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Leading EDI Department Level Change

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Abstract

Higher education leaders today face persistence calls for action to address discrimination and bias on their campuses as critics point to the imbalance of women and radicalized persons in faculty positions. Increased scrutiny and research into these structural inequalities reveals that there are institutional barriers and structured norms that maintain a status quo that centralizes some experiences and disregards others. This disparity extends to students and affects their experiences, participation, and performance in classrooms. Inequality on higher education campuses contradicts the established goals and values of these organizations and presents a challenge for how to align current practices with stated intentions. My Organizational Improvement Plan (OIP) focuses on introducing more equitable, inclusive, and diverse practices into classrooms and centering such practices into the curriculum. It draws on transformative and shared leadership models to navigate a process to address issues identified and implement solutions that are long lasting and effective. In this document, I adopt a critical theory and social justice lens to find ways to motivate and assist faculty members in implementing more equitable, diverse, and inclusive practices into their teaching. This work uses the Appreciative Inquiry and Awareness, Desire, Knowledge, Ability and Reinforcement (ADKAR) frameworks to outline a structured change process. While the scope of this plan focuses on the local, higher education (HE) program level, it is applicable to other institutions whose leaders hope to consciously center equitable pursuits and embrace diverse practices.

Keywords: EDI, transformative and shared leadership, appreciative inquiry, ADKAR

Executive Summary

Institutional leaders have made public commitments to Equity, Diversity, and Inclusion (EDI); however, many stakeholders argue these commitments are not being carried out by programs in the institution. In recent reports commissioned by Modern University (MU, a pseudonym), an established university in a Canadian metropolis, Black and Indigenous community members share their frustrations with the barriers embedded within institutional systems that prevent meritocratic recognition and opportunities for growth and development. The university's values include EDI in teaching, learning, and research, yet social justice advocates argue that this remains at odds with the gatekeeping and limited pathways available to community members that identify with racialized and other minority groups (Modern University, 2021). Public calls to action to reconcile the university's past practices with the leadership's current attitudes resulted in a review of the organization's key artifacts and the problematic culture that persists at various levels within the institution. In keeping with this process of introspection, my problem of practice identifies factors that make it necessary to prioritize a more inclusive agenda and approach for leading the institution, most specifically in teaching and learning.

Centering my work on the program and program level, I identify the financial rationale for incorporating more inclusive practices into student services. By increasing the number of international students at Modern University, the institution can resolve financial pressures and chronic underfunding. This possible solution to MU's financial pressures increases the need for more inclusive practices and forces a critical evaluation of the systems and cultures that embed bias and discrimination. I also highlight the university's moral obligation to act when confronted with evidence of discrimination and bias. While I recognize that this may not be a compelling factor for all individuals, there is an ethical obligation for leaders to create change when confronted with institutional inequity (Shields, 2020). Leaders at higher education institutions have a responsibility to cultivate inclusive spaces for conducting

their core business. In addition, they must modify and or expand what and how they teach to better support and reflect their population's diversity (Adams et al., 2014; Guo & Shibus, 2017; Scott, 2020).

EDI is a vast topic to cover in relation to higher education institutions; therefore, this OIP focuses on a particular artifact — courses and the delivery of content — at D&C (a pseudonym), a small program and one of the oldest programs at the institution. Over the years, D&C leadership has navigated many program changes, one being the diversity of the student and teaching population. This change is evident in the number of women graduating from the program over the years. For instance, based on Modern University (2021) statistics in 1959, out of a graduating class of 17, four were women (24 percent). In 1963, the class grew to 26 and included seven women (27 percent) Modern University (2021). Today, by my personal calculations based on average first year intake, 52 percent of students enrolled at D&C are women. There are also changes in the ethnic diversity of the students with more visible minorities present in hallways and classrooms.

Unfortunately, changes in diversity amongst faculty is unevenly paced and their composition does not reflect the student body, whether it be male to female ratios or in the racial backgrounds of teachers. In this paper, I reflect on the power of the collegium to slow the pace of progress and, in some instances, derail it. While the students that pay fees to populate the campus and justify the institution's current existence come from more diverse backgrounds, the key decision makers and power brokers reflect a predominantly European perspective. It is an overwhelming undertaking to lead this group on a change path to eliminate bias or to include more diverse examples and perspectives in their courses. First, faculty may not have the knowledge or ability to engage with this process; and second, they may resist and disregard the importance of uncovering and removing the systemic barriers that plague institutional systems.

In undertaking this exercise, I have adopted a transformative and shared leadership approach to guide the process of interacting with instructors and coaching them towards making meaningful

changes. Transformative leadership theory (TLT) is an approach often used to critique the status quo (Shields, 2010; Shields 2020). A basic principal of this approach is that leaders acknowledge the existence of inequity and use their role as educational leaders and administrators to examine and eliminate social injustice (Shields, 2010). I agree with Shields (2010) that there is a moral imperative for leaders to analyze the status quo and act to end inequitable practices through their leadership. This perspective has influenced the use of transformative leadership to guide my approach to this OIP.

Shared leadership most closely incorporates the style in which faculty members are familiar with working and to which, I predict, they will respond when called upon to confront problems and identify resolutions. Both theoretical approaches align with the Appreciative Inquiry and ADKAR change implementation frameworks. Leaders use both to support open inquiry into a problem and engage individuals at all levels of an institution in order to arrive at solutions. In general, Appreciative Inquiry is a positivist approach used to generate solutions that are non-confrontational and that enable participants to move forward in a spirit of cooperation and to build a unified solution (Cooperrider & Srivastva, 1987; MacCoy, 2014). ADKAR enables leaders to identify and eliminate barriers to implementing solutions. Overall, the change frameworks selected acknowledges the preference of faculty members for collegial decision-making and attempts to use a soft approach when executing change.

The leadership at Modern University has signaled a commitment to change and have put the institution on a path to correct past failures. D&C's community must begin the work of aligning program activities and output with the central institution's stated intent. The challenge here is to motivate and influence community members to participate in difficult conversations that reflect on current practices and artifacts like courses. Meaningful change includes adopting new approaches for teaching, and more diverse and inclusive content that engages in unbiased and non-discriminatory ways.

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The challenge of writing this organizational improvement plan could easily have overwhelmed me were it not for the love and support of my community. It is vast so I will not start naming names, but if you are not aware of the part you played in this process, I have clearly failed in communicating how much I appreciate and thrived because of your generosity and support. To my parents, family, friends, and colleagues, thank you. To my Ed.D. classmates and cohort members, you helped to bring me through this. I could not have wished for a more supportive group. Thanks for shouting directions while I was lost; you guided me through the maze.

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List of Acronyms

| | |
|-------|---|
| ADKAR | Awareness, Desire, Knowledge, Ability and Reinforcement |
| AI | Appreciative Inquiry |
| CCC | Curriculum Committee Chair |
| D&C | Program for Design and Creative |
| EDI | Equity, Diversity, and Inclusion |
| HEI | Higher Education Institution |
| MU | Modern University |
| OIP | Organizational Improvement Plan |
| PoP | Problem of Practice |
| TLT | Transformative Leadership Theory |

Definitions

Course Release: The act of relieving a full-time tenure stream instructor of their responsibility to teach.

At D&C, one course release is equivalent to a three-hour reduction to the maximum number of hours full-time instructors are required to teach each week.

Central: A short form of referring to the university and its administrative body.

Tenured Faculty: Teaching staff who have tenure or are on track to achieve tenure with the program at Modern University.

Contract Instructors: Instructors contracted to teach on a short-term basis. Usually a semester.

Faculty: Cluster of educational programs within a university.

Collegium: Refers to group of faculty members within the institution that have equal power and authority.

Chapter 1: Problem of Practice

Equity, Diversity, and Inclusion (EDI) have become core elements in higher education value statements and goals. Public scrutiny has galvanized institutional leaders to develop statements expressing support for inclusivity and their commitment to pursuing non-discriminatory actions and removing barriers for all individuals regardless of gender, race, religion, or culture on campuses. This Organizational Improvement Plan outlines an approach to turn stated goals into actionable steps to ensure positive, non-discriminatory practices become part of an organization's systems and have long-term impact.

In 2020, the leadership at The Program for Design and Creatives (D&C), an undergraduate program at a large Canadian higher education institution (HEI), began an evaluative process to address allegations of discrimination and bias within the program. In reaction to public complaints and online debates amongst the institution's stakeholders about its past practices, the program's chair created the Equity, Diversity and, Inclusion committee with the hopes to mitigate stakeholder concerns and improve relations between the constituent groups that comprise its community. This situation, and the associated challenges and opportunities it offers, underpins my problem of practice. This OIP will focus on a specific area within the program; one that I have identified for deeper assessment, believing that transforming it will help to eliminate the problems at D&C.

Positionality and Lens Statement

Influenced by the multiple lenses that dominate the organization, positionality is determined and often shifts based on the structured norms and practices that govern one's institution. Styres and Zinga (2019) relate positionality to relations of power and privilege within a structured entity. From their perspective positionality is not stagnant or single sided; it is malleable and can be extended and restricted depending on group expectations and influence or, individual choices. For example, my title of program manager situates my position within the institutional, bureaucratic hierarchy; however, my

positionality is somewhat fluid. In complex, multi-system, multi-cultured organizational organisms, like the HEI, this role takes many forms. Within my institution, Modern University, my influence, scope, agency, and responsibilities depend on program needs, expectations, histories, budgets, and external drivers that create opportunities. My title denotes a specific range of power and influence, which extends to the functional boundaries of a faculty but primarily resides within a program.

Agency

Actors within complex social organizations do not share equal powers to transform culture and structured conditions (Priestley et al., 2012). An individual's agency is a combination of personal capacity to act and their particular circumstance or position within the environment where the action occurs (Biesta & Tedder, 2007; Priestley et al., 2012). Having agency to influence events is a key consideration in any change process as it affects how my contributions and active involvement are received. Therefore, it is important to assess and recognize the scope of my influence and on whom or what factors it depends (Cawsey et al., 2016). There are two major influences on my structured position within my HEI. First, as a program manager — the most senior administrative staff within D&C at Modern University — my position primarily exists to support the program's business affairs and staffing needs. I consistently interpret and ensure that administrative policies and practices align with institutionally mandated and regulatory practices. I work closely with the program chair to counsel them on standardized procedures and administrative policies. Third, I play a principal role in developing and guiding D&C's EDI committee. My location within the program first, as an administrator with access and knowledge of the institution's key artifacts and second, as a strategic manager, will benefit the committee's development and its work to assess and identify practices that are non-compliant with EDI principles. These two influences help me assert my position within the faculty ecosystem and add credibility to the decisions and recommendations I make as a leader and program manager. With my

access to key stakeholders, I can observe, understand, and influence decisions aimed at modifying D&C's culture.

Personal Lens and Leadership Approach

To borrow from Tien (2019) I am “not just a passive recipient of an externally imposed identity” but rather my positionality is framed by my individual perspective, which is influenced by “personal and historic experience” (p. 530). From this perspective, my positionality is defined by my “experiences, discourses, and practices” (p. 530) and not only the functional categories utilized by the higher education institution that employs me. As a cisgender, Black woman, descended from colonized peoples and raised on Western ideologies, I view the institution and my work through/with multiple lenses.

The leadership practices and concepts that speak most clearly to me align with social justice movements; I embrace feminist and critical theories by scholars such as Ahmed (2021), Blackmore (2013), and Giroux (2014). Tien (2019) noted that such theories have much in common; in particular, they emphasize experience as the basis for knowledge and the educational campus as the arena to create and promote social change. Given my background, personal experiences, and positionality within an HEI, I am motivated to explore the “counter reality that is experienced by subordinate groups” (Delgado, 1995 as cited in Miller et al., p. 272) in educational spaces. My personal perspective mirrors the critical paradigm as I am intrigued by the assessment of scholars in this area, like bell hooks and Henry Giroux, who advocate challenging oppressive social conditions and working to format a more just society. Furthermore, my research is influenced by the opinion that higher education institutions seemingly function to serve a dominant class of citizens and have, inadvertently perhaps, elevated ways of doing and believing that serve a dominant and problematic perspective (Gage, 1989; Miller et al., 2020). Developed to acknowledge the alternative narratives of alienated groups and those affected by institutionalized bias, this critical paradigm challenges institutionalized norms and the established status quo. Gage (1989) was more direct when arguing that critical theorists were motivated by the belief that

“class interests had led educators to serve, however unwittingly, the functions of reproducing the inequitable social class structure and other arrangements that currently exist and to proceed as if the societal status quo should go unquestioned” (p. 5).

