundation, 2004). Mentors and mentees work together to identify individual mentees' professional development needs with the mentor-mentee contract providing change leaders, facilitators, and recipients with opportunities to determine goals together. Responsibility charting or commitment charts could be introduced to participants as a way of

accountability if participants were so inclined. While this stage focuses mainly on introductions, facilitation, support, negotiations, and agreements between mentor and mentees, it is also the stage in which the change initiator must decide to adopt, abandon, or repeat the process (Christoff, 2018; Deming, 2018) and helps transition into the next PDSA cycle that focuses on the acceleration stage. Lessons learned and needed changes will be noted and incorporated into the following year's program. The mobilization stage will take approximately two months, beginning in March and ending in May.

Acceleration Stage

Acceleration is the next stage of the change path model and focuses on systematically engaging and empowering others, using appropriate tools and techniques and managing transitions and celebrating wins and achievements (Deszca et al., 2020). This stage in the online mentorship program focuses on further developing communication and supporting the relationship development of participants. It also focuses on tracking the results of participants after nearly a year of the program. It identifies specific areas of need for both the online mentorship program and its participants, highlights personal goal achievement for mentees, and gauges successes.

The acceleration stage in the first year is extremely important due to the impact it has with regard to the future success of the program and ensuring that stakeholders all feel that the program is beneficial and worth their investment. It is the time when mentor and mentee relationships are developed and mentee goals are re-evaluated, and mentorship best practices are incorporated into relationships. The change initiator will provide support when there are concerns or questions concerning responsibilities and any arising issues. However, mentor/mentee pairs will be empowered to work autonomously at this stage to decide their own change process to address knowledge gaps and provides suitable support mechanisms to the mentee. This supports mentee needs in an adaptive way that fosters grassroots leadership and develops individual and group efficacy.

Informal appreciative inquiry processes will be used throughout to assess if changes need the be

made, to keep communication lines open, and ensure that participants feel supported. Surveys and

survey feedback along with appreciative inquiry are utilized near the end of this stage to collect data,

track results, and complete the next PDSA feedback loop.

The PDSA cycles outlined in this chapter provide visual evidence that there is an overlapping

change process framework and that there is adequate support and scaffolding for the program, its

participants, and how the transition is possible between PDSA cycles and change path model stages.

Figure 2 outlines the acceleration stage and the second PDSA cycle in the change improvement plan.

Figure 2

Second PDSA Cycle: Acceleration

Plan: Use feedback and information from the original survey and formal and informal AI, create follow up surveys and AI interview and reflection questions for current participants. Update the initial survey to seek out new participants

Act: Address results from the study stage, discuss any concerns or needed changes with participants, update surveys if needed

Do: Administer the survey(s). Have formal AI interviews and reflections

Study: Analysis data from surveys, interviews and reflections

Note. Figure 2 is a visual adaptation of the Deszca et al. (2020) change path model and the Deming

(2018) PDSA model in the acceleration stage.

Tracking Mentee Results

After having participated in the online mentorship program for seven months, a survey would

be sent to all mentors and mentees in November. Mentees would be asked to review their plan of

action and write a summary reflection of the online mentor program. Private interviews with the change

initiator would follow the collection of the survey and reflection. Together, the survey, reflections, and

interviews will be used to track the results of the program while also providing feedback regarding any

needs or concerns of participants. As this stage nears the one-year mark of participation from both

mentor and mentees, questions will need to be asked to ensure the initiative is fostering change. The

PDSA framework supports the tracking of results, addressing problems, and making needed

adjustments, while also highlighting the met goals and impact of the program in the initial year.

Questions that need to be asked through survey and appreciative inquiry include the following:

- Has the online mentor program helped address the lack of institutional know-how regarding

  employment and formal leadership opportunities?

- Has the online mentor program fostered networking opportunities, job and leadership

  opportunities and skill development for women faculty in the LC?

- Have mentees increased their number of publications or presentations?

- Has the online mentor program increased subjective job satisfaction and motivation?

- Do mentees feel that the program has been beneficial to them?

The answers to these questions provide data related to areas of strengths and weaknesses of

the program. It also provides much-needed feedback regarding participants' feelings towards the quality

of the program, their self-efficacy, and the gains they feel they have, or have not, made over the course

of the online mentor program. Logistical information, such as the amount of time participants have

spent on the program and how participants have communicated with each other provides feedback to

give a clearer overview of what the program entails, the time commitment, and how communication has

been approached by participants. It offers insight and a feedback loop to address any logistical changes,

challenges, or gaps that require further monitoring (Markiewicz & Patrick, 2016).

Data regarding the number of presentations and publications need to be highlighted in this cycle. X University publishes numerous journals and bulletins throughout the year, and it is possible for mentees to publish at least once during the year, depending on the type of publication (X University, n.d. b). There are also numerous opportunities within the local teaching community to publish or present within a year time frame. The Japan Association of Language Teachers (JALT) is the largest and most recognized association in Japan (JALT, n.d.). JALT offers numerous publication opportunities throughout the year with some taking as little as three months from the time of submission to publication for items like newsletters. The information about publication numbers by online mentor program participants is vital in determining the success of the program. The number of publications is often the determining factor in being afforded a job interview or the possibility of promotion (Rothman, 2019). As publications are held in higher esteem than pastoral care or teaching load (Kudo & Hashimoto, 2011), a lack of publications affects academic career mobility (Yamada, 2019). Establishing a starting point for data collection and a number of successful publications would not only identify professional gains by change recipients but would also raise questions about the belief that women academics are often overlooked for positions due to their perceived supposed lack of publications. One or two years is not enough time to see large-scale change based on publications alone, but this data is a starting point. If women academics are increasing their publications numbers and not being elevated in terms of professional titles, questions need to be asked as to why and how this can be overcome.

Appreciative inquiry offers many potential avenues of data collection, both formally and informally. Informal text messages and emails would ensure that participants feel supported and offer informal feedback to the change initiator. Formal interviews with participants before the second term symposium would help clarify needed changes, report progress on goals, and address anything participants would like to share that was not included in the surveys. Mentees may have concerns or suggestions they want to discuss in relation to the mentor program. Interviews and reflection support

their input on these avenues and their feedback would reveal and identify necessary modifications

needed to the change initiative (Donohoo & Katz, 2020) while supporting fifth element in improved

communication and engagement (Pot et al., 2016).

Mentors will also be included in the survey and appreciative inquiry feedback, more so

regarding themes related to social reproduction theory, gender role theory, and feminist theory.

Suggestions they have with regard to the direction of the program could be discussed to further their

sense of engagement

- Has the mentor program led to reflection on their part with regard to male privilege and

  embedded gender barriers?

- Has their knowledge and understanding increased in relation to understanding gender

  barriers? Are they attempting to break down these barriers?

- Do the mentors themselves feel more empowered and respected due to their participation?

Appreciative inquiry can also be used to identify possible barriers that may have inhibited

participation from possible participants in the initial stages of implementation. One area of concern is

the suspected amount of time needed to participate in this initiative. There is concern that possible

women change recipients will not join the program due to time issues related to domestic duties.

Data analysis of the survey feedback and appreciative inquiry would define the needs of women

academics in the LC and aid in the planning of the second-semester symposium. The results of the

second survey would be presented at the second term symposium to foster transparency as well as to

demonstrate the success of the change initiative and celebrate participants' wins and creates more

awareness of the program.

Needs vary within the pool of mentees due to interest, skills, and knowledge. A one-size-fits-all

approach would not ensure that participants' needs are being met. As addressed in mentoring best

practices section of this OIP, one-on-one mentoring (Boysen et al., 2020) and goal setting (Shanahan et

al., 2015) are important. There needs to be flexibility so individual mentees can maintain autonomy while receiving support and opportunities that address their needs.

Transparency and Ethical Concerns

Initial participation survey information pertaining to needs, skills, and logistics should be shared between the mentor and mentee themselves to ensure transparency regarding these factors. The mentee plan of action also establishes personal long- and short-term goals that will foster transparency in the mentor-mentee relationship.

While surveys and plans of action support transparency, there are concerns of ethics and power dynamics due to the stratification of faculty. Mentees not reaching their goals could lead to frustration for both mentor and mentee. There may also be issues of satisfaction or personality differences that may lead to the need to adjust mentor and mentee pairing. If this is not possible, the feelings of mentees take priority and may result in either an early exit from the program or a break until the second cycle of the program begins in which a new mentor could be assigned. The acceleration stage will take approximately 10 months, beginning in May and ending in March.

Institutionalization Stage

The fourth stage of the change path model is institutionalization which focuses on tracking change, modification based on needs, and developing new systems processes, skills, and knowledge as needed to continue to support change and stability (Deszca et al., 2020). This stage begins after the first initial year of implementation. It centers on preparing for and presenting at the end of the second term symposium, possible expansion of the program if more tenured faculty are willing to become mentors, and increasing possible formal leadership to invest in the vision of change, such as the director of the LC becoming involved in the change initiative.