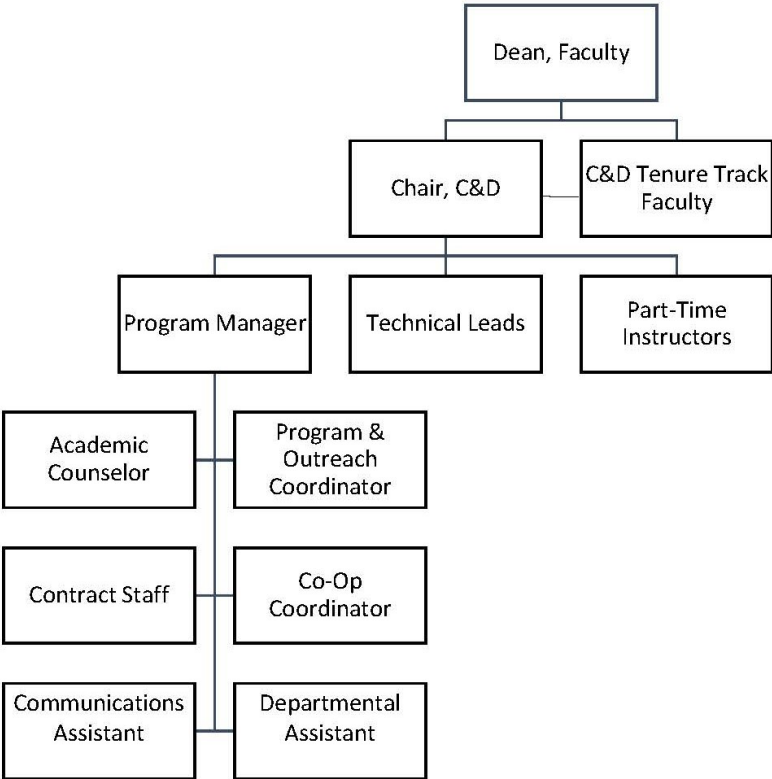
In my experience, while individuals approach work with their own internal biases, conscious or unconscious, they are also influenced by the practices and systems within their institutions. Their personal beliefs about others are enabled or disabled by the institution’s policies and embedded practices. Institutional norms can, therefore, play a significant role in the values and actions manifested by HEI stakeholders. Blackmore (2013) was more succinct when noting that feminists view organizational structures as socially constructed and not simply portable ideas about culture and processes introduced by employees. I share this perspective and believe it is necessary to identify and challenge unequal practices within systems and to reject the institutionalization of racial, gender, and cultural differences that result in unequal distribution of opportunities and access for others. Given this perspective and my personal influences, I have selected transformative leadership theory (TLT) as an approach for critiquing the status quo at my institution and more specifically D&C. Shields (2010) explained that “transformative leadership begins with questions of justice and democracy, critiques inequitable practices, and addresses both individual and public good” (p. 560). I will continue to adopt this lens and reference it as I outline a change plan and process that facilitate the introduction of educational approaches that are more equitable and inclusive at D&C.

Organizational Context

D&C is one of the founding programs at Modern University, an urban institute in a Canadian metropolis composed of five faculties. At the faculty level, programs are categorized by discipline and these disciplines form programs or schools. Each program has a clearly defined structure that has been adapted over time to accommodate the particular requirements and strategic focus of its leadership. Over the decades, D&C has evolved beyond the inaugural curriculum, which focused on skills training

and was guided by a mission to prepare graduates for employment in the manufacturing industries. During the tenure of multiple leaders, it has been modernized with creative elements that attract visual artists and produce creative alumni who pursue opportunities mainly in the North American manufacturing and production industries. Figure 1 depicts the organizational and reporting structure at D&C. As program manager, I report directly to the chair and have five direct reports. Not depicted is my work as EDI committee chair, an added responsibility given my role as D&C's administrative lead.

Figure 1
Organizational Chart of D&C



Note. The figure charts the organizational structure at D&C at Modern University

The Changing Environment

The higher education sector continues to experience fundamental shifts in perceptions of its value and contributions. This continued flux is influenced, in part, by trends in chronic underfunding and financial constraints, globalization and international competition, and evolutions in technology and administrative practices (Austin & Harkins, 2008; Blaschke et al., 2014; Busch, 2017; Tight, 2019). An added complexity is the connection between these forces, which intersect and cross-pollinate to create significant challenges for institutional leaders. Modern University has been affected by these trends and with it, D&C. Today, the D&C's population, which once comprised mostly Caucasian males, has an enrollment that more closely mirrors the multiethnic diversity of the urban centre in which it resides. In 1945, the program's inaugural class of 30 graduates included one woman; in 1965, it included seven women; and in 2019 it has expanded to 145 students with over 55 percent identifying as female (Modern University, 2019). In contrast, the faculty engaged to develop and deliver the curriculum more closely reflects the demographic that existed when the program first opened, over seventy years ago. While there are female faculty members, their growth has stagnated and even decreased from 30 percent to 23 percent due to a recent increase in new hires.

Social Justice and Calls for Accountability

Motivated by widespread public debates about social justice and the treatment of racialized groups, Modern University recently embarked on a journey of institutional introspection to identify the ways in which past practices have been erased from the present consciousness but continue to influence pedagogy and program norms to define a common yet false narrative. Recently, the institution tabled recommendations from its Digging Deep Task Force (2021) — a pseudonym — with the intention of re-examining its racialized history and links to colonialization. In its report, the task force recognized that racism on Canadian university campuses is insidious and varies in the forms it takes (Digging Deep Task Force, 2021). The task force acknowledged that while experiences of discrimination and bias are not

homogenous and not obvious to all, they are prevalent at Modern University and each victim experiences them in their own way.

The Anti-Black Racism Review (a pseudonym) at Modern University preceded the Digging Deep Task Force's report. The former report provided an examination of institutional and systemic racism and barriers to Black-identified community members on the university's campus. The writers of the report recommended actions to stimulate a more inclusive environment for all students, staff, and faculty members. One contributor to the report noted that while the perception of higher education institutions is that they are progressive and inclusive, research indicates such assumptions are unsupported by examples in daily practice (Modern University, 2020). In the report, Black staff and faculty cited racism as a "defining feature of their work life at the university" and criticized the institution's leaders for the lack of opportunities for recognition and promotion, which minimizes and wastes their efforts (Modern University, 2020, p. 9). For these individuals, bias and discrimination at MU are a part of their everyday experiences, normalized through systems that reproduce and enable them, and as such, are experienced intuitively and often silently by those who endure them.

In the summer of 2020 as activists denounced the reoccurring and incapacitating incidents of racial, economic, and sexual discrimination that prevail in their societies, and as MU community members decried the limitations enforced by institutionalized norms, the leadership at D&C responded by establishing the program's EDI committee.

Governance

In its most recent academic plan, Modern University included Equity, Diversity and Inclusion amongst its seven core values (Academic Plan Task Force, 2019). The institution's priorities include a stated desire to stay the course while adopting a more international lens. Staying the course means continuing to advance its Indigenous initiatives, continuing to build partnerships in its urban, multicultural community, and innovating in ways that challenge the status quo. All the right buzzwords

and concepts are accounted for, yet its own research establishes that the actions required to realize these goals are absent or not easily identified and that more effort is required to implement the values promoted by the university's leaders so that they become institutional practice (Henry et al., 2017).

D&C's members do not promote specific values beyond those identified by the institution. Our leadership does not subscribe to a specific framework; however, the inconsistent goals with which members are preoccupied suggests that it is similar to organized anarchy. Organized anarchy, according to Cohen and March (1986) and Manning (2018), defines an organization with vague and or disputed goals and whose major participants are transient, rendering it difficult to lead and understand. This accurately describes the academic function of the program where instructors, tenured and contract, have disparate goals and pursue different outcomes.

Decisions at D&C adhere to "traditional conceptualizations of professional academic autonomy and freedom" (Austin & Glen, 2016, p. 17); the chair relies less on formal authority and more on persuasive tactics and informal influence (Ruscio, 2016). First among equals, chairs are unable to dictate change and must instead rely on their limited powers to encourage collaboration and influence decisions. One can therefore argue that the program's community of scholars at D&C is empowered to direct most decisions, including those used to resist, however unconsciously, attempts to eliminate practices that facilitate racial, gendered, and cultural discrimination. It is worth noting that although its instructors and major decision makers have significant autonomy, they depend on the faculty and central administration at MU. A key example is that funding to accomplish the program's mandate is allocated from the central administration and parsed out by the faculty Dean's Office whereas, pedagogy and curriculum is determined by instructors at the program level. The latter depends on the former to successfully execute the expressed mission of its leaders, but both occur at opposite ends of the organizational spectrum. The chair must carefully navigate this space as they implement top-down decisions and manage the expectations of those within the program and amongst colleagues. In

contrast, staff complement is relatively stable with many unionized individuals remaining in their roles for several years and providing a stable administrative base.

Leadership to Advance Equity, Diversity, and Inclusion

D&C's EDI committee comprises staff, students, and teaching faculty (tenured and contract instructors). Although the chair has communicated a desire to scrutinize activities and has mobilized resources to establish the committee, the committee's work begins on contested ground. As Austin and Jones (2016) highlighted in their text on governance in higher education, questions about the role stakeholders — such as students, community members, and business leaders — should have in steering, influencing, and evaluating a university's activities and its direction are fraught with tension. EDI committee members have position but not necessarily power to mandate a change where they identify the need to do so. The “demand driven style of decision making” (Cohen & March, 1974) that influenced the EDI committee's creation is confronted by the realities of the collegium in which significant power is vested in the academic body represented by the tenured faculty and not the chair. The unclear, much contested, and often ambiguous priorities that arise in a collegium can lead to instability and often challenges the leader's capacity to accomplish their mandate and execute strategic activities (MacKinnon, 2015; Manning, 2018). As a result, D&C's constituents are hindered by what Teece (2018) refers to as the absence of a systematic approach to management, which is critical to the HEI's success and which could impede efforts to change it.

I agree that while the EDI committee arose in a non-strategic manner, and in reaction to public pressures, its purpose aligns with the values championed by the institution. While these values of inclusion and equity outwardly conflict with the narratives shared by community members from non-dominant groups, institutional leaders have signalled their commitment to advance initiatives aimed at building partnerships with minority groups and multicultural communities while innovating in ways that challenge the status quo. A significant challenge for D&C leaders, myself included, is to work within the

established governance framework to adopt more inclusive practices, which are valued by the central administration.

Leadership Problem of Practice

The leadership problem embedded within this OIP addresses the challenge of applying EDI principles to the pedagogy used by D&C's instructional faculty to fulfill the aspirations of organizational leaders. The EDI committee at D&C was established to identify institutional practices that may be insensitive or biased against community members and that unfairly or inequitably penalize and deprive them of opportunities for growth and meritocratic recognition. As described, multiple students, staff, and faculty at D&C as well as the broader MU community disclosed that they have witnessed and experienced discriminatory practices and attitudes at the institution. These community members have called for action to remove perceived racial, sexist, and cultural barriers embedded within institutional structures. Their narrative gained support from academics who have long theorized about the interplay of EDI in higher education spaces and whose findings contradict attempts by academic leaders to position these institutions as citadels of rigour and fairness.

An alternative perspective is that the actors within and associated with HEIs are just as prone to discrimination and bias as other organizations (Henry et al., 2017; Manning, 2018; Modern University, 2020). The reports tabled by the institution support these claims, and leaders at both Modern University and within D&C have expressed interest in improving the alignment between current practice and promoted values. However, addressing these structured inequities is a challenge: first, to identify them; second, to agree on a process to eliminate them; and third, to garner support and cooperation from those who have position and power to participate in changing the problematic structures. Despite these challenges, it is important to address such issues as a step in promoting and creating more inclusive communities on HEI campuses.