In the event of expansion, a second round of the initial PDSA cycle takes place to match mentors and mentees, ensure needs are met, and that relationship and communication are fostered. Changes to

the surveys and program itself will have been made based on the feedback provided by the initial PDSA

cycle. This incorporates the voice of the initial mentors and mentees with regard to needed changes. For

continuing participants, this is also when the next PDSA begins. This cycle is also similar to the initial

cycle as mentor-mentee contracts, plans of action and goal setting need to be reviewed and adjusted.

Feedback from surveys and appreciative inquiry, done in earlier stages, tracks personal and LC

growth in terms of the numbers of publications, presentations, and factors such as educational

achievements and awards. Transparent and constructive dialogue via appreciative inquiry would provide

qualitative data elucidating the impact on both mentees and mentors. This data would be utilized to

entice new participants if expanding, highlight concerns that have been addressed, and outline the

change improvements made. The institutionalization stage will begin in March of the second cycle of the

mentorship program and is ongoing.

From an institutional standpoint, a yearly review of hiring and promotions with regard to

participants would help monitor and evaluate the effectiveness of the online mentoring program. Have

any mentees been hired for tenure or tenured track positions? Have any received job offers that elevate

their formal and informal leadership potential? Tracking participants long-term would give insight into

the potential gains from the online mentor program for not only those already in the program, but also

those considering joining the program, and stakeholders who may be interested in the expansion of the

program.

The second-term symposium provides a platform to share data and results of the first year of

the program while showcasing mentee gains. The impact of the program can be shared via

presentations from participants themselves, either the impact of the program or any research or

publications they would like to share. Presentations could also be done in teams with mentors and

mentees presenting together. The presentations themselves show support for participants' voices,

foster personal and teacher community efficacy, develop community, provide transparency, and

increase potential stakeholder support such as the director becoming involved. Presentations also support the chosen leadership approaches, ethical and transformative leadership, as they highlight the care (Baloyi, 2020) and welfare of the mentees (Caldwell et al., 2012; Kanungo, 2001). Social reproduction theory, gender role theory, and liberal feminist theory frameworks also align with the second-term symposium presentations as they support the success of women within the existing work structures (Lyle & MacLeod), question the status quo (Bhattacharya, 2017) and propel mentees into leadership positions that should influence inclusive behaviour (Smith et al., 2013) and create more awareness within the LC.

The second term symposium would provide an annual review of the mentor program. It would highlight small wins for participants, fuel more transformative change, and increase motivation and stakeholder investment (Duhigg, 2012). Furthermore, it would create more awareness of the program and the benefits of becoming a mentee. Stakeholders, such as the LC director and tenured faculty with the LC who do not typically attend symposia, would be encouraged to attend so they see the positive effects taking place within the LC. The symposium would highlight leadership, growth and positivity while drawing attention to the inequity and need for change in a non-confrontational manner. This supports large-scale support of the program if key stakeholders support the change initiative and implementation (Huggins et al., 2017) by becoming involved in the online mentor program.

For mentors, who may be caught in middle-level powerlessness due to their positionality as non-Japanese with limited decision-making power in Japanese institutions, their leadership skills and involvement in supporting non-tenured educators' professional and career development would be noticed not only by key stakeholders but also by other faculty. It is anticipated that their contribution to professional development would be appreciated by the institution and create a more positive work environment for all involved. The team building, group efficacy, collaboration, and support by current program participants would encourage new faculty and those previously uninterested to join the

program to create sustainable change within the LC (Bain et al., 2011). This all aligns with fifth element and draws in both formal leaders while supporting leadership opportunities and development for women faculty. Furthermore, a self-sustaining program would be indicative of success due to the increase in teacher efficacy and community development (Bain et al., 2011) but also the development of coalition building that has a shared vision to address the inequities (Guthrie & Rodriguez, 2018) that women faculty are confronted with in the LC.

Plan to Communicate the Need for Change and Change Process

Communication plays a vital role in change initiatives, with research proposing that communication itself produces change while ineffective communication is thought to be a major contributor to failed change initiatives (Beatty, 2015). Effective communication is essential for change initiatives to be successful (Barrett, 2002). Transparency (Lewis, 2019), trust, and openness (Allen et al., 2007) impact the perception of change and organizational justice (Lizar et al., 2019) which results in more positive attitudes toward organizational leadership (Lewis, 2019). As women are believed to prioritize a more communicative approach to leadership than their male counterparts (Bin Bakr & Alfayez, 2021; Eagly & Carli, 2003) communication must be continuous and transparent to align with the needs of women involved in the change initiative. This section considers the importance of communication and the role it plays to foster stakeholder motivation to change.

Effective organizational communication aids in successful organizational change (Welch & Jackson, 2007; Yao et al., 2020) and supports teacher efficacy, network communities, and professional learning communities (Bain et al., 2011). Input from both mentors and mentees is valued and essential to this change solution. A communication and implementation plan outlines the stages of communication for the change initiative, demonstrates the need for input from all participants, and outlines how communication is being implemented in the change initiative. The communication and implementation plan is presented in Appendix R.

Both the need for change and the proposed change initiative need to be clearly discussed with participants to gain support for the vision of change and form a shared change vision. The subsequent section will outline how this need will be conveyed to stakeholders.

Creating Awareness and Communicating the Need for Change

Approaching possible change leaders, change facilitators, and change recipients is one method of creating awareness regarding the need for change. As this is a blended approach of a mentorship program that utilizes an already established advocacy website created by the change initiator, there must be recognition of already created awareness due to the number of LC faculty members who are involved in the website; either LC women faculty featured as speakers for a particular expert field, or as LC faculty men who have pledged allyship that acknowledges gender imparity in English Language teaching environments in Japan. Agreement to be featured on the advocacy website demonstrates awareness of a need for improved gender parity but is not an explicit agreement to participate in the online mentorship program. Agreement to participate in the online mentorship program as a mentee demonstrates interest in professional development but is not an explicit acknowledgment of the need for change. There needs to be an acceptance that not all change recipients will acknowledge the need for change. For mentors, however, due to communication with them with regard to the problem of practice and the push to re-examine their male privilege and contribution to status quo hiring and social reproduction (de Vries, 2011), agreement to mentor is recognition of the need for change.

Approaching Change Leaders, Facilitators, and Change Recipients

Approaching possible change leaders, followed by possible change facilitators, is the first step to ensuring a successful change. This OIP has identified two possible change leaders within the LC. There are three other possible change facilitators who can be approached regarding their participation as mentors due to their tenure status within X University, their previous experiences of working within the LC and their signaling of investment in supporting professional development by continuing to be

involved in LC symposia despite no longer being formally connected to the LC. Approaching the five

individuals, two as change leaders and three as change facilitators, in a professional capacity would not

be considered unprofessional nor insubordinate due to the professional relationship between the

change initiator and the identified possible change leaders. Similar to the two previously identified

change leaders, these newly identified change facilitators are also white males from majority white,

mother tongue English-speaking, countries. These three now identified were not included in the analysis

of the LC as none are currently employed in the LC but they too are able to provide institutional

knowledge and offer faculty learning and development support.

All change leaders and facilitators are aware of the lack of gender parity in official leadership

roles within the LC due to personal conversations with the change initiator and their participation in

work done in conjunction with the change initiator's advocacy website. Formal and informal discussions

could be utilized by the change initiator to approach potential mentors. The why, how, and what of the

problem of practice and the proposed online mentor program need to be absolutely clear when seeking

their input and involvement in the change initiative (Beatty, 2015).

Proposed change leaders and facilitators may also have concerns about internal support within

the institution for raising greater awareness of the need for a more equitable work environment

(Melaku & Beeman, 2020; Woolston, 2019). To manage this challenge, the benefits to the institution of

the online mentorship program will be emphasized. By creating greater professional development and

equitable opportunities, innovative collaboration, teacher efficacy and work satisfaction increase

(Totterdill & Exton, 2014). Academic output improves (Dennison, 2000) and participants will also benefit

from more work-life balance (Sakakibara et al, 2015).

Possible mentors, the change leaders and facilitators, are to be approached at the end of the

academic calendar year, to confirm their willingness to participate. They would be asked to complete a

survey that outlines their research interests and possible skills and knowledge support they could

provide to mentees. Once mentors commit to the program, possible mentees can be approached.

Proposed mentees, the change recipients, are women LC contract and adjunct faculty, with priority given to those who are already members of the change initiator's advocacy webpage. The already established professional development culture through LC symposia attendance indicates a relevant audience. There are two LC symposia held each year, one after the first term and one at the end of the second term. A presentation regarding the online mentor program would be given at the symposia held at the end of the second term. This would allow the change initiator to gauge interest and identify change recipients. Figure 3 outlines the communication plan to approach initial change leaders, facilitators, and recipients.