The key artifact identified for this work is D&C's program curriculum. Culturally insensitive content embedded within program curricula not only affects students' ability to engage in the learning process without the adverse effect of stigmas and bias, but also introduces negative perceptions and behaviors that can affect an institution's reputation and distract from its mission and values. Furthermore, approaches to ensuring that curricula adhere to and incorporate EDI principles are contested, diverse, inconsistent, and political. My problem of practice addresses the leadership challenge of applying equity, diversity and inclusion practices at higher education institutions so that they fulfill the goal of embedding organizational aspirations within the institution's pedagogy. My focus is confined to the local level, D&C.

There are several leadership challenges that affect progress at D&C. In particular, the program's leadership has struggled to assert control over the curriculum. Hazard Adams (1976; as cited in Matthews, 2018) wrote that "the fundamental allegiance of the faculty member will be to the smallest unit to which he belongs" (p. 88). This prediction holds true when you consider that D&C incorporates three areas of study to which tenured faculty traditionally get hired based on their skills in one of either technology, management studies, or design. These three specialties coexist in the local unit but, at times, there is a noted disconnect between program members. Instructors from the three specialty areas sometimes operate in silo while remaining loyal to their discipline; and many seek collaborations with likeminded instructors in other programs. In part, this has led to drifting curriculum goals within the program.

As I noted in a previous section (Organizational Context), D&C is one of the founding programs at Modern University. For its first five decades it offered training for an area of manufacturing that is in decline today. The leadership pivoted and the program shed original learning objectives and courses while attempting to remain relevant for a different generation of students. While they have succeeded in extending the life of the program, they have lost some control of its direction as evidenced in how

inconsistent and incoherent parts of the curriculum have become. An example that has been discussed at program meetings is that students graduate to higher levels within the program without learning how to perform key functions or acquire basic knowledge of certain technical processes.

A cohesive curriculum follows a clear sequence, provides synthesis, and creates opportunities for students to develop a sophisticated understanding of their practice (Allen, 2004; Angere, 2008; Education Reform, 2014). By contrast, D&C's leadership has struggled to map in which courses students are learning certain content to ensure they are prepared for the next level. Curriculum drift occurs despite having clear prerequisites but somewhat vague program goals. It can also be linked to how institutional stakeholders are interpreting academic freedom. Turk (2017) argued that a core element of academic freedom is the "freedom to teach and the freedom to conduct research based on each academic's best professional judgement, not beholden to prevailing orthodoxy or outside interests" (p. 7). Arguments like this and those held by others including MacKinnon (2015) influence the culture at D&C and have marked a reluctance amongst the institution's leadership to scrutinize or challenge content developed for courses. In addition, because instructors own their content, the administration can easily lose track as it becomes unclear what instructors are teaching.

Tenured instructors rely on the autonomy they are granted, which gives them license to develop and teach content that reflects their own research and areas of interest but can ignore "the need for program coherence or even to identifying the aims and objectives of their course" (Johns-Boast, 2014, p. 2). While faculty control over curriculum and academic freedom is not unusual in the higher education space and can be beneficial (Moses, 2007), resistance to change can limit growth and necessary evolution (Menon et al., 2022). There is room for the role of curriculum leaders to plan, design, monitor, and evaluate the program.

Like many HEIs, D&C relies on contract instructors to support higher enrollment. The number of contract instructors has increased due to shrinking public funding and the changing face of tenured

faculty, which now includes women who may absent themselves from the work force to take parental leave (Ellis-Hale & Copplestone, 2019; Matthews, 2018; Ross et al., 2021). While it is debatable how much academic freedom is available to contract instructors, unionization and their right to collectively bargain offers some protection over their intellectual output. The transitory nature of contract faculty is not conducive to maintaining a stabilized curriculum, particularly under leadership that needs to reestablish and define clear program outcomes. The rotation of new instructors who develop their own content based on personal and professional preference only to leave with said content at the expiration of their contract, complicates the situation further and adds to the layer of opacity currently obfuscating the program's curriculum (Barnett, 2000; Johns-Boast, 2014; Stark et al., 1997).).

The patterns, outcomes, and effects of bias and or discrimination may remain hidden from the program's leadership but are experienced by the students (Johns-Boast, 2014). Students have complained of bias in the classroom that classifies as microaggressions. Sue (2010) defined microaggression as "the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership" (n.p). Othering is another form of bias and as explained by Saunders and Wong (2010) involves "treating the history and experiences of white, middle-class, heterosexual, cisgender, able-bodied people as universal or the norm, while presenting the history and experiences of other groups as unusual, exceptional, or only of interest to members of those communities" (p. 79).

With this in mind, my leadership role is to impact and influence the adoption of a curriculum review process that identifies gaps in equitable and diverse practices, communicates a process to bridge these gaps, and influences acceptance of recommended changes to program artifacts within D&C. Thus, an underlying question for the problem of practice is how to influence curriculum and program leaders to better understand the problems and dysfunctions that may be present in the its curriculum, and to

participate in developing a process that ensures changes are implemented and practiced in ways that are non-performative, meaningful and effective.

Framing the Problem of Practice

Using the PESTEL framework (Johnson et al., 2007) I describe the salient environmental issues (political, economic, social, and legal) that have and may continue to influence D&C's attempts to diversify and develop inclusive practices for delivering programs, pedagogy, and related curriculum.

Political and Economic

The change in demography at Modern University, D&C, and other Canadian institutions is in part a result of increased efforts to globalize as part of a federal political strategy. The number of international students has trended upwards over the past three to four decades and currently represents a profitable resource for North American higher education institutions (Altback & Knight, 2007; Seeber et al., 2016; Trilokekar, 2010). This trend aligns with the Government of Canada's international education strategy, which aims to address the specific problem of the country's aging, declining workforce and the skills gap amongst young Canadians who lack the qualifications necessary to succeed in global collaborations (Government of Canada, 2019; Guo & Guo, 2017). While researchers critique the motivations of Canadian higher education institutions for their global recruitment strategies (McCartney & Metcalfe, 2018; Trilokekar, 2010) and express concerns about the commercializing aspects of this practice (Beck, 2012), this direction remains the way forward.

Accommodating the competing rationales for internationalization requires an openness to change within institutional structures and the inclusion of diverse perspectives and attitudes. Many international students belong to one of the equity seeking groups on HEI campuses and many experience discrimination (Brown & Jones, 2013; Demirhan, 2019; Tavares, 2021). Higher education institutions now exist to serve and educate a population that has more distinctions in class, gender, ethnicity, culture, ability, faith, and age than in its previous histories. Therefore, the transformation on

higher education campuses should not solely be reflected in the diversity of students but also in how such institutions adapt or, as Scott (2020) described “how they go about their core business of education, research and engagement, what they teach and research, and how they support students” (p. 179). While the changing demographic is visible in classrooms, the extent to which curriculum and pedagogical practices at D&C have been adapted to include the needs of its multi-ethnic community is not as easily identified.

Social

A brief timeline of social justice events in recent Canadian history identifies three salient movements. First, at the beginning of the current millennium the Idle No More campaign (<https://idlenomore.ca>), led by local leaders, highlighted the poor living standards, discrimination, and bias that inform the daily experiences of Canada’s Indigenous populations. Second, in the middle to end of the previous decade Black activists, like journalist and author Desmond Cole (2015), detailed their struggles with systemic racism, described here as ways of doing and thinking that disadvantages racialized individuals. Third, the social movement #MeToo (<https://canadianwomen.org/the-facts/the-metoo-movement-in-canada/>) ignited in 2017 and sparked global conversations about the misogyny, sexual abuses, and discrimination aimed at and endured by women in various spaces including work and education. In the United States, the murder of George Floyd by police officers in Minnesota in May 2020 provided a harsh and extreme example of the issues and experiences endured by Black individuals (Arango et al., 2022). This incident provoked further conversations about race, bias, and institutionalized discrimination in America and other Western countries like Canada. These global conversations echoed across higher education campuses led community members to explore the current treatment of employees and students of colour; confront past practices, which sanctioned pedagogy that minimized or ignored the experiences of minority groups; and review the implications of institutional artifacts

embedded on campuses and associated with their institutions (Grace et al., 2022; Simien & Wallace, 2022).

Legal

With more frequency, the work to help HEI leaders respond to changing demographic and community demands for more inclusive practices begins within equity offices. Universities that cater to smaller populations have equity divisions or, at the very least, a focus group, advisory body, or personnel that is devoted to developing policies for the elimination of inequity within the institution (Dua, 2009; Dua & Bhanji, 2017). Often, statements from these offices assert a commitment to inclusivity, diverse partnerships, and eliminating bias.

In reflecting on the evolution of these spaces, I see a contradiction in our assumptions that HEIs develop and embrace equity mandates intuitively or without prompting. Instead, these initiatives (offices, programs, working groups) and the policies designed to accommodate them have occurred by way of community pressures or in response to legal precedence and government mandates (Dua & Bhanji, 2017; Scott, 2020). Notable examples include the Canadian Charter of Rights and Freedoms, adopted in 1982, and the Federal Contractors Program (FCP) that followed in 1986. Both outlined the need for compliance and prompted institutions to maintain a baseline of standards and mechanisms to respond to complaints when behaviours fall below established thresholds (Charter of Rights and Freedom; 1982; Dua & Bhanji, 2017). The FCP goes further in that it requires statistical reports, making HEIs accountable to collect data. In doing so, the document's authors ensured that HEI leaders create processes for tracking such information. The two documents broadened the landscape of what institutional leaders must focus on when considering questions of equity, more than gender, and normalized including questions about fairness, representation, and the elimination of barriers into conversations about organizational culture on university campuses (Dua and Bhanji, 2017).

These political, economic, social, and legal factors drive the need for greater change on HEI campuses. Political and economic factors such as the government's long-term immigration strategy and the growing neoliberal tendencies to view students as clients, has led to an increase in international student recruitment (Mintz, 2021). This coupled with social movements and civil unrest in the last few decades further demonstrate the need for more inclusive and accommodative practices. Despite the growing proliferation of equity offices on higher education campuses, scholars suggest that they are inadequate at addressing racism, discrimination, and the inhospitable climate that generate feelings of being out of place as experienced by women, and racialized and Indigenous peoples (Henry et al., 2017). Tate and Bagguley (2017) argue that employment and equity policies are no more than "well-worded mission statements and some minor cosmetic changes which leave structural racial inequality intact" (p. 290). Ahmed (2021) also noted that diversity policies could actually protect institutions that fail to act appropriately, and Scott (2020) argues that the implementation of popular strategies or conformity to trends that address problems may actually prevent or delay effective solutions. In fact, ongoing attempts to promote EDI and the continuing efforts to eliminate inequity indicate the persistent hold that discrimination has on institutions and how deeply embedded bias is within those ecosystems and processes (Dlamini, 2002).

Transformative Leadership

Subscription to the transformative leadership approach requires that institutional leaders adopt a critical, socially aware, and equity-driven approach to their work. For van Oord (2013), transformative leadership aligns with the person-centered learning community. A basic tenet of this leadership approach requires that organizational leaders acknowledge the existence of inequity and use their role as educational leaders and administrators to examine and eliminate social injustice (Shields, 2010). Legislation does not govern the imperative to reconcile observed dysfunctions. Instead, this imperative is in deference to the community they serve and in accordance with their roles as leaders. A

transformative approach advances the potential of education to democratize opportunities (Shields, 2010; Souza & Leung, 2019). It rests heavily on the moral obligation of leaders to pursue actions aimed at eliminating barriers and dismantling structures that silence the voices of “minoritized” groups (Souza & Leung, 2019). Transformative leaders must “understand not only the social and cultural contexts of schools, but be critically self-aware of their own positions, perspectives, and biases” (Souza & Leung, 2019). Self-awareness is critical to this leadership approach as it requires that individuals be aware of the cultural, political, and economic forces that lead to inequity in society and educational institutions and their role in this. Additionally, these leaders require bravery to tackle discriminatory practices embedded within organizational systems; it requires an activist stance wherein leaders work to redress wrongs and eliminate barriers in their organizations. As envisioned by its advocates, this style of leadership is ethical and supports a critical perspective (van Oord, 2013).