Figure 3

Communication Plan to Approach Change Leaders, Facilitators, and Change Recipients
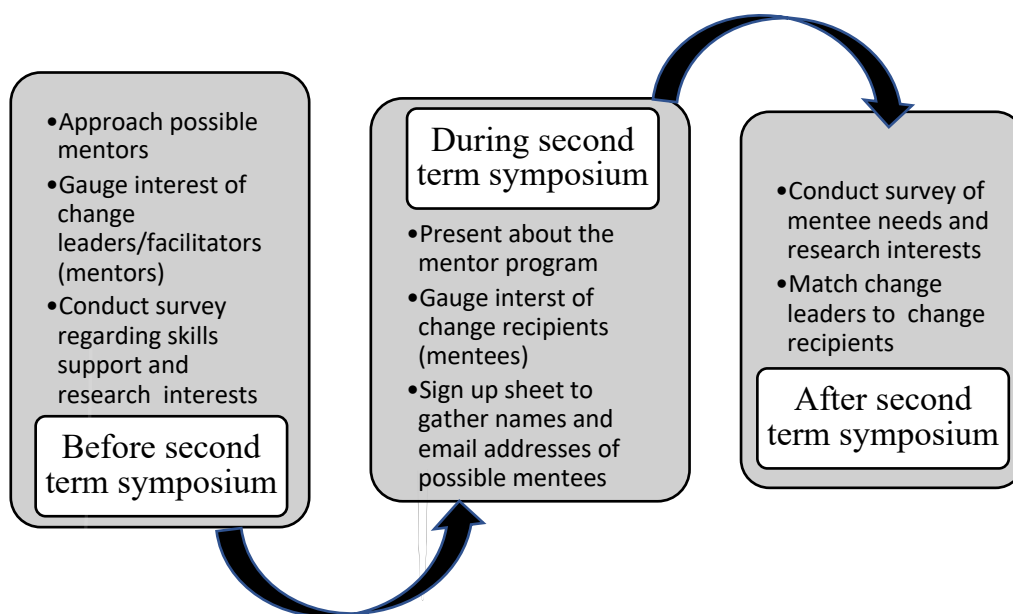
Note. Figure 3 is a representation of how change leaders, facilitators, and recipients will be approached.

Framing Issues and Addressing Questions

Beatty (2015) suggests that face-to-face communication is the most powerful and effective method of communication, so introducing the program in person at an LC symposium would be

productive for communication effectiveness, time management, and responding to questions by potential change recipients in a transparent manner. The symposium presentation would outline the proposed online mentorship program, implementation, mentor-mentee pairing, time investment, and outcomes. A question-and-answer period would establish communication networks. Utilizing the LC symposium as a communication tool is not only organic but highlights the importance of transparent communication for all potential participants while supporting participant input and voice.

LC symposia presentations typically range from classroom skills and management to research-based information sharing and are often well attended with 30-40 faculty participating as either participants or presenters. It is not uncommon for attendees to seek research partners or research participants so a presentation seeking participants in the form of mentees would not be seen as unusual or a conflict of interest for LC faculty. It could also be an opportunity to find other possible mentors, including women faculty. As symposia are unpaid and voluntary, attendance conveys personal investment and interest in skill development. A sign-up sheet for possible mentees would confirm participation interest. A survey would be sent after the symposium to gather data about mentees' research interests and skills they would like to better develop. Survey feedback would be used to address suitability when matching mentors and mentees.

Approaching mentees as outlined above aligns with ethical leadership because focusing on the needs of others (Kanungo, 2001) and valuing trust, honesty, and transparent communication (Baloyi, 2020; Tevino et al., 2003) is all incorporated within how they are approached. This change approach aligns with transformative leadership as there is more awareness being raised among leaders regarding inequities within the LC (Hewitt et al., 2014) while supporting advocacy and allyship (Bruce et al., 2019). Fifth Element is also incorporated by the inclusion and collaboration of mentees who lack formal leadership and decision-making status (Totterdill & Exton, 2014).

Communicating the Path of Change and Celebrating Wins

Communicating the path of change, wins, and communication channels largely centers around the second-term symposium. This symposium would initially be utilized to seek new mentees. After the initial second-term symposium, it would annually be used to not only seek possible participants but also act as a showcase platform to celebrate gains and wins of participants in the online mentorship program. The ongoing data collected through surveys and appreciative inquiry would also be presented by the change initiator; the number of completed publications and presentations by mentees and reflections on the increased professional development would be acknowledged to communicate the path of change but also recognize the efforts of change leaders, facilitators, and recipients. It would recognize the LC is a positive work environment with a commitment to improvement and social justice. Ongoing active research could be done with participants which would demonstrate the commitment of the LC to support women academics and their development to address the lack of women in formal leadership roles and the few leadership development opportunities for women in the LC.

A more in-depth communication and implementation plan was previously presented at the beginning of this section as Appendix J and outlines the stages and methods of communicating the path of change to all online mentorship program participants. Celebrating wins was also previously addressed, in the monitoring and evaluation section.

Knowledge Mobilization Plan

Knowledge mobilization is the process of connecting research to practice and policy while elevating awareness of research findings at both the individual level and organizational level (Malik, 2020; Lavis et al., 2003). The publication of this OIP contributes to knowledge mobilization and scholarship pertaining to leadership practices outside of Western values and norms. Currently, leadership scholarship is often rooted in Western-centric ideals and norms (see Ciulla, 2018; Northouse, 2018) with educational reform often focusing on White-led institutions (See Astin & Astin, 2000; Bruce

et al., 2019; Shields 2019; Shields & Hesbol, 2020). This OIP contributes to knowledge transfer in the field of leadership in Asia, particularly the lack of gender parity in higher education leadership in Japan. Furthermore, it creates awareness of how powerful grassroots change initiatives are and how practices in educational leadership can be improved through leadership teams (Kezar, 2013).

It is anticipated that this OIP will become a pilot project which will contribute further to knowledge transfer. Academic conference presentations and symposiums regarding the need for diversity in leadership in higher education will further support knowledge mobilization. This OIP communicates a need for change while contributing practical solutions to address institutional and cultural gender barriers women in X University are confronted with that prevent formal leadership mobility and development opportunities. It is believed that the online mentorship program contributes knowledge and practice that can support scholar-practitioners in educational organizations.

Next Steps And Future Considerations

Change in Japan is often impeded by bureaucracy (Terada, 2019) and relies on top-down leadership (Hofstede Insights, n.d.). This OIP attempts to initiate change to improve gender parity within the LC of X University via a grassroots solution that seeks to address institutional barriers and cultural beliefs. Positive results from the online mentorship program could act as a springboard in awakening the institution, and ultimately others, so that larger changes can be made to better support women academics and other marginalized groups in academia in Japan.

Next steps consider overcoming resistance to change within the LC at X University. This could be overcome by more leadership teams being developed (Kezar, 2013) to create more awareness and shared vision for the future of the LC as well as X University. Coalitions of colleagues need to be built as one individual alone cannot tackle the issues of social justice (Guthrie & Rodriguez, 2018). Champion mentors would emerge, and a steering team of both mentors and mentees could be created to help advise the expansion of the program. The online mentorship program has built the foundation; the

importance of community building has been highlighted and momentum has been developed.

It is clear the online mentorship program can provide more support for women faculty inside and outside of X University while creating awareness among male faculty regarding their privilege and the effects of the unexamined status quo. There is, however, still much to be done within the institution to address unchecked social reproduction and male-centric practices. For example, late-night meetings could be moved to more suitable daytime hours, online meeting platforms could be better utilized, more transparency in hiring and promotion could be developed, and the apathy towards the low status of women academics and administration staff could be addressed by those in positions of formal and informal leadership roles. The acceptance of the status quo and in-group hiring needs to be dismantled.

Social reproduction theory and gender role theory are addressed as higher self-efficacy supports better career adaptability (Hamzah et al., 2021) and career decision-making (Sullivan & Mahalik, 2000) which fosters career advancement opportunities. Women academics moving from a mentee role to a mentor position would signal a successful change initiative and the elevation of women's faculty status.

The barriers erected in the path of women faculty in X University exist within all higher education institutions in Japan as outlined in the literature pertaining to higher turnover rates (Nemoto, 2016), lower job dissatisfaction (Kimoto, 2015), gendered gatekeeping (Lee & Simon-Maeda, 2006; OCED, 2016), lower overall professional status (Hayes, 2013; Nagatomo, 2020; Nagatomo & Cook, 2019), and the Japanese government creating policy and quotas to specifically elevate the status of women in higher education (Gender Equality Bureau Cabinet Office, 2016). Women educators outside of the institution would also benefit from mentorship. There is already a strong community of skilled women as is demonstrated by those who have their names on the change initiator's website. A different mentor program could be mobilized, taking the lessons learned from the online mentorship program and expanding to a nationwide program so that women academics outside of the LC can also develop skills and knowledge that will help them maneuver around gender barriers standing in their path.

Mentoring matters. It can address gender inequity in Japanese higher education in a manner that is constructive, not combative. It aims to evaluate the status of women faculty into leadership positions by developing their skills and knowledge rather than implicitly drawing attention to the patriarchy and overt male domination and entitlement. This OIP is very much influenced by job-embedded experience and informed by context-specific literature. Dialogue regarding gendered institutional difficulties creates safe spaces and opportunities that were not available before. There is a high likelihood that women educators outside of X University would be interested in participating in a mentor program, as expressed in recent literature specific to mentorship in academia in Japan (Mason, 2020; McCandie, 2021). Intentional knowledge mobilization by sharing this OIP and offering support may create awareness and serve as an aid to achieve the larger goal of gender parity within academia in Japan.

While this OIP addresses the patriarchy and issues related to sex and or gender, there are many more intersectionalities affected. This initiative could be utilized as a foundational tool for other organizations and institutions regarding lack of equity and social justice in Japanese academia pertaining to unacknowledged or ignored barriers; sexuality, first language, ethnicity, and race need to be investigated and addressed. Strategies to address equity and justice issues (Chunoo et al., 2019) outside the change initiator's intersections need to be led by someone affected by these barriers to ensure that needs are fully recognized and addressed.

The recent movement by Deguchi (2016b) with regard to recognizing the very real issue of Japanese privilege and racial micro-aggressions (Deguchi, 2016a) signals there is growing awareness to address engrained xenophobia (Gong & Wang, 2021; Hayes, 2013; Kobayashi, 2011; Kobayashi, 2013; Parks, 2017) and discrimination (Masden, 2013; Kobayashi, 2010; Kobayashi, 2013) in Japan. There is a need to constructively advocate for more social justice within higher education in Japan regarding leadership roles and opportunities for leadership development. Those who are not Japanese or white

are confronted with many more challenges and barriers regarding educational employment (Kubota &

Fujimoto, 2013; Takaesu & Sudo: 2019). Non-Japanese and non-English mother tongue speakers suffer

from native-speakerism discrimination (Hicks, 2013; Matikainnen, 2019; Rivers, 2013; Whitsed, &

Wright, 2011) which also impacts their career possibilities with regard to ELT positions. There are many

other hidden intersections such as sexuality and religion that also result in marginalization and that need

to be investigated and addressed. Future consideration must be given to finding someone and

supporting them to become a change leader so that their barriers can be removed.

Chapter Three Conclusion

Chapter three opened by describing the change implementation plan, organization fit and

mentor best practices. It reviewed how the initiative moves through the four stages of the change path

model and incorporates ethical and transformative leadership approaches and the theoretical

frameworks and lenses of social reproduction and gender role theory. Feminist theory underpins the

change initiative in each stage by supporting career enhancement opportunities while utilizing

communication as a tool to ensure this enhancement is taking place. This chapter discussed monitoring

and evaluation of change and feedback tools with regard to survey feedback and appreciative inquiry;

and, it outlined PDSA cycles throughout the change path model. It highlighted the need for participants'

voices and reviewed issues and mitigation that may affect the implementation and the success of the

online mentorship program. Possible opportunities that this program can offer as a springboard for

more equity and social justice within the higher education teaching community and future

considerations concluded this chapter.

Narrative Epilogue

"I ask no favor for my sex. All I ask of our brethren is that they take their feet off our necks" (Ginsburg, 1973).

Organizations have a responsibility to ensure that employees know that behaviour, attitudes, policies, practices, and procedures signal the organization's values and commitment to an ethical work environment (Kuenzi et al., 2020). Currently, X University lacks an ethical outlook toward marginalized faculty despite its own mission statement. Individually, there are many in positions of formal leadership who are aware and perhaps question the unethical stance. However, their silence and immobility foster and empower an institutional culture that is unjust, discriminatory, and encourages the marginalization of many (Kish-Gephart et al., 2009).

Many women faculty throughout the world are coming forward to speak out, research, and publish about the toxic work environments they have left, the promotions for which they were overlooked, the frustrations with lesser qualified and experienced males advancing their careers, and the lack of support, both at home and at work, in comparison to their male colleagues. It is hoped that these narratives will be listened to and acknowledged by those who have the agency and ability to create change. It is hoped that the proposed online mentorship program not only provides more network opportunities and professional development to women faculty but that the males involved listen to the stories of barriers and reflect on their privilege: privilege at work, privilege in society, and privilege in their home.

This OIP focuses on a single LC in one university in Japan. While it focuses primarily on the work environment, it is hoped that the conversations with male faculty will encourage reflection and growth outside of the institution. The work environment is not a bubble. In many ways, Japanese society controls and dictates norms and the status quo. Mentoring, as is being done in this OIP, proposes change by moving conversations forward in a constructive manner that will lead to greater awareness -

awareness of the need for more support for women faculty to empower them and the need for male faculty to listen more regarding those needs.

I hope this OIP provides a starting point to tackle the larger barriers that are well beyond the scope of possibility due to professional and personal agency. I also hope for women who have read this far, that you are comforted by the literature presented in this OIP and that you understand the barriers you are confronted with are what hold you back. I hope for the men reading this, that there is reflection on your privilege and that you act on it by becoming an ally to address the default status quo you greatly benefit from. I hope that academia, regardless of country, holds its faculty leadership accountable - the provosts, presidents, deans, program managers, program coordinators and other tenured faculty confront the lack of true gender parity and support for women within their institution and question their role in maintaining the status quo. Slogans and promises are not enough. Action needs to be taken; the expectation placed on those powerless to advocate for themselves to address the issues of voicelessness is unethical.

The problem of lack of gender parity in academic leadership roles isn't due to our supposed lack of drive, grit, ambition, and intelligence. It is patriarchy cloaked in apathy and indifference.

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Appendix A

X University's Fulltime Employment Demographics Based on Sex
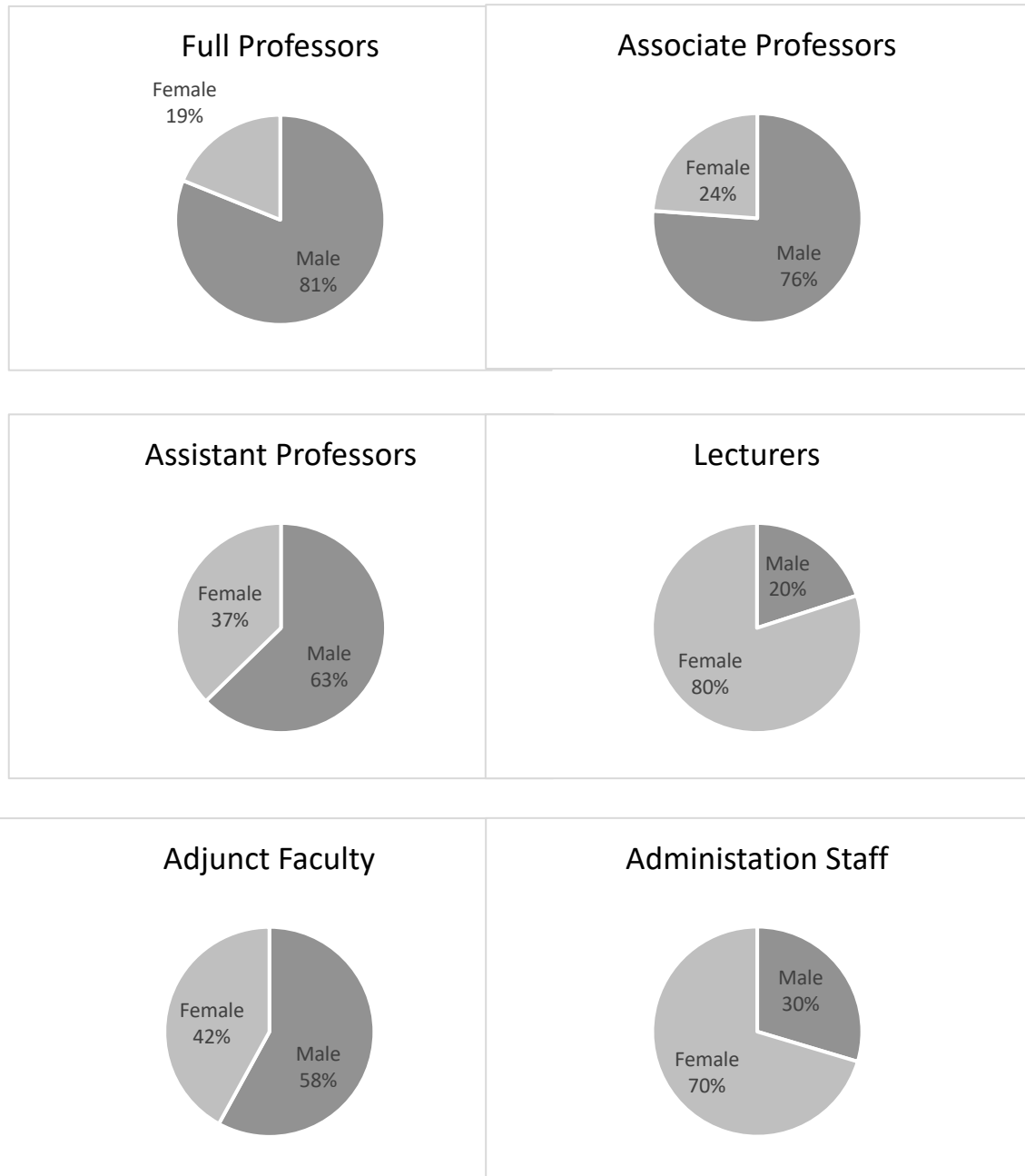
Note. This visual is a representation of X University's full-time employment demographics based on sex (X University, 2022).