To summarize, in the past 10 to 15 years North Americans have witnessed and participated in demonstrations to highlight the inequitable treatment of marginalized groups including Black and Indigenous peoples and other minority community members. Through these experiences, we have realized that similar issues echo on higher education campuses. In reaction to criticism, HEI leaders have overtly committed to principles of equity, diversity, and inclusion. To support this, they have established equity offices and hired personnel to review past practices and to monitor future activities to ensure these align with the institution’s progress towards developing more inclusive communities. An added incentive for HEI leaders is the goal to internationalize. Budget reductions and the need to find alternate revenue streams has motivated leaders to recruit foreign students and to globalize their campuses. A more introspective audit of systems and practices, especially ones deemed problematic, could ensure successful outcomes in the competitive international market, and should force institutions to provide a welcoming campus atmosphere for ethnically diverse students. As with other areas within the institution, constituents have identified issues with the curriculum at D&C. To align with the university’s

values and to respond to stakeholder complaints, the program's leadership has signaled their willingness to invest in improving the local learning and teaching environment. Despite the observation from scholars that the proliferation of equity offices and committees on campuses indicate that bias and discrimination are severely entrenched, and despite neoliberal influences that challenge attempts to introduce inclusive practices, like Shields (2010) I believe that HEI leaders have a moral imperative to act. The questions that follow will guide my introspection and planning for the process to introduce a change at D&C.

Guiding Questions

Having explored the macro perspective on EDI in HEIs, it is important to evaluate what is happening at the local level and within D&C. In the following sections, I will adopt a more micro perspective to take a closer look at the program. To support this, I have identified three guiding questions to help me navigate this exploration of the problem of practice and my area of focus.

How Bias and Discrimination Presents at D&C

Universities are structured organisms with formal and informal procedures established over time; for some institutions, this means decades and even centuries. These established processes work to cement inequity and prevent change or decrease its momentum. Consequently, I wonder: In what way does bias and discrimination present at D&C? A follow up to this: What are the specific and structured barriers within the program that prevent a more inclusive culture and how do I as a leader work to neutralize them?

Scope of the Academic Body's Authority

While strategy, budgets, and even administrative processes are centralized, programs operate with more autonomy and a collegial atmosphere reigns. Conflicts can arise when the bureaucratic top-down style of governance engages with the collegial model of group decision making. The competing models of governance can be a source of frustration when institutional leaders signal a desire to change

the status quo, which may be incompatible with the interests of faculty members at the Program or program level. Teece (2018) argued that “within universities, there are myriad forces that push against strategic change. Academic governance and the deference given to faculty can limit a university’s agility, creating a bias toward the status quo” (p. 97). My question related to this is what is the scope of the academic body’s authority over pedagogy at D&C and what are its limits?

Motivating Stakeholders

In the preceding sections, I identified the factors that have motivated my institution to adopt values that commit us to developing more diverse, inclusive, and equitable environments for students, staff, and faculty. A significant issue, however, is that central administration leaders have limited power to remove informal barriers in order to create the equitable spaces they desire. In my experience, the university lacks adequate mechanisms to address incidents where bias, discrimination, sexism, and the like are contributing factors. Because instructors have considerable autonomy concerning the content they teach, encouraging them to analyze and potentially rebuild courses in favour of inclusivity is a significant step in my problem of practice. My third guiding question related to this is how can I, as part of a leadership team, motivate D&C’s faculty to participate in assessing the curriculum and eventually adopting practices that are more inclusive?

Leadership Focused Vision for Change

Wood and Hilton (2012) explain that leadership in higher education is a complex endeavor littered with potential pitfalls. In their opinion, the changing HEI landscape requires adaptable leaders who are ethically minded and willing to make decisions with the values and needs of their constituents in mind. D&C’s community has been vocal about problems and have indicated that they want some things to change. My vision for the future state at D&C is a program that incorporates more inclusive teaching philosophies, content, and materials. This includes modifying the curriculum and pedagogy so that these elements include diverse perspectives, politics, and cultures. While it is important to note that no single

tool or best practice can eradicate discrimination or bias and that this requires deep cultural shifts and systemic change, there are first steps that can lead to the desired outcomes. D&C can support collaboration amongst instructors for the design of courses by centering students' experiences, which would result in improving academic experiences for racialized groups and providing opportunities for all community members to develop critical consciousness about equity, diversity, and inclusion (Rodgers, 2022; Williams, 2021). My vision emphasizes developing communities of practice to make way for an equity-focused social justice approach to the program's educational practices. This is accomplished by using open or participatory inquiry into individual and organizational practices, which has emerged as a promising model for promoting equity shifts in institutions (Brown & Peck, 2018; Buchanan et al., 2022).

The curriculum is a key area to focus on the removal of bias because it underpins D&C's core functions, teaching, and research. In addition, power dynamics, issues of bias, and oppressive structures can arise in classrooms and can undermine the community and alienate individuals. Asserting inclusive teaching strategies offers concrete actions to mitigate bias and include cultural competency, which can be adopted into other areas of the program or institution as needed (Saunders & Wong, 2020). I argue that the program would benefit from a review of the content delivered to students to ensure that it adequately prepares them for graduation in the safety of an inclusive environment free of the bias and discriminatory practices, of which it has been accused. In addition, given the importance of diversity in our daily interactions I think an achievable and necessary outcome is that every student that graduates from the program has a reasonable understanding of EDI and the importance of defending these concepts.

Stakeholder Influence and Consultations

In my opinion and experience, as well as being supported by literature, creating equitable spaces and cultivating an environment where all members feel safe, included, and able to flourish is the right thing to do (Scott, 2019; Shields, 2010; Shields, 2020; Wood & Hilton, 2012). My positionality has

influenced this perspective; however, my opinion is aligned with my institution's core values and objectives. The gap is in shifting the focus of and motivating faculty and staff at D&C who either benefit from the status quo or who are unaffected by it. Despite my concerns about neoliberalism's influence on the collegium and that those who comprise this group may be motivated to act with individualized intent, I am somewhat soothed by alternative perspectives. Van Oord (2013) viewed the collegial model as having a strong ethical dimension. Its requirements for including stakeholders in decision-making is appropriate when attempting change because it allows for the inclusion of more perspectives, which has potential to generate a diverse array of solutions that are more likely to be implemented.

Real change can only occur if it is broken down into manageable activities, involves appropriate community stakeholders, and is sanctioned by decision makers (Vaugh, et al., 2022). To bridge gaps and action the desired change, D&C's constituents must be included at the meso, macro, and micro levels. I have articulated the three levels elsewhere in this chapter, but they are specifically described in more detail in the following pages.

Macro

When thinking about the macro level, it is important to consider stakeholders both within and external to the university community. These include other programs and units supported by the institution that would interact with D&C. To succeed, leadership must engage D&C's community, including students, in the discussions that unfold. Authentic attempts to confront issues of discrimination must allow for stakeholders to move through the reflexive steps required in order to arrive at the transformative actions "necessary for developing and deepening social justice and equity-minded education commitments and practice" (Buchanan et al., 2022). This would involve having open and honest conversations, which have already begun on public communications platforms and social media. Protests over the loss of Black lives at the hands of law enforcement and continued reminders of the desperate living conditions of some of Canada's Indigenous communities have heightened our

sensitivities to racial injustices; educational leaders are compelled to reconsider what principles of equity and inclusion are modeled on their campuses (Buchanan et al., 2022.) Future attempts should continue this process so that change does not occur in a vacuum.

Meso

Given my agency within the program and how critical my involvement to leading change, I am at the meso level. The program manager is responsible for overseeing administrative functions within the program, including identifying and managing resources, asserting policies, and defining procedures. A significant concern with any change is the availability of resources, and my responsibility for the program's budget means that any activities that occur rely on my input and ability to allocate funds to support them. I manage the tools used to communicate with key stakeholders and can influence their participation in the work that flows from the change process. As an administrative lead and link to the bureaucratic practices that are a part of the institutional processes, I am consulted in decisions that affect the program. My role as an instigator of change also means that I am part of the leadership team that will define the path and work to consult and motivate participants.

Micro

Micro refers to the individual level at D&C, meaning the different instructors who have agency to make second order changes, such as to courses taught within the program. As introduced in previous sections, real and lasting change cannot occur without the cooperation of these individuals, the faculty. At D&C, the curriculum changes with the consent and participation of tenured instructors; this practice is supported by principles of academic freedom, which is reinforced by the institution's collective agreements (Dea, 2018; Ross et al., 2021). Specific courses are developed and changed by both tenured and contract instructors. While there is space for others, including staff, to offer additional perspective, the instructor class delivers courses, monitors the curriculum, and develops pedagogy. Change cannot

occur without their consent and a significant challenge is to engage their interest and motivate them to participate.

Chapter 1: Conclusion

The past three years were a tumultuous time for society and HEIs as social justice issues were centered in the public consciousness. Institutions like Modern University were called on when the public demanded a response for the institution's part in reinforcing and adopting discriminatory practices that marginalized minority groups. As the leadership pivoted to address these concerns, a similar reaction at the program level is necessary to align the unit with the values defined by institutional leaders. The goal is to engage participation from stakeholders at the micro, meso, and macro levels to instigate needed changes to how programs embrace and support community members from non-dominant racial, gender, and ethnicity groups. A particular challenge is the power held by the collegium to determine how, when, or if to change, which can circumvent the decisions made by program leaders to address social justice issues. In Chapter 2, I will outline the approach for navigating the challenges and moving forward with a plan to realize the future at my program, D&C.

Chapter 2: Planning and Development

In Chapter 1, I declared a preference for the critical approach to leadership and identified transformative leadership as a guide for stewarding the changes that will align program practices with institutional values and strategies. In Chapter 2, I describe in more detail the specific leadership approaches and change framework used to plan and develop solutions for the problem of practice described.

Leadership Approach

Advocates of transformative leadership champion this style because it supports reducing gaps in equity within educational institutions and can be used to guide, identify and eliminate factors that create social injustices within such systems (Shields, 2010; Shields, 2020; Shields and Hesbol, 2019; van Oord, 2013). However, despite its strengths and applicability for my social justice problem of practice, it is not appropriate in all instances, and I see the benefit in supplementing with an additional leadership approach. While my leadership practice is primarily informed by transformative leadership, it will also incorporate aspects of shared leadership. This section will examine both leadership approaches and their suitability for leading change at D&C.

Transformative Leadership

My rationale is twofold for selecting the transformative leadership approach. First, attempts to develop and expand its study focus on education and learning, which is appropriate given that I work in higher education. Transformative leadership theory recognizes that the position of HEI leaders extends beyond academic and administrative planning and is critical for influencing the ethical and moral values that guide and strengthen their institution's inclusive practices (Bruce & McKee, 2020; Shields, 2020). Schools are fertile spaces for growth and development where social issues are debated and potentially resolved. This perspective recognizes that higher education institutions are not fated to reproduce the social issues that abound in the external environment, and which legitimate some groups and

delegitimize others. Instead, they provide opportunities for leaders to use the powers vested in their positions to reduce the imbalances in social relations (Quantz et al., 1991). Some argue that this moral guidance is, in fact, the responsibility of educational leaders. Based on this assessment, educational leaders — in this scenario, a program manager as administrative lead and a program chair — must strive to transform their educational spaces and facilitate conversations about social injustice and responsibility.

Second, the problems identified at D&C call for an introspective and critical evaluation of people's experiences as well as a commitment to resolving the gaps that appear between them and institutional goals. The transformative approach fits these criteria because the existence of inequality is recognized, along with the reality that when these systemic imbalances prevail, the rights and opportunities of non-dominant, often racialized groups are imperiled.

In her writings about TL, Shields (2020) identifies eight tenets that satisfy the two premises on which the theory rests. These tenets command that the leader adopt a mandate to effect equitable change; deconstruct to reconstruct existing frameworks that perpetuate injustice; redistribute power more equitably; and emphasize both individual and group experiences. This is a significant undertaking and Shields (2020) acknowledges that the leader must exhibit moral courage as well as focus on democracy, emancipation, interconnectedness, independence, and global awareness to fulfill their purpose.