Appendix B

Learning Center Full Time Faculty Demographics Based on Sex
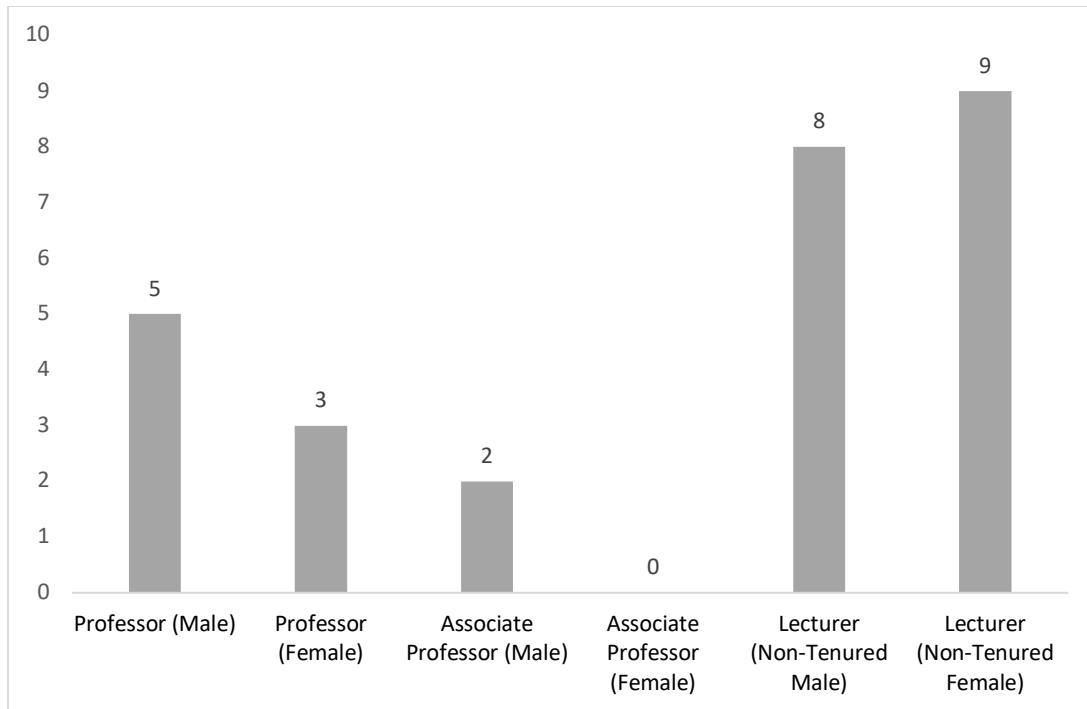
Note. This visual outlines official job titles and sex demographics for tenured and non-tenured fulltime faculty employed by the Learning Center (X University, 2022).

Appendix C

Kachru's Three Circles of English
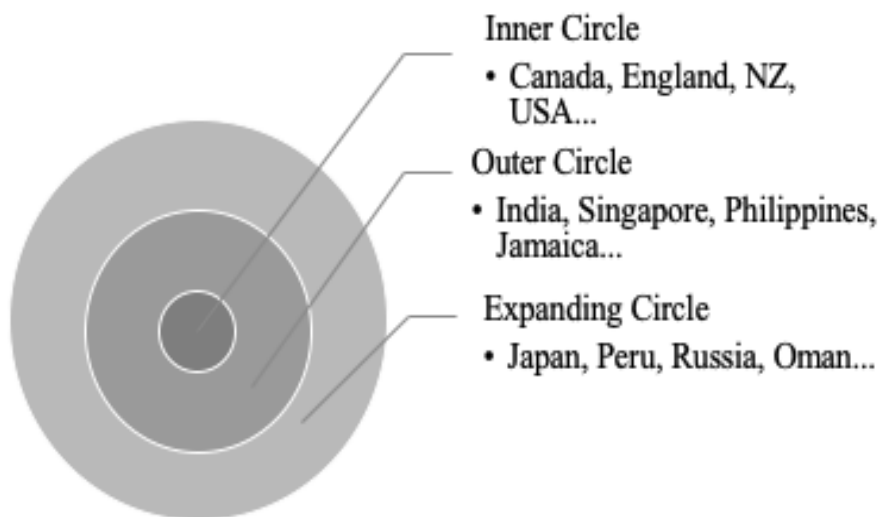
Note. This visual is an adaptation of Kachru's (1992) three circles of English with example countries.

Adapted from *The other tongue: English across cultures* (p.356), by B. Kachru, 1992, University of Illinois

Press. Copyright 1992 by University of Illinois Press.

Appendix D

Change Drivers

National gender policies and targets
Increase leadership by women to 30% by 2020 for all employment sectors

Demand by public
70% of women quit working after getting married and having children due to gender expectations related to domestic labour
Women are refusing to have children due to the impact of motherhood in relation to their career

Learning center leadership
Aware of marginalization of non-status quo faculty, namely mothers
Possibility of shared leadership to facilitate change

Note. This visual outlines the change drivers; awareness, need, and change possibilities to promote

formal leadership roles for women in Japanese society and more specifically in the LC.

Appendix E

X University's Readiness-for-Change Questionnaire Results

Rate the Organization's Readiness-for-Change

Readiness Dimensions	Readiness score
Previous Change Experiences	
1. Has the organization had generally positive experiences with change?	0
2. Has the organization had recent failure experiences with change?	0
3. What is the mood of the organization: upbeat and positive?	1
4. What is the mood of the organization: negative and cynical?	0
5. Does the organization appear to be resting on its laurels?	0
Executive Support	
6. Are senior managers directly involved in sponsoring the change?	0
7. Is there a clear picture of the future?	0
8. Is executive success dependent on the change occurring?	0
9. Are some senior managers likely to demonstrate a lack of support?	-3
Credible Leadership and Change Champions	
10. Are senior leaders in the organization trusted?	0
11. Are senior leaders able to credibly show others how to achieve their collective goals?	0
12. Is the organization able to attract and retain capable and respected change champions?	0
13. Are middle managers able to effectively link senior managers with the rest of the organization?	0
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	0

15. Will the proposed change be viewed as needed by the senior leaders?	0
Openness to Change	
16. Does the organization have scanning mechanisms to monitor the internal and external environment?	0
17. Is there a culture of scanning and paying attention to those scans?	0
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	0
19. Does "turf" protection exist in the organization that could affect the change?	-2
20. Are middle and/or senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	-3
21. Are teachers able to constructively voice their concerns or support?	0
22. Is conflict dealt with openly, with a focus on resolution?	0
23. Is conflict suppressed and smoothed over?	-2
24. Does the organization have a culture that is innovative and encourages innovative activities?	0
25. Does the organization have communications channels that work effectively in all directions?	0
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	0
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	0
28. Do those who will be affected believe they have the energy needed to undertake the change?	2
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	1
Rewards for Change	
30. Does the reward system value innovation and change?	0
31. Does the reward system focus exclusively on short-term results?	0
32. Are people censured for attempting change and failing?	-1
Measures for Change and Accountability	
33. Are there good measures available for assessing the need for change and tracking progress?	0
34. Does the organization attend to the data that it collects?	0

35. Does the organization measure and evaluate teacher satisfaction?	0
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	0
Total score	-7

Note. This visual assesses the change readiness of X University. Adapted from *Organizational change: An action-orientated toolkit* (4th ed., p. 113-115), by G. Deszca, C. Ingols, and T. Cawsey, 2020, Sage. Copyright by Sage Publications.

Appendix F

X University's Learning Center Readiness-for-Change Questionnaire Results

Rate the Organization's Readiness for Change	
Readiness Dimensions	**Readiness score**
Previous Change Experiences	
1. Has the organization had generally positive experiences with change?	1
2. Has the organization had recent failure experiences with change?	0
3. What is the mood of the organization: upbeat and positive?	2
4. What is the mood of the organization: negative and cynical?	0
5. Does the organization appear to be resting on its laurels?	0
Executive Support	
6. Are senior managers directly involved in sponsoring the change?	0
7. Is there a clear picture of the future?	2
8. Is executive success dependent on the change occurring?	0
9. Are some senior managers likely to demonstrate a lack of support?	0
Credible Leadership and Change Champions (Non-Japanese Tenured Faculty)	
10. Are senior leaders in the organization trusted?	2
11. Are senior leaders able to credibly show others how to achieve their collective goals?	1
12. Is the organization able to attract and retain capable and respected change champions?	1
13. Are middle managers able to effectively link senior managers with the rest of the organization?	0
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	2

15. Will the proposed change be viewed as needed by the senior leaders?	2
Openness to Change	
16. Does the organization have scanning mechanisms to monitor the internal and external environment?	0
17. Is there a culture of scanning and paying attention to those scans?	0
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	1
19. Does "turf" protection exist in the organization that could affect the change?	0
20. Are middle and/or senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	0
21. Are teachers able to constructively voice their concerns or support?	2
22. Is conflict dealt with openly, with a focus on resolution?	1
23. Is conflict suppressed and smoothed over?	1
24. Does the organization have a culture that is innovative and encourages innovative activities?	2
25. Does the organization have communications channels that work effectively in all directions?	1
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	1
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	1
28. Do those who will be affected believe they have the energy needed to undertake the change?	2
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	1
Rewards for Change	
30. Does the reward system value innovation and change?	0
31. Does the reward system focus exclusively on short-term results?	0
32. Are people censured for attempting change and failing?	0
Measures for Change and Accountability	
33. Are there good measures available for assessing the need for change and tracking progress?	1
34. Does the organization attend to the data that it collects?	0

35. Does the organization measure and evaluate teacher satisfaction?	0
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	1
Total score	28

Note. This visual assess the change readiness of X University's Learning Center. Adapted from

Organizational change: An action-orientated toolkit (4th ed., p. 113-115), by G. Deszca, C. Ingols, and T.

Cawsey, 2020, Sage. Copyright by Sage Publications.

Appendix G

Official Learning Center Leadership and Power Tiers

Tenured Japanese Man - Director of the LC

Full Professor

Director of the LC

Decision maker of hiring LC contract teachers (thought to defer to Non-Japanese men decision making)

Tenured Japanese women

Three Full Professors

While employed by the LC, they are transfer hires and do not have contact with the physical LC

Tenured Japanese Men

Two Full Professors

While employed by the LC, two full professors are transfer hires and do not have contact with the physical LC

Tenured Non-Japanese men

Two Full Professors, two Associate Professors

Three White men, One Non-White/Non-Japanese

One nationality represented

Two Associate Professors

Decisions makers for the daily running of the LC, decision malers regarding hiring LC contract and adjunct faculty, run meetings, provide support for faculty and staff employed within the pyhsical LC

Two Full Professors

While employed by the LC, two full professors are transfer hires and do not have contact with the physical LC

LC Contract Faculty

No offical leadership or power within the LC but greater influence on decision makers

More than four different nationalities and first languages represented

Nine women, eight men

Adjunct Faculty

No official leadership or power within the LC

More than four different nationalities and first languages represented

Roughly 60 teachers with the majority being men

Note. This visual outlines the formal leadership hierarchy within X University's Learning Center.

Appendix H

Shield's Model of Transformative Leadership
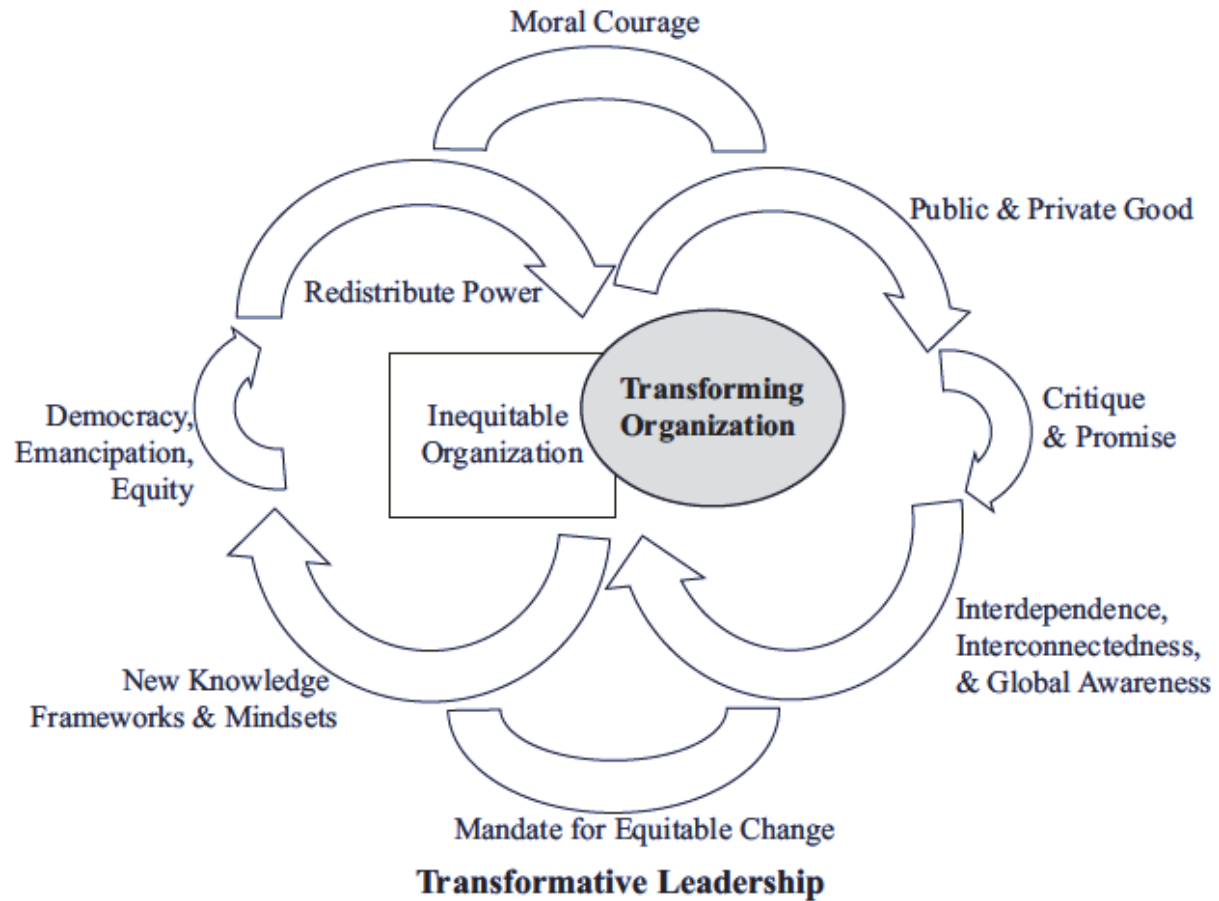
Note. This visual outlines the Model of Transformative Leadership. From *Becoming a transformative leader – A guide to creating equitable schools* (p. 5), by C. Shields, 2019, Routledge. Copyright by Routledge.

Appendix I

Change Path Model

Awakening

Mobilization

Acceleration

Institutionalization
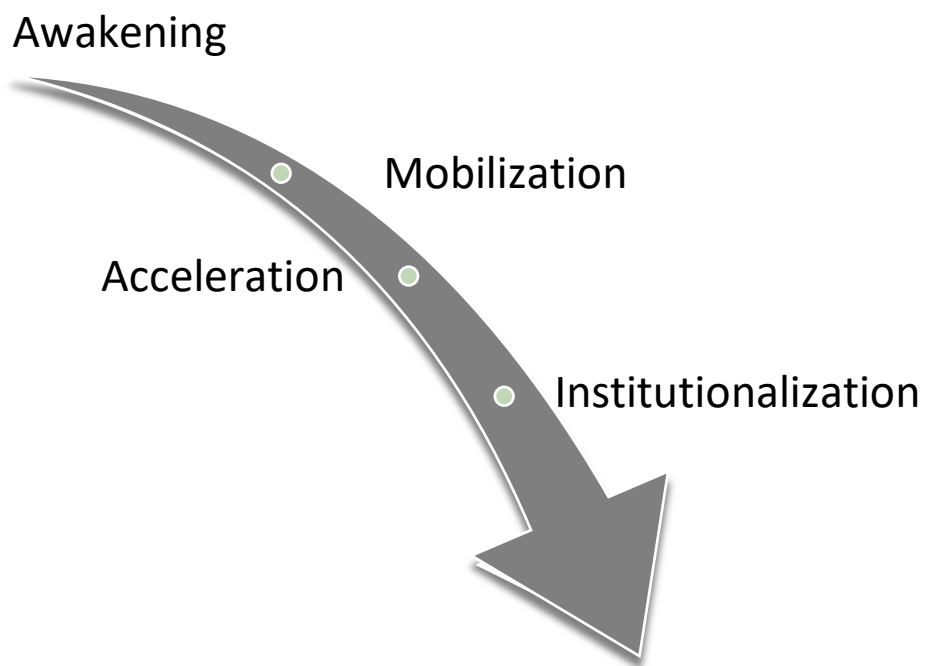
Note. This visual outlines the four stages of the Change Path Model (Deszca et al., 2020) being utilized to guide change within the Learning Center and X University.