Based on Shields' (2020) requirements, I interpret transformative leadership as a moral and leadership imperative. It is not a prescriptive approach to a problem but a necessary way of leadership one adopts to ensure that members of cultural or social groups can participate to their highest potential, unhindered by the limitations of social injustice. However, adopting TL, poses a challenge in that it does not identify concrete activities that a leader should execute in order to achieve the status recognized by Shields (2020). Without specific and proactive strategies, change mandates and good

intentions sometimes stall at the first hurdle. In this regard, I felt that an additional theory with a strategic approach is necessary to supplement TLT.

I am fully aligned with Shields (2020) and believe it is insufficient to cultivate awareness of inequalities and to sympathize with victims of discrimination while doing little to reduce the imbalance (Adams et al., 2014; Osho, 2022). Instead, we should expect leaders to create pathways for and to encourage change. For some, this may be too much work. The faculty and staff at D&C have expressed concerns about being overwhelmed and overloaded with tasks. Suggestions of adopting new projects are met with suspicion and, in my experience, new initiatives are derailed by lack of participation from instructors and the limited attention span of the chair and administrative team. This attitude is not uncommon amongst educators and, as McKnight and Glennie (2019) assert, this inconvenient truth reflects the tension between educational administrators who want and recognize the need for change, and others, like staff and instructors who actually implement them. Potential resistance from the program further highlights the need for an additional approach to supplement a transformative one.

Shared Leadership

While transformative leadership directly addresses issues of social justice, and is applicable to an educational environment, shared leadership corresponds with the governance model that currently exists within the institution. To borrow from Pearce et al. (2018), shared leadership is the simultaneous emergence of multiple leaders focused on accomplishing overarching common goals. It offers the opportunity to align, reinforce, and leverage the common interests of administrators and faculty to achieve a singular intent. Traditional notions of the leader/employee dynamic are subordinated in a shared leadership model (Kezar & Holcombe, 2017; Vogel, 2022) and this is evident in D&C. Though responsible for managing the overall program and its direction, the chair must work in concert with faculty and administrators to achieve program outcomes. As displayed in Figure 1, faculty report to the dean and are equal to the chair despite this individual being empowered to lead the program and being

accountable for its performance and cooperation with central mandates. In using the shared leadership model, we can acknowledge the structure within D&C, the importance of delegated authority, and recognize the appointed leader's dependence on a network of individuals with unofficial leadership capacity. According to Kezar and Holcombe (2017), in this approach "leadership is a process, not an individual" (p. 3).

The process of shared leadership has been defined by some as combative and adversarial (Ginsberg, 2014), slow and painstaking (Pearce et al., 2018), and a "recipe for paralysis" Gonch (2013; as cited in Pearce et al. 2018). D&C has cultivated a culture that reflects some elements of the common characteristics attributed to shared leadership, but we must recognize that disregarding faculty concerns in pursuit of goals, regardless of how imperative or fair, will result in change failure (Kotter, 2012; Manz & Pearce, 2018; Pearce et al, 2018). Users can address the concerns about shared leadership by emphasizing the entrepreneurial model of this leadership style. This focus area calls for creating coalitions for change that include dynamic leaders involved in developing internal and external networks to facilitate desirable outcomes (Stensaker & Vabo, 2013). Instead of everyone at the table, only institutional actors are included based on areas of expertise and skills required. Shared leadership also allows for the inclusion of administrative expertise, where non-academic actors influence processes and outcomes (Tierney & Minor, 2003; as cited in Stensaker & Vabor, 2013). Including an administrative focus helps to eliminate or neutralize some of the challenges associated with shared leadership, such as analysis paralysis and overburdened faculty, and would facilitate a smart pace when working towards a goal (Stensaker & Vabor, 2013). Using a shared leadership model also validates and supports the inclusion of the EDI Committee, which comprises diverse leaders with relevant expertise in the issues debated and who are representative, more so than faculty, of the program community's stakeholders.

Transformative and Shared Leadership

Combining both the social justice imperative of transformative leadership and the entrepreneurial model of shared leadership will appropriately guide the modifications required at D&C. As Stensaker and Vabo (2013) proposed, shared leadership allows for the inclusion of interpersonal relationships, trust, and a feeling of ownership of the outcome and arrangements. This is critical when proposing a change. By including the right expertise and being guided by the TLT imperative to mobilize a commitment to equitable, diverse, and inclusive practices, I will be able to influence the change required by the local program community.

Framework for Leading Change

As examined in previous sections, recent conversations about equity and inclusion in higher education highlight the negative effects of some legacy institutional practices. Institutional leaders are encouraged to embrace difference and to demonstrate their organization's responsiveness to the changing attitudes, expectations, and needs of constituents. These are only some of the issues that confront HEI leaders and that drive the need for change. Earlier in Chapter 2, I identified the leadership approaches for leading the change; now I discuss the type of modifications envisioned and the framework applicable for outlining the process towards transformation.

Order of Change

The changes proposed for D&C should correspond to the change drivers and issues that compelled the formation of the EDI Committee. They are a response to a social movement and demand a shift in culture to address the issues highlighted by community members. Changes to an organization's cultural landscape are often slow and can take a long time to implement. In addition, change implementers and facilitators often feel pressured by the unpredictability and non-linear route of implementing cultural changes, particularly when these propose to alter fundamental beliefs and attitudes (Kezar, 2018; Zsebik, 2008). On the other hand, change can be intuitive and sometimes occurs

naturally (Kezar, 2018). This poses the interesting challenge; how do I influence changes so that they are absorbed naturally into an existing program's culture to subtly change it over time? Using a shared leadership model should ease this transition. Participants will be involved in determining how to change and this should increase their willingness to accept and react positively to the shifting values and expectations for their behaviours.

The goal to modify the values, beliefs, and behaviours of D&C stakeholders demonstrates a need for second-order change. Unlike first order, second order change redefines activities, is more innovative, and requires fundamental shifts away from current practices to transform firmly rooted characteristics (Agelii et al., 2019; Friedman & Berkovich, 2020). This level of change is required to incorporate new strategies and approaches to developing materials and delivering course content. Hubers (2020) refers to second-order changes as radical, but from my perspective, they are not experimental or controversial in what they propose to achieve. Instead, the changes are aimed at continuing the progress many stakeholders indicate they are receptive to making. These changes will not overturn the entire organizational system at D&C; are intended to modify how and what some systems perform. I anticipate that these changes will require faculty and staff to adapt existing skills but will mostly rely on their existing training to perform better and produce desired results. In addition to second-order changes, I anticipate there will be some first-order changes that require small tangible adjustments in how the program performs regular activities (Agelii et al., 2019).

Both first and second-order changes can be harmonized in pursuit of the overarching goal. An example of a first-order change at D&C could be the inclusion of EDI language on its website and in materials posted and shared with stakeholders to reinforce present expectations. Second-order changes would require a more intense and involved process of aligning faculty teaching and interactions in the classroom to reflect the program's commitment to the values stated online and in communications materials. Zsebik (2008) highlighted a critical point, attributed to Waters and Grubb (2004), which is that

sometimes the distinction between first and second-order change are difficult to distinguish and are identified based on the affected individual's perspective. From my perspective, an extension of current practice is a first-order change, and changes that challenge existing values or assumptions about the program's approach to EDI are of the second order.

The Change Framework

Often repeated is that Modern University has signaled a change to its formal systems. These can include the processes developed to manage human resources, financial and data collection systems, and student engagement tools, to list a few. It can also include demonstrations of the university's shared values and its cultural artifacts. However, while Modern University can methodically review each of its systems and develop ways to adapt them to feature more inclusive and considerate practices, not as easily or methodically changed are the informal processes that influence culture at different levels of the institution (Cawsey et al., 2016).

The friendly, informal ways that activities are performed in an organization are a challenge to modify because they are often undocumented, ritualized, difficult to define, and therefore hard to extract (Schein & Schein, 2016). Attempts to address EDI sometimes fail because of the "loosely interrelated practices, processes, actions and meanings that result in and maintain class, gender and racial inequalities within particular organizations" (Acker 2006; as cited in Scott, 2020, p. 176). People who influence culture at the institution and who are required to participate in the change process are significant to the implementation of second-order change (Kezar, 2018; Whelan-Berry & Somerville, 2010). Whelan-Berry and Somerville (2010) recognize the importance of people in the process when they noted that, while organizational change unfurls across multiple levels, change initiatives must inevitably occur at the individual level. To increase the likelihood of success, the individual's awareness of a problem must positively affect their behaviours, attitudes, and values, which will effectively influence a change in their interactions with the institution and other community members (Whelan-

Berry & Somerville, 2010). Whelan-Berry and Somerville also highlight the cascading effect of change, which, in the example of Modern University, began at the central institutional level before descending to the program level to D&C. They also note that for change to have maximum effect, it must be activated within the individual to ensure success. My role in the planned change is to facilitate and participate in a process to assess change readiness, promote the vision for the future state, and support the execution of a plan to embed first and second-order change at the program level. Ideologically, I believe that many of the individuals affected will participate in and embrace changes, particularly when required to follow simple processes related to first order changes. More challenging are second-order changes that require individuals to confront uncomfortable truths and make adjustments to their behaviours and existing work practices. This observation gains significance when we recall that the university's faculty have tremendous autonomy over their work and institutional contributions. Therefore, I think it is critical to apply a change model that incorporates, as part of the process, how institutional-member behaviours, attitudes, and values influence their reaction to change; this mitigates the risk of resistance and empowers them during the process.

ADKAR and Appreciative Inquiry

These primary considerations have influenced the decision to adopt, in combination, both the Awareness, Desire, Knowledge, Ability and Reinforcement (ADKAR) and Appreciative Inquiry (AI) change models to frame the transformation process at D&C. While not as prescriptive as Kotter's (2012) eight steps, which I considered for the specificity with which the author outlines successful change, the ADKAR model prescribes strategies for identifying obstacles and deescalating situations that have the potential to immobilize institutional actors and prevent their participation in change activities (Hiatt, 2012). ADKAR easily integrates principles of inclusivity. The model suggests support for institutional culture and individual introspection into: a) the problem and b) the recommended change vision, by encouraging dialogue.

Similarly, leaders use AI to encourage discursive practices where stakeholders participate in identifying the future best state of their organization (Cooperrider & Srivastva, 1987). The model “leverages individual and collective strengths” to design an action plan that can transform the institution from its present state, into that which is envisioned by the group (He & Oxendine, 2019, p. 221). AI empowers participants by including many voices in the discovery process to generate ideas for the future state of the organization, which I believe will lead to a greater acceptance of the outcome. Using both models can engage participants in addressing problems and developing solutions. In addition, the analysis of the steps involved in ADKAR helps to identify the challenges to implementing actions developed by the community engaged to solve them.

Appreciative Inquiry

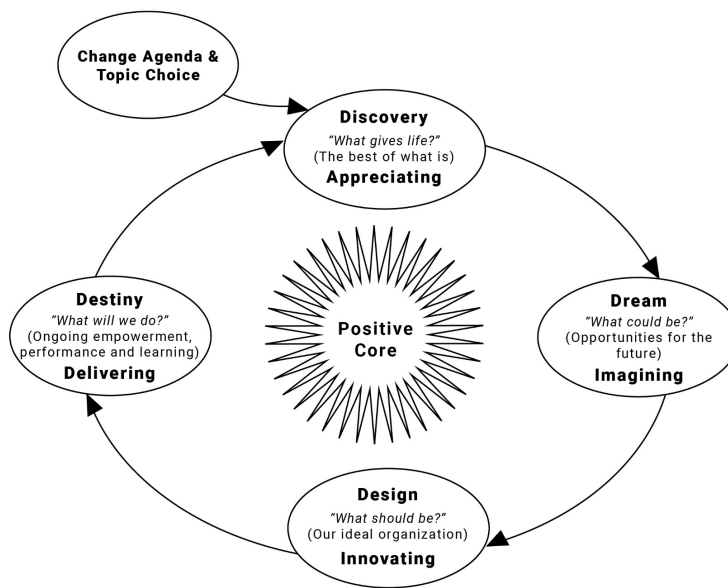
AI is an action-focused, generative change model (Cooperrider & Srivastva, 1987; He & Oxendine, 2019; Reed, 2007) that resides in the belief that human relations and change are most successful when supported by a process of inquiry grounded in confirmation and appreciation (Whitney & Trosten-Bloom, 2010). Researchers have utilized it successfully in a higher education setting and reported that its use promoted dialogue and inquiry, encouraged collaboration and team building, and empowered individuals towards a collective vision (Collington & Fook, 2016). It centres around the flexible application of four Ds, referred to as the 4D cycle: Discover, Dream, Design and Destiny (Collington & Fook, 2016; He & Oxendine, 2019). Figure 2 depicts the 4D cycle of AI while Table 1 provides definitions of the four Ds.