Appendix J

Totterdill's the Fifth Element of Workplace Innovation

Element	Indicative Practices	Association
Jobs and Teams	Individual discretion	Improved workflow
	Job variety	Enhance quality
	Constructive challenges	Better productivity
	Self-manages teams	Cost reduction
	Collaboration within teams	Engagement and retention
	Reflective team practices	Improved workforce health
Employee-Driven Innovation & Improvement	Productive reflection in teams	Enhanced capacity for innovation and improvement
	Cross-team improvement groups	Enhanced quality and performance
	Company-wide innovation events	Learning and development
		Engagement and retention
		Intrinsic job satisfaction
Organizational Structures, Management, and Procedures	Reduced hierarchies and silos	Improved workflow
	Strengths-based career structure	Cost reduction
	Coaching style line management	Better productivity
	Simplified procedures	Engagement and retention
		Improved workforce health
Co-Created Leadership and Employee Voice	Openness and transparency	Strategic alignment
	Visible leadership	Better decision-making
	Delegated decision-making	Engagement and retention
	Representative participation	

Note. This visual is an adaptation of the fifth element (Exton & Totterdill, 2018). Adapted from

"Unleashing workplace innovation" by R. Exton, and P. Totterdill, 2014. *Strategic Direction* 30(9), p. 3

(https://doi.org/10.1108/SD-09-2014-0122). Copywrite 2018 by Strategic Direction.

Appendix K

Change Path Model Integration and Alignment with Fifth Element Elements and Indicative Practices as

Utilized in the Online Mentorship Program

Change Path Model Stages	Awakening	Mobilization	Acceleration	Institutionalization
Elements and Indicative Practices	Co-Created Leadership and Employee Voice: Awareness of change impact from formal leaders is fostered by the change initiator	Employee-Driven Innovation and Improvement : Shared vision of change is fostered, more concrete ideas generated	Employee-Driven Innovation & Improvement: Collaborative action planning and change implementation is undergone	Co-Created Leadership and Employee Voice: New desired state is represented with mentee input into the change process
	Organizational Structures, Management, and Procedures: Soft power to help to establish a vision of change is utilized by the change initiator	Jobs and Teams: Needed resources, engagement, and collboration is addressed		
	Jobs and Teams: Stakeholder allies are identified by the change initiator due to signalled change readiness	Organizational Structures, Management, and Procedures: Overlooked aspects and unknown stakeholders are identified by leadership team, more collaborative leadership is utilized	Co-Created Leadership and Employee Voice: PDSA is utilized to ensure mentees voices are represented and needed change is made	Jobs and Teams: Awareness created that more work needs to be done to align X University's misson statement with reality

Note. **This visual is an integration of the change path model (Deszca et al.'s, 2020) and fifth element**

indicative practices (Exton & Totterdill, 2018) guiding change in the Learning Center and X University.

Appendix L

Nadler and Tushman's Congruence Model

Input

Environmental (PESTLE)

Resources

History/Culture

Informal organization

Work

TRANSFORMATION PROCESS

Formal organization

People

Output

System

Unit

Individual
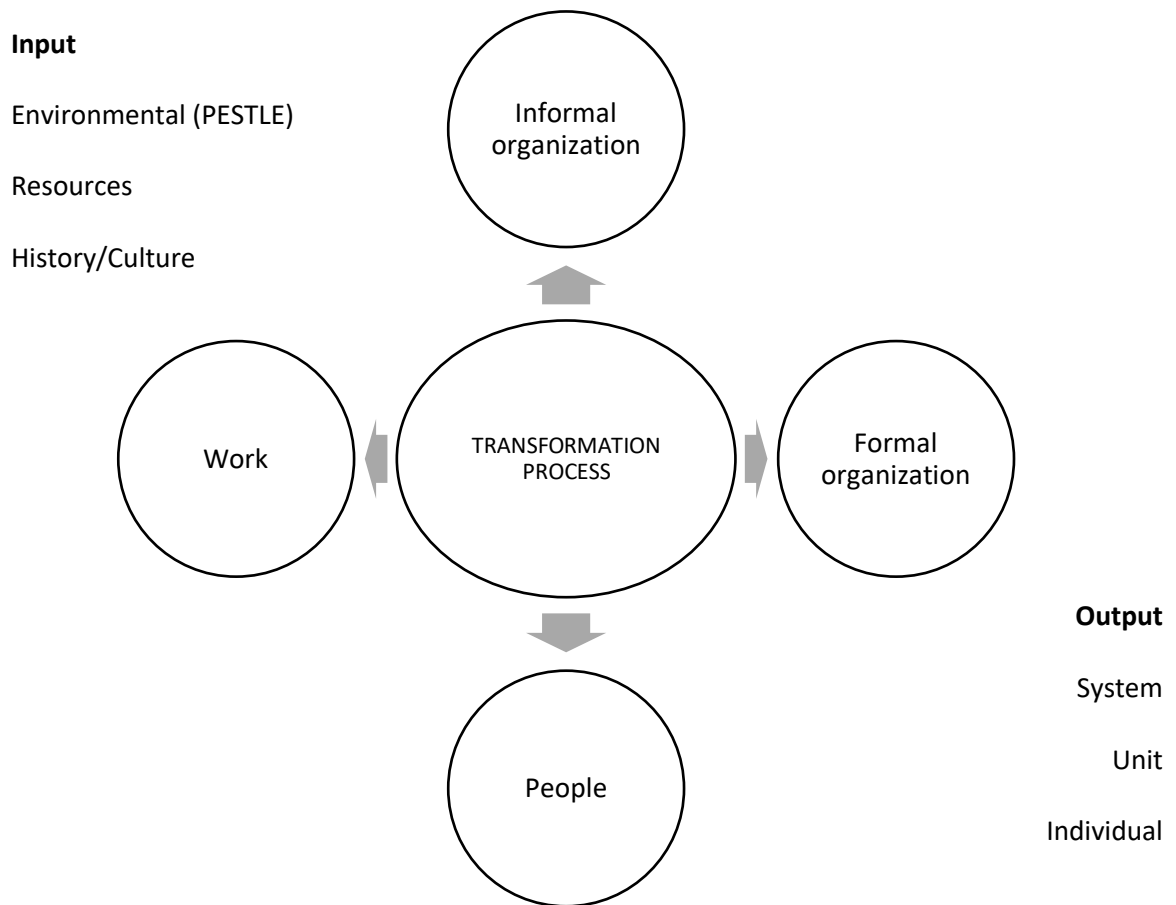
Note. This visual is an adaptation of Nadler & Tushman's (1989) Congruence Model being utilized as a model of change for X University. Adapted from "Organizational frame bending: Principles for managing reorientation," by D. Nadler and M. Tushman, 1989, *The Academy of Management Executive, 3*(3), p. 195 (https://doi.org/10.5465/ame.1989.4274738). Copyright 1989 by Academy of Management.

Appendix M

Elements of Transition

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Stakeholders engagement and responsibilities

Mentorship to non-tenure LC female faculty

Knowledge of the workings of the institution regarding employment and promotion

Experience in research, publications

Willingness to discuss ways of overcoming institutionalized barriers

Willing to raise awareness regarding said barrier

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Issues and challenges

Identifying change leaders and recipients

Some women may find better employment outside the institution; a benefit to the educator but demonstrates leaving instiutions due to frustration (Kimoto, 2015)

Mentors may be too busy with administrative work (Haseagawa, 2015)

Mentors may not be true allies/advocates (Deszca et al., 2020)

Middle powerless (Deszca et al., 2020)

Possible lack of advocacy for women

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<tr>
<td colspan="2" align="center">Mentor Program</td>
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<td>

Stakeholders

Mentors

Tenured professors willing to act as mentors (change leaders/facilitators)

Change recipients (English teachers)

Non-tenured female faculty in the LC

</td>
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Resources and support

Willing participants

Online video messegering tools

Personal time

Knowledge of institution policy regarding employment and promotion

Time commitment from participants

</td>
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</table>

Note. This visual outlines the element of transition with X University's LC to address the Problem of Practice.

Appendix N

Comparison of Change Solutions

	30% by 2030	*Online Community Potal*	*Mentorship Program*
Within agency and scope of change initaiator or change leaders?	Yes	Yes	Yes
Change effects easy to assess?	Yes	No	Yes
Change led by initial leadership team?	Yes	Yes	Yes
Includes change reciepients as agents of change?	No	No	Yes
Organic change?	Yes	Yes	Yes
Follows chosen leadership approaches?	No	Yes	Yes
Creates awareness in the LC?	Yes	Yes	Yes
Addresess gender barriers?	No	No	Yes
Easy to implement change by change leader individually?	No	No	Yes
Gives voice to change recipients?	No	Yes	Yes
Women tasked with change initiative and work?	No	Yes	Yes
Males acting as allies?	Yes	Yes	Yes
Develops more teacher skills, efficacy, and community?	No	Yes	Yes

Note. This visual outlines the factors selected for comparison criteria and are weighted equally.

Appendix O

Mentor-Mentee Contract

Meet with your mentor to discuss what each of you expects from this research experience and complete a mentor–mentee contract. In the contract, you will define a set of common goals and expectations. To prepare for this meeting, consider the topics listed below.

1. Why do you want to do research? Why does your mentor want to supervise an undergraduate researcher?

2. What are your, and your mentor's, career goals? How can this research experience and the mentor–mentee relationship help each of you achieve them?

3. What would success in this mentor program look like to you? To your mentor?

4. How many hours per week and at what times/days do you and your mentor expect you to work?

5. What, if any, specific skills do you expect to learn as part of the program? What specific skills would your mentor like you to learn?

Mentor-Mentee Contract Continued

Mentee _____ Mentor _____

This contract outlines the parameters of our work together on the LC Mentorship Program.

1. Shared Goals (what you hope to achieve because of this relationship, e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities or alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.)
Specific goals:

2. Steps to achieving goals as stated above (e.g., meeting regularly, collaborating on research projects, steps to achieving independence, etc.):

3. Meeting frequency (frequency, duration, and location of meetings):
The mentee will work at least _____ hours per week on the project during the academic year.

4. The mentee will propose his/her weekly schedule to the mentor by the _____ week of the semester.

5. If the mentee must deviate from this schedule, then s/he will communicate this to the mentor at least _____ (weeks/days/hours) before the change occurs.

6. Our primary means of communication will be through (circle) face-to-face/phone/email/instant messaging.

7. Plan for evaluating relationship effectiveness (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):

By signing below, we agree to these goals, expectations, and working parameters for this research lab.

Mentee's signature _____ Date _____

Mentor's signature _____ Date _____

Note. This visual is a sample mentor-mentees contract to be used by the online mentorship program within X University's learning centre. Adapted from *Entering research: A facilitator's manual: Workshops for students beginning research in science* (p. 78-79), by J. Branchaw, C. Pfund and R. Rediske, 2010, W. H. Freeman. H. In the public domain.

Appendix P

The Learning Center Online Mentorship Program and the Change Path Model

Awakening: Short Term Goal - Four months

December~March of the 1st year (Before, during, and just after initial 2nd Term Symposium)

- Identify needs for change/articulate gap of change vision
- Finds possible mentor/mentee participants

Mobilization: Short Term Goal - 1-2 months

March~May

- Surveys to reflect needs of participants
- Program implementation
- 1st PDSA

Acceleration: Medium Term Goal - 10 months

May~March of the 2nd year (Before, during, and just after the second 2nd Term Symposium)

- Address needed changes, manage transition, track results
- Survey feedback, formal and informal Apprecitaive Inquiry
- Celebrate small wins, mentee presentations, identify new mentors/mentees
- 2nd PDSA

Institutionalization: Long Term Goal - 16 months +

- February +
- Modifiy based on needs
- Mentor program become sustainable
- Powerful stakeholder buy-in and awakening with regard to change intiative and needs
- Organic change due elevated awareness = gender parity in leadership and power positions
- 2nd Term Symposoum to showcase mentees gains and Online Mentorship Program success
- PDSA cycles continue

Note. This visual outlines the change path model stages (Deszca et al., 2020) in the online mentorship program. Adapted from *Organizational change: An action-orientated toolkit* (4th ed., p. 54), by G. Deszca, C. Ingols, & T. Cawsey, 2020, Sage. Copyright by Sage Publications

Appendix Q

Survey for Mentees Before Entering the Mentorship Program
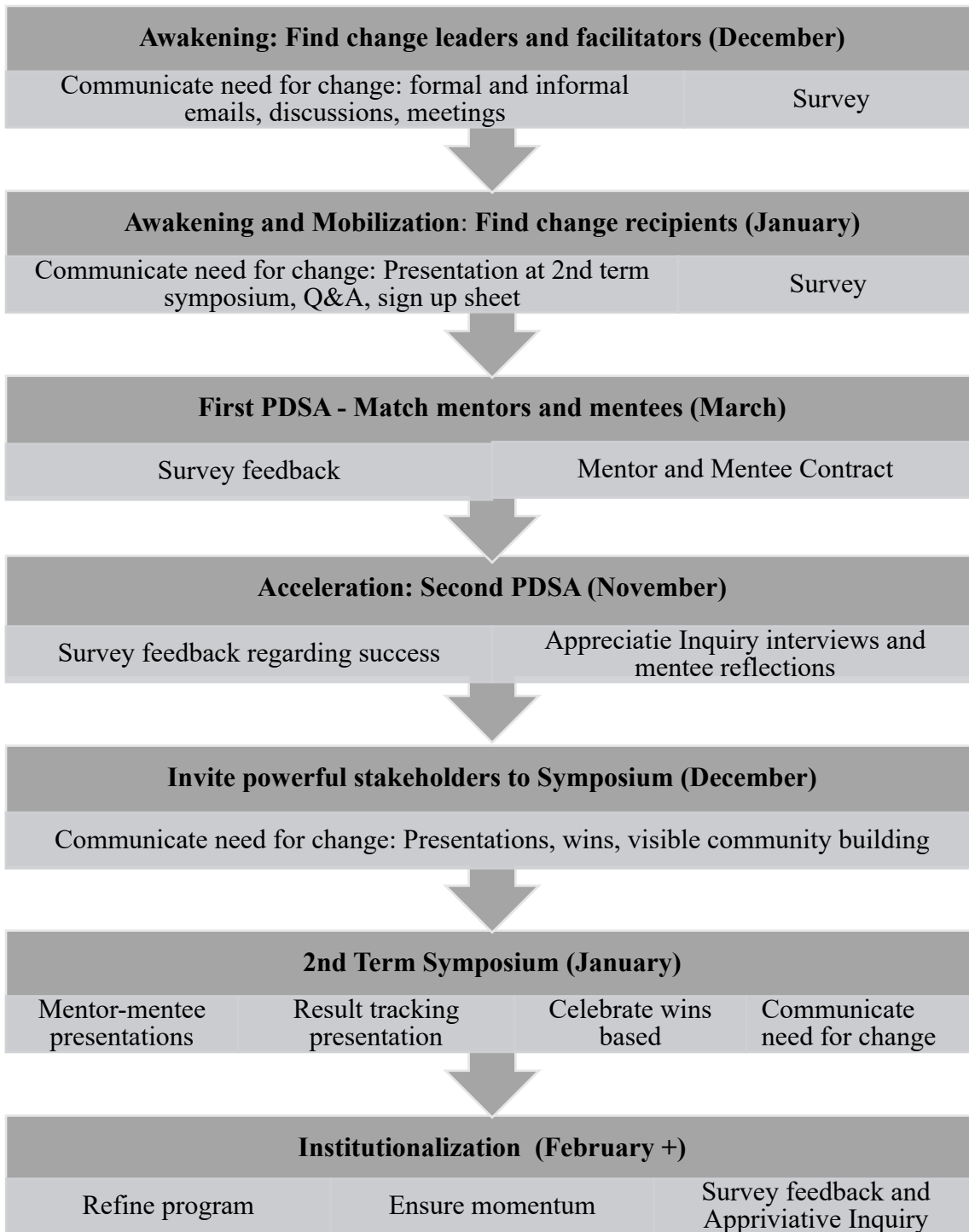
Name _____

Position at X University _____

Weekdays and periods you are on campus
Number of publications to date
Number of presentations to date
Field of research
Qualitative, qualitative, or blended approach
Do you have a high level of institutional knowledge? (Hiring and promotion points system, in house grants, access national research grant number, library knowledge, committee knowledge…)
Do you prefer face to face or online meetings?
Number of hours you would be willing to commit each month for the mentorship program
What kind of support would you like to receive from your mentor?
What are your strengths as an educator?
What are your weaknesses as an educator?
What are your strengths as a researcher?
What are your weaknesses as a researcher?
Do you belong to any academic organizations?
What are some of your professional development short-term goals?
Please write any extra information you would like to include here.

Note. This visual is an example of the survey questions mentees would be asked to fill out for the

online mentorship program

Appendix R

Communication and Implementation Plan

Awakening: Find change leaders and facilitators (December)	
Communicate need for change: formal and informal emails, discussions, meetings	Survey

Awakening and Mobilization: Find change recipients (January)	
Communicate need for change: Presentation at 2nd term symposium, Q&A, sign up sheet	Survey

First PDSA - Match mentors and mentees (March)	
Survey feedback	Mentor and Mentee Contract

Acceleration: Second PDSA (November)	
Survey feedback regarding success	Appreciatie Inquiry interviews and mentee reflections

Invite powerful stakeholders to Symposium (December)
Communicate need for change: Presentations, wins, visible community building

2nd Term Symposium (January)			
Mentor-mentee presentations	Result tracking presentation	Celebrate wins based	Communicate need for change

Institutionalization (February +)		
Refine program	Ensure momentum	Survey feedback and Appriviative Inquiry

Note. This visual outlines the Communication and Implementation Plan to address change with X

University's LC.