Due to its collaborative approach, AI is expected to have a more lasting effect on an organization’s culture. A justification for its use in this change initiative is its centering around a humanist approach, which aligns well with the critical theory and my overarching perspective (Whitney & Trosten-Bloom, 2010). Like critical theory, the process of AI appears to validate and gives credence to an individual’s experiences and perceptions of their situations and interactions. Using it can complement

a shared leadership approach as it promotes inclusive participation by the affected community to envision change.

Figure 2

Appreciative Inquiry 4-D Model



Note. The 4-D model depicts the foundation on which change is built (Whitney & Trosten-Bloom, 2010).

The ADKAR Model

ADKAR identifies five stages that require assessment prior to embarking on a change process: awareness, desire, knowledge, ability, and reinforcement. While presented as a self-reflexive process, I believe change agents can apply it to elicit and evaluate responses to proposed changes. ADKAR as presented by Hiatt (2012) helps elicit information through a series of probes. First, do the participants understand the need for change? Second, do they understand what they will gain from the change? Third, do they understand how to change? Fourth, do they have the skills and capacity to implement solutions? Fifth, and finally, do they have the skills and abilities to participate in activities that are

required for the change process? Having answers to these questions will position me, as a change facilitator, to assist in developing solutions that reduce the barriers identified through the responses. In addition to recognizing critical barriers to change, the ADKAR model outlines concrete elements and tactics to resolve these constraints, thereby increasing the likelihood of a smooth transition to the future state (Hiatt, 2012). The ADKAR change process, therefore, is not a linear or step-by-step approach. Instead, it is like a loop wherein participants engage in discourse to gauge readiness; following an assessment of the information, they apply strategic solutions to the change approach.

Table 1

Four D Components

| Phase | Description |
|-----------|--|
| Discovery | Includes purposeful, positive conversations amongst stakeholders and community members about the organization's current state. |
| Dream | The exploration of what could be which allows individuals to envision future prospects for their work and relationships within the organization. |
| Design | Involves generating ideas that describe the organization in its ideal state. |
| Destiny | The action phase where personal plans are made around how to make change and individual commitments to realize these ideas. |

Note. The 4D cycle descriptions (Whitney & Trosten-Bloom, 2010).

Kotter (2012) calculated that at minimum 75% of a company's management must be convinced that a change is necessary for its successful implementation and long-term adoption. I cite this comment in relation to D&C because the key stakeholders involved in allowing a change to take hold are leaders in

their own right. Instructors have agency to determine how they work given the institutions adherence to a collegial governance framework. Tenured/full-time instructors in particular and instructors, in general, play a critical role in leading the program's evolution and this agency makes them the gatekeepers of change. ADKAR is an appropriate model for this type of organization because it allows time for reflection and consultation. Individuals can assess their relation to each stage in the model, and the change team will be able to align the appropriate strategies to resolve the issues identified as organizational barriers. ADKAR as a suggested change model is aligned with the shared leadership approach, which requires consultation with and inclusion of multiple voices within the organization.

Using both AI and ADKAR combine opposing methods. The former is described as a positivist approach that inspires individuals to focus and mobilize on a sustainable path towards organizational improvement (Alston-Mills, 2011). In contrast, ADKAR users assume there is a problem to be addressed and apply the model to identify, assess, and evaluate deficiencies (Collington & Fook, 2016). Researchers imply that deficiency models are too narrowly scoped and that focusing users on the problem potentially fail to survey the entire landscape of opportunities and inherent advantages (Collington & Fook, 2016; Cooperrider, Whitney & Stavros, 2008). To the degree that this may be true, balancing the ADKAR model with a positivist approach minimizes the risk of overlooking aspects critical to improving the environment at my program. In addition, using AI provides the advantage of being able to mobilize stakeholders to generate solutions, a process that increases the probability that the resulting change vision will be interpreted as a group achievement rather than a top-down decree. In this regard, mobilizing the strengths of both approaches leads to a more conclusive outcome and increases the likelihood of a successful change initiative. I anticipate using AI within ADKAR, deploying the former as an early step in the change framework and then applying ADKAR to assess the barriers that might prevent implementation of activities.

Change Readiness

While change is on the horizon at D&C, significant work must be undertaken to evaluate the program's readiness to embrace and successfully implement the required modifications. Readiness is an evaluative process that assesses an individual's attitudes and beliefs about a proposed change (Armenakis et. al., 1993; Rafferty et al., 2012); to effectively evaluate readiness, the change facilitator must measure the affected party's perception of the change and their estimation of what is in it for them (Napier et al., 2017).

Change readiness is also an evaluative process of an organization's capacity to achieve stated goals. Whether institutional leaders have or are willing to engage the resources required to make prescribed changes affects how employees perceive changes and how they engage in the process. In my review of change readiness, I have encountered the work of several authors including Rafferty et al., (2012) and Whelan-Berry and Somerville (2010) who theorize that activities to prepare an organization for change must occur on three levels: individual, collective, and organizational. Like them, I agree that in order for change to permeate an organization, and to effectively modify existing functions, one must conduct a multilevel readiness assessment.

A tool that I used to assess the D&C state is the change readiness assessment questionnaire adapted from Stewart "Rate Your Readiness to Change" scale as found in Cawsey et al. (2016). D&C's results are shared in Appendix A. Results range from -10 to 35. The higher the score, the more ready an organization is for change. D&C scored 18, based on my assessment of its current state and responses to the questions. This score indicates a modest readiness to engage with the pending change process. My assessment also indicates that change leaders must do more to encourage and influence positive attitudes towards change. I consider this because there is some skepticism amongst program actors about the difficulty in changing and the level of support that is available, which may mute their

enthusiasm for the former. Another consideration is this: while HEI leaders are committed, the sense of urgency is waning as other critical initiatives are prioritized; mainly finance and budget reductions.

Change theorists see communication as the primary mechanism for creating readiness and propose that at the start of a change process, facilitators and champions identify the discrepancies that exist between the current state and the vision for the future (Armenakis et al., 1993; Kotter, 2012). Considering the past two years and the various messages communicated by leaders at Modern University regarding a commitment to and the need for change, one would assume that constituents at the program level, in D&C, are primed to participate and accommodate related exercises. However, from my perspective as program manager and through engaging with the program's academic leads, more work is required to ensure participants examine the problem and understand its relevance to their small campus subculture. It will be a challenge to conduct this work because there remains a lack of awareness of how the program needs to change and given this there will likely be a struggle to accept the prescribed solutions for the problems uncovered. As such, the awareness element of my change plan is very important.

The statement by Cawsey et al. (2016) that "change initiators may understand the need for change, but other key stakeholders may not be prepared to recognize that need or believe it is strong enough to warrant action" (p. 103) resonates with me as it accurately reflects the situation at D&C. The individuals within the unit, in particular full-time/tenured and part-time instructors, must believe that the future state defined is necessary and achievable. They also need to understand the benefits and costs to themselves of deviating from the status quo (Price & Regehr, 2022; Tagg, 2012), which takes us back to "*what's in it for me*" (Hiatt, 2012; Napier, et al., 2017). Herein lies a significant challenge when proposing to embark on a change. Those on whom the change is most dependent are not the main beneficiaries of the outcome. A change initiative would require additional work by program instructors to review processes, create new content, and cultivate different ways of doing. Given this challenge, it is

critical that the messages developed by change agents to communicate the need for change, also focus on the instructor's obligation to cultivate a learning environment that is accessible and advances student development regardless of gender, creed, race, and cultural background.

At the individual level, instructors may struggle with, "what's in it for me" (Hiatt, 2012; Napier et al., 2017); however, as a collective, I believe they can be inspired to collaborate and produce the desired outcomes. In his article about why faculty resist change, Tagg (2012) recommended modifying the prospect of change by creating future endowments. His recommendations include linking rewards to collaborative work instead of individuals so that future benefits are the result of shared efforts. Tagg (2012) also advocates creating structures in which faculty can design the change to increase their sense of ownership and likelihood of adoption. These recommendations harmonize with a shared leadership model as well as the ADKAR and AI frameworks identified for the D&C change process.

This leads me to address another key mechanism to promote change readiness and thereby reduce participatory resistance. Researchers have advocated for wide inclusion in the change process, which allows organizations to inform and to be informed by a change initiative (Armenakis et al., 1993; Cawsey et al. 2016; Kotter & Schlesinger, 2008). The intended result of open discussion is transparency about the process and intentions, while enabling individuals to share concerns and suggestions for implementing solutions. This action works to target cognitive perceptions as well as to reduce emotional anxiety about the impact, additional work required, and limitations and changes to their scope and agency of work. It is proactive and aligned with the AI and ADKAR change frameworks, which are used to advance processes to discover, design, envision, and assess the barriers to change. A change readiness process that communicates openly and early the need for change, the desired path forward, and plans for inclusivity is more likely to reduce resistance (Armenakis et al., 1993). The combination of persuasive communication and active participation, aligned with an open inquiry as advanced by AI users, and a

focus on identifying and reducing barriers can mobilize participants towards realizing stated goals and reducing resistance.

Solutions to Address the Problem

This section discusses solutions for addressing the problem of how to include more equitable, diverse, and inclusive practices in the delivery of the program curriculum and courses offered by D&C. Although I attribute my problem of practice to issues of bias and discrimination, it is important to supplement this perspective with the criteria often used by the program when electing to adopt changes or make decisions. Given this, I will assess each option's likelihood of successful implementation against the following criteria: time, efficacy, and feasibility.

What Needs to Change

First, a note about the future state. D&C needs a stronger, more assertive approach to incorporating EDI practices into the curriculum and would benefit from reviewing instructor teaching through an equity lens. There are concerns about the program course content: how instructors deliver information to students, including materials and exercises used to convey information; who is hired to teach and the reflective process for conducting searches; and what processes have been established to develop and review course content to ensure inclusivity and diversity. Currently, the program lacks strong protocols for exercising such due diligence. Courses are often developed and modified with little oversight, and it is unclear what insights or considerations are applied when managing bias or discrimination, or what elements are established for reviewing such. In short, other than common language included on course syllabi about the institution's commitment to equity and diversity, there are little to no standardized practices developed that ensure the program reflects its proclaimed values. It is critical to develop these processes so that we can remove the biases identified by students and other community members. Linked to this is the process to install evaluative methods for the use of

such toolkits. Modern University's Centre for Excellence in Learning and Teaching has such resources, which I refer to later in the chapter.

Option 1 – Engage a Consultant

Engaging consultants is an option that releases leadership from the responsibility to assess, recommend and implement changes. With this option, the chair retains responsibility for championing the change and advancing a vision for the organization's future state, while also relinquishing the role of change implementer. The characteristics of a successful change leader as described by Cawsey et al. (2016) includes a combination of executive and emotional skills to understand organizational systems, influence and negotiate the institutional terrain, motivate and empower institutional agents, and tolerate ambiguity and risk amongst other characteristics. Leadership candidates do not always have these fundamental characteristics and sometimes faculty deans select program chairs from a sparse list of peers.

While the program leader is supportive of the community and believes the problems should be addressed, they lack the additional time and energy required to undertake a change initiative. D&C's chair has elected to assume the role of change champion and delegated much of the initiation work to the EDI Committee. While the committee can identify the need for change and support the chair to promote these modifications, they lack the institutional credibility to implement recommendations that can be impactful. A consultant would assume responsibility for identifying and outlining the most effective path for attaining established goals. This includes work to engage the community, faculty, staff, and students in a consultative process to identify and evaluate issues and outline a path to change. They also have the benefit of specific expertise with potentially years of practice resolving issues through an EDI lens; an attribute that is lacking in D&C. Consultants also have legitimacy supported by extensive experience, and engaging their services can promote a sense of urgency towards addressing organizational issues.

There are sometimes local experts on HEI campuses who specialize in EDI and offer consulting services or work on independent contracts. The challenge with engaging internally is that there is an inherent risk with timing if internal experts have ongoing projects and research around which they need to schedule or that conflict with timelines established by program leads. In contrast to this, an external consultant is less likely to experience the constraints that distract the program's members, whether these are time or simply an inability to think critically and independently about the problems presented. Finally, external agents, particularly those focused on EDI, have insight to acknowledge the challenges faced by certain groups within the community and have the requisite knowledge and practical skills to guide an organization towards evaluating the need for change.

Option 2 - Training

Throughout this OIP, I have addressed the ineffectiveness of institutional policies and their stated values about EDI to affect a change to systemic biases. Research into the Canadian academy has shown that there is often resistance to practising established policies and interference from gatekeepers — institutional power holders — who intervene to prevent effective implementation (Henry et al., 2017). These blocking techniques often present as inertia or resistance to support initiatives so that when implemented the reality deviates from the intended outcomes. One way to combat this is to introduce diversity training. Diversity training as defined by Pendry et al (2007; as cited in Bezrukova et al. 2016) is “a distinct set of instructional programs aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of participants to interact with diverse others” (p. 1228). Experiencing this type of training through engagement at workshops, courses, and seminars can lead to modifications in individual beliefs and eventually shifts in institutional culture and practices. This exercise in due diligence can be applied at D&C to inform minds and influence a change in program member's attitudes towards issues around EDI.

In addition to awareness building, training would have the added benefit of arming faculty with the tools to credibly assess courses for evidence of bias and the like.

I see the irony in arguing for the efficacy of education and training to shape understanding and supplement one's experience of how behaviours and long held patterns may communicate bias to others when discussing employees of educational institutions. Evidence as to whether this type of training is effective remains mixed. Robb and Doverspike (2001, as cited in Bezrukova, et al., 2016) argue that diversity training has backfired and sometimes creates new problems for organizations. Other scholars argue that diversity training may reduce prejudices amongst students and staff. Such scholars include Henry et al. (2017) who make the distinction that educational training on bias, diversity, and or equity are most successful when applied to students and administrators but meet significant resistance and are often less effective when applied to program faculty.

While its success remains unclear, training may be a necessity undertaken as part of an institution's due diligence in combatting problems with inequity and discrimination. There are various guidelines for its successful implementation, and it may be part of a group of tactics for incentivizing instructors to modify curriculum and their approach to teaching.

Option 3 – Empower the Curriculum Committee

Currently, a full understanding of the concepts of EDI remain on the fringes of D&C. While advocates include some instructors, students, and staff, the practice of integrating EDI remains a low priority for most instructors, particularly tenured/full-time instructors. Instructors are not antagonistic towards the concepts; however, only some pursue it as part of their practice and consider it in their instruction. This remains problematic as community members have indicated that ignoring EDI is part of the problem and, even worse, overlooks the bias embedded in the curriculum that may be invisible to dominant groups. While the program has a committee that discusses curriculum, it plays a minor role in evaluating content and restricts its activities to approving changes to course titles and prerequisites.

This committee would be more effective if it had a lead faculty member who was allocated time, as part of their workload, to expand the group's activities and redefine its scope to insert more rigour into the curriculum and to appropriately evaluate courses. At D&C, we refer to this time as a release, which means that a faculty member is free from their teaching obligations. With a teaching release, full-time/tenured instructors can assume additional administrative roles and manage important program tasks. As envisioned, this new role would be a partial release from some teaching responsibilities. An added benefit of assigning this role to a faculty member is the inbuilt credibility amongst their peers, who may be more inclined to support the individual as they advance initiatives. The position could also work in alignment with the EDI committee to roll out the process to engage the community on a shared vision for change.

The Preferred Option

To assess these options each was ranked using a Likert scale ranging from 1 to 5. To aid in the comparative process 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The option with the highest total is assessed as being a stronger solution with greater likelihood of success when the constraints of time, efficacy, and feasibility are considered.

Time as a Factor for Successful Change

To evaluate time, one should consider whether the options are implementable within a reasonable timeframe. The first option, to engage a consultant, is also dependent on budget. Funds being available, D&C leaders can engage external support immediately to begin the process of assessing, evaluating, and or assisting with a change. If funds are not in its current budget, the program may choose to delay the start until a future fiscal cycle where it can include fees in its request. The chair also has the option to request additional funds mid-cycle if they determine that there is a critical need for an immediate start. Nevertheless, given the nature of the problem described by the community, it can be

argued that funding is critical to stimulate a positive environment for all who teach, study, and work within the program.

Option 2, training, has an indeterminate timeline that varies based on the individual and source of the information delivered. Similar to hiring a consultant, this option requires a budget to pay external groups to provide content and develop and deliver materials. Like Option 1, funds must be requested in the budget to do this. Training can also occur using established resources provided by the institution, which makes it one of the quickest options to implement. Through its Centre for Excellence in Learning and Teaching, Modern University offers multiple sessions on diversity, bias, and discrimination to which many instructors subscribe and participate. The centre offers guides for developing environments and producing services that are more accessible; and offers a virtual series of workshops on centering equity and inclusion through course content, teaching strategies, and assessments. Instructors can access live-action simulation to explore themes like racism and bias and resources such as an *Indigenous Knowledge Encyclopedia*. Additionally, D&C's leadership has the option to engage with human resources to facilitate equity and discrimination workshops for staff and faculty. The timeline for these requests is short because many are accessed online at the individual's discretion. The instructor has discretion to pursue these resources at leadership's urging. Additional sessions, if provided by human resources, could be developed within a two- to four-month timeframe.

Option 3, empowering the Curriculum Committee to assume more active involvement in curriculum monitoring, is dependent on resources to provide an academic release for that committee's chair. Course releases are negotiated in advance with the dean of the faculty so that the cost of replacing an instructor's hours is included in the program budget. As this is likely to be an ongoing process, emerging slowly as a portion of an individual's part-time work, it may be several months before results can be shared with the community. However, the chair also has the option to divert this work to the associate chair, which means even less time is required to initiate this solution.

The Efficacy of Solutions

The efficacy of the three options is important and needs to result in a practical solution. Option 1, hiring consultants, has a high likelihood of success because engaging this resource is usually taken seriously by the program. In addition, engaging an expert is exactly that — engaging a professional with the skills to clarify how best to assess an institution, evaluate its problems, and outline a path to implementing a solution. A cause for concern is the possibility that, following the consultant's departure, the sense of urgency dissipates. There is a risk that if an external agent drives the solution, D&C members will not feel ownership of the outcome. This can occur if the consultant's recommendations are ill suited to the program or did not involve sufficient consultation.

Option 2, to provide training, is complicated by the questions of whether it is mandatory or optional. If the latter, and individuals choose not to attend training, it will be ineffective. Attending training also does not guarantee that attendees will absorb the content or apply information as intended. As Henry et al. (2017) argued, training often meets resistance from faculty and can generate friction if attendees feel forced to participate or find the sessions too uncomfortable or not properly managed (Bezrukova et al., 2016). Confronting EDI issues is often uncomfortable for participants so the risk of resistance to training is high.

Option 3, empowering the Curriculum Committee, has a strong probability of success because responsibility remains within the program, allowing for active participation in all areas of change. Providing release for a faculty member to steer the process ensures that the individual loaded with this responsibility is a key member of the organization and understands its culture and embedded practices. Unlike a consultant, the individual responsible for leading the work remains within the program and can guide the change. This process would remain ongoing for several years for as many cycles as necessary to initiate and implement modifications. This option also aligns with the shared leadership model, which is useful for supporting multiple leaders who are working in concert to address a shared problem.

Selecting Option 3 would reinforce the current dynamic at D&C where members expect an inclusive, consultative approach to solving all issues. Leadership by one of their own would extend the change process to allow time for more involvement and a sense of ownership over results. Through a transformative lens, selecting this option fulfills my responsibility to initiate solutions to a problem that affects the school community.

Feasibility Assessment

To assess the feasibility of the options presented, it is important to evaluate whether D&C can mobilize a strategy to implement them. The option to engage a consultant remains feasible because it requires fewer human resources to execute; however, funding this option may be intensive as it can consume significant financial resources. While it is possible to budget for this expense, it requires the use of persuasive tactics, especially as the institution is experiencing financial stagnation marked by budget cuts.

Training, option 2, is feasible, especially if the resources to do so exist within other programs. While there may be some financial charges to the program, this option may be less expensive than engaging an external consultant. In addition, the process for implementing this option has begun as faculty have had opportunities to engage with the training resources available. This consideration, however, leads to the following question: if faculty have already engaged in training offered by the institution, how long does it last and is it effective? Finally, option 3, empowering the Curriculum Committee and creating a leadership role that has focused time to expand that committee's work, may be within the chair's scope of authority. An associate chair's role already exists within the program and this individual can be mobilized to do this work without additional resources from the faculty.

Preferred Solution

My preferred solution, which will be explored in detail in the following chapter is option 3, assigning a course release to the Curriculum Committee Chair (CCC) and giving the committee

responsibility for broadening its scope towards curriculum change. Table 2 indicates the ranking for each option and the final scores.

An important consideration is the ethical concern about change. The change proposed requires tremendous effort that will be borne by a specific population. Instructors are required to make significant contributions to the change process. Their workload will intensify and to some it may appear that others will accrue the benefits of these efforts. While throughout this OIP I focus on many of the technical components of change, I also acknowledge the ethical and human considerations that are part of a change process. Change introduces uncertainty and sometimes individuals feel pressured to participate. They may also feel that their status and positions are at risk or that their positionality is being targeted (Kotter, 2012). Ethical considerations for implementing a change should involve elements like fairness, transparency and inclusivity (Gopichandran et al., 2013) which align with the tenets of TLT and that when applied can reduce the anxiety that accompanies significant modifications. An inclusive change model and social justice leadership approach can help incentivize participants and inspires them to feel ownership of the decisions their community makes (Kotter, 2012).

Table 2

Options for Solutions to the Problem of Practice

| Solutions | Time | Efficacy | Feasibility | Score |
|------------------|-------------|-----------------|--------------------|--------------|
| Option 1 | 3 | 3 | 4 | 10 |
| Option 2 | 4 | 3 | 4 | 11 |
| Option 3 | 3 | 4 | 5 | 12 |

Note. Option for addressing the problem of practice at D&C, Modern University.

Chapter 2: Conclusion

The problems at D&C are tricky to solve and modify, as they are pervasive and involve program artifacts that are revered, within the purview of a small circle. As established, there are few protocols to monitor the courses developed and offered by the program's instructors and each of these individuals are empowered to develop content based on their own personal knowledge and experience. My problem of practice is a social justice issue and requires a critical lens to view and understand the impact and effect that bias and discrimination have on the communities that experience them. In Chapter 1, I expanded on the difficulties in fixing the biases that become embedded in institutional structures. In Chapter 2, I introduced the selected leadership approach for advancing established goals. I have decided to adopt a transformative and shared leadership approach to apply a change framework that is an amalgamation of both the ADKAR and Appreciative Inquiry models. My preferred solution will delve deeper into the process to empower a committee to evaluate courses and develop guidelines for including EDI and evaluative methods into the program curriculum. In Chapter 3, I discuss the communication, implementation, and evaluative strategies identified and adopted for this problem of practice.

Chapter 3: Implementation, Communication, and Evaluation

My problem of practice confronts the challenge of incorporating practices that are reflective of EDI principles into the pedagogy and courses taught by D&C's instructors to better align with the university's values, goals, and mandates. In this chapter, I outline the process to implement the selected solution: empowering the Curriculum Committee to review the curriculum and coordinate a process to evaluate courses and introduce solutions. A description of the strategies and tools that will be used to communicate the change is provided. This chapter also identifies the approach for monitoring and evaluating the change implementation and practices adopted by D&C.

Implementing Change in D&C: A Stepped Approach

In my role as program manager and as a change initiator, I have collaborated with the program's chair to develop a shared vision for the future. The chair agrees that there is a need to align local practices with the parent institution's goals and supports the plan to provide an inclusive environment for learning and teaching that is more responsive to the multiple groups that compose the program's community. There are three major milestones linked to specific timelines. The first milestone is to compose the Curriculum Committee, the change agents who will implement an introspective process leading to change at D&C. This work will take approximately one month from the start date in September 2023. The second milestone is the creation of the program's social justice framework, which will depict how and what needs to change in addition to targets and milestones, and the mechanisms for achieving these objectives (Raven, 2016). This will result from the collection and analysis of data from both internal and external sources. It will also include consultation with teaching faculty, students, and staff. The work associated with achieving this milestone will take approximately four to six months. The third milestone is the implementation of the recommendations from the Curriculum Committee. The changes will be made by the instructors in consultation with the committee. I envision this will take significant time starting in summer of 2024 and for a duration of one to two years. The social justice

framework will be shared with instructors in the summer of 2024 and will provide a blueprint for the changes that need to be made and the process for making them. The Curriculum Committee will use a checklist to determine whether tasks or activities have been completed that are required for the modifications to courses. Because the process to make changes is consultative, I envision that the committee will be able to provide feedback to instructors and advise on components that can be improved.

The Curriculum Committee

At the start of each academic year, instructors are invited to volunteer to join the program's Curriculum Committee. As this practice aligns with past precedence and leadership's preference for inclusivity and open collaboration, it will be employed again at the first School Council meeting in fall of 2023. The School Council is the top decision-making body within the program and to which all formal communities report. At that time, the program chair will invite attendees to volunteer for the committee and, as in previous years, the group will comprise both full and part-time faculty. Student representatives who serve on the School Council may also volunteer for the Curriculum Committee. For the change plan, the Curriculum Committee's primary goal is to ensure that the program's instructors practice EDI to its fullest potential and that best practices are implemented by instructors across all courses within the program. Best practice in this context refers to "gateway behaviours," which Chugh and Brief (2008) define as opportunities that lead to greater diversity in the information delivered by institutional actors. When expressed, these actions result in less bias and can lead to more culturally innovative practices. An example is the inclusion of course content that is meaningful and incorporates the experiences of racialized audiences.

At the committee's first meeting the CCC will share in detail the planned focus area for the upcoming year. In the past, between five to eight individuals volunteered for the committee and I have

no indications this will change in future years. However, if there are less than five volunteers, the program chair can assign full-time instructors to the committee as part of their service requirements.

A foreseen challenge is that there is potentially a new curriculum committee every academic year. Terms expire at the end of each academic year, which could create continuity challenges as the change plan evolves over several years. This interruption can be detrimental to the change process, which requires continuity to sustain outcomes (Bhat, 2010). As such, a rotating roster of committee members could lead to poor change management resulting in missed milestones, redoing exercises, and abandonment of the process (Hiatt, 2012; Procsi, n.d.). New members who volunteer at the start of the next academic year also need to be oriented to the committee's work. This could cause delays in the change process and be unnecessarily disruptive. A solution is to extend the term of the Curriculum Committee for the length of the change process, which is estimated to take between two and three years. At the start of the committee's tenure the CCC will outline the expectations that members are needed to continue beyond the regular one-year term to maintain continuity. There are no rules to prevent this and members can renew their terms. A specific process for orienting new members will be developed by the committee and will take effect at the start of the next academic year.

The Curriculum Committee Chair

The CCC leads the planning, review, and monitoring of the D&C's educational program. In addition, and as Menon et al. (2022) wrote, this individual must also assume the challenge of responding to the conflicting beliefs of instructors, including their potential resistance and complaints about workload. In the winter semester of 2023, the program chair and I identified a CCC and submitted a teaching schedule that allows this individual time to lead the Curriculum Committee. The faculty dean approved the release and the financial implications have been anticipated and adjusted for. The individual is a visible minority and is experienced with this type of work, having recently led a faculty-wide committee focused on incorporating EDI in research. Given their positionality, the new CCC is

knowledgeable about the values and ethics of EDI and is aware of resources at Modern University that we can harness when training committee members to understand and include the values of EDI in this work.

Short, Medium, and Long-Term Goals

Once established, the Curriculum Committee must review the curriculum and evaluate whether the content and teaching methods align with Modern University's EDI values. This is a significant undertaking, as it requires that members cultivate an understanding of EDI best practices, adopt an appropriate lens for evaluating such, and develop standards to ensure the application of an equity lens and critical perspective in the future. It is difficult at this stage to determine the level of familiarity each committee member will have with assessing EDI or incorporating best practices into their work. Instead, training will be provided for the entire group as a unit to enable them to best perform the task of curriculum reviews. The CCC will share this information when outlining the committee's area of focus for the upcoming academic year. I will attend Curriculum Committee meetings to support and participate in working to effect the necessary changes in the organization. Working alongside the committee members in the capacity of administrative lead and as the EDI Committee chair will enable me to influence the direction of the change process. My contributions in this regard will include setting the agenda and developing the work plan with the CCC, introducing and guiding users through the proposed change models and ensuring they are appropriately aware of the concepts, finding training opportunities through the Centre for Excellence in Learning and Teaching and externally, and identifying the resources to execute on activities.

Milestones

Having achieved the first milestone of establishing the committee, the process of educating individuals about EDI must begin. Through the EDI orientation, committee members will begin to develop and generate a more sophisticated understanding of what it looks like when practised to its

fullest and what interventions or combination of effective practices will align the program's curriculum with best practices (Raven, 2016). Committee members will be advised of deadlines to complete training in advance and the CCC will follow up as necessary with the group and individuals about approaching deadlines. Following completion of their education and training the Curriculum Committee will begin to collect information from other areas within and external to the university, to inform their analysis of the ways in which EDI practices and activities have been successfully implemented and have improved program outcomes. The timeline for this education and data collection stage is four to six months and will begin in the fall of 2023. There will be many opportunities for the group to debrief and discuss findings during scheduled meetings.

The process to collect information also includes the inquiry stage in which faculty and student stakeholders envision the institution at its best and then begin the process to iterate those dreams. I anticipate that the work to implement recommendations stemming from the committee's review and information gathering will begin at the earliest, in fall of 2024. As this is a new activity for the program, timelines may not be exact and could shift depending on the reception from the instructors and the level to which they engage with the process. Figure 3 depicts the high-level activities and timeline associated with the implementation process.

The Change Implementation Plan

The change implementation plan aligns with the culture of participative decision-making that prevails at D&C and combines elements from both the ADKAR and Appreciative Inquiry (AI) change models. Champions of both models support principles of inclusivity through which users provide feedback and those affected by a change are invited to participate (Collington & Fook, 2016; Hiatt, 2012; Watkins & Mohr, 2001). Given the collegial structure at D&C, it is best to create opportunities for more engagement and dialogue. In particular, using a combined, somewhat modified, ADKAR and AI model will facilitate an inclusive review of courses and eventually the successful implementation of EDI

practices. Given this, I anticipate that using these models will reduce individual's inclination to resist change and elect to pursue the status quo.

Figure 3

Implementation Timeline

| Winter 2023 | Appoint Curriculum Committee Chair. Confirm reduced workload for the Curriculum Committee Chair, allowing release time for this individual to lead the committee's review and transformation of the program's courses. Lead: D&C chair and program manager | | | Pre-Planning |
|---------------------|---|---|--|---------------------------------|
| Academic Year | Fall | Winter | Summer | |
| Year 1 2023/2024 | Establish Curriculum Committee; Hold initial conversations at the committee level about the work to be done; Communicate need for change to stakeholders and train Curriculum Committee Lead: D&C chair | Research for best practices. Engage in inquiry process; Begin reviewing courses; Lead: Curriculum Committee members | Engage with external resources like the Center for Learning and Teaching. Lead: Instructors | Planning & Early Implementation |
| Year 2 2024/2025 | Identify and refine recommended changes; Present change actions to instructor stakeholders; Establish process for adapting courses and implementing other changes. Lead: Curriculum Committee | Continue change implementation and process to review courses adjusting timeline and practices as necessary. Lead: Curriculum Committee | Engage with external resources like the Center for Learning and Teaching. Lead: Instructors | Implementation |
| Year 3 2025/2026 | Implement solutions for ensuring more rigorous monitoring of course content. Lead: Curriculum Committee | Evaluate Lead: D&C chair, program manager and Curriculum Committee Chair | | |

Note. Tentative timeline for implementation of D&C's change plan.

Resistance to Change

Economic uncertainty, inconvenience, and threats to an individual's status and relationships are only a few of the motivations for resisting change (Christensen, 2014). Our reality at Modern University

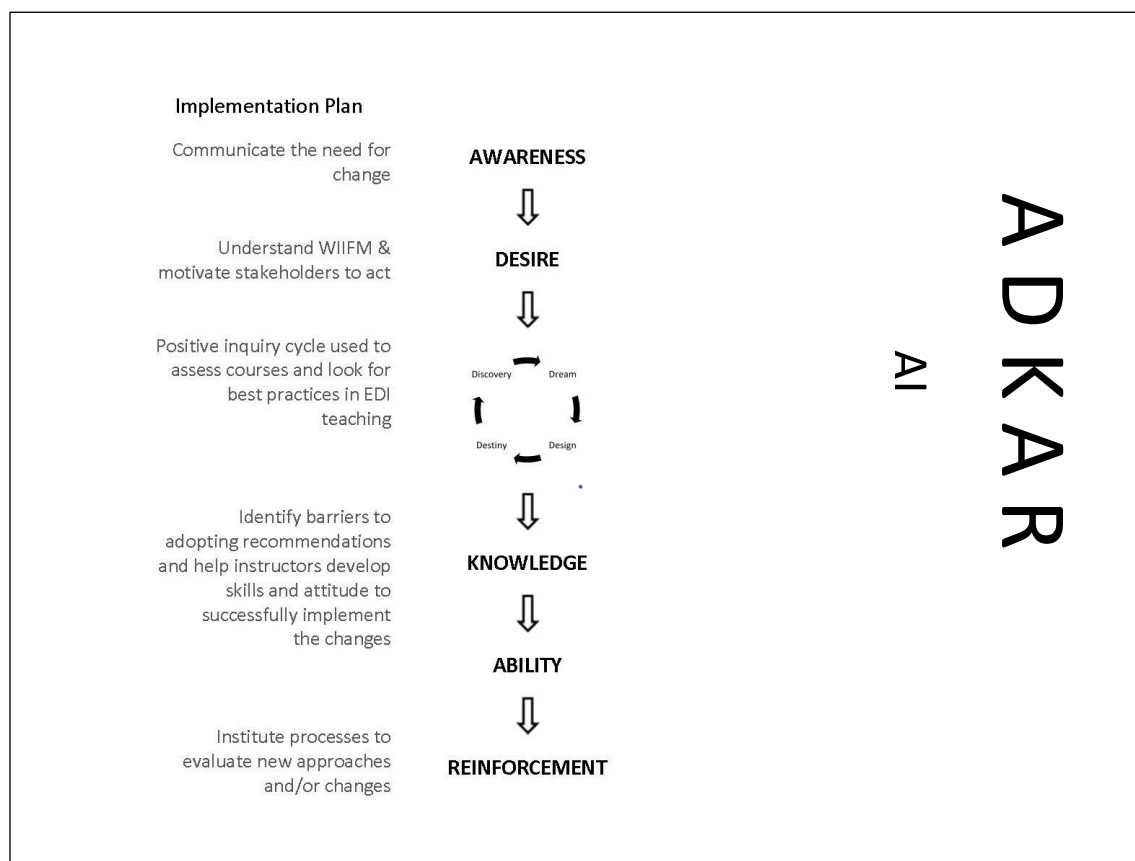
and D&C is that, like other HEIs, fiscal austerity has triggered budget reductions, hiring freezes, and cost cutting across the institution (Adams et al., 2014; Kezar & Holcombe, 2017; Torrisi-Steele, 2020). Given the uncertainty created by these recent austerity announcements, it is possible that some instructors may reject this new initiative and the shift to incorporate a more deliberate and intentional EDI focus. These individuals may interpret change efforts as a shield to obfuscate motives that are different from what was publicly stated. Others may challenge why the institution has elected to fund releases instead of other projects, and so on. Johansson and Heide (2008) understood that meaning is socially transformed during communication. Through their work, they have argued that sensemaking is an important feature of how individuals comprehend and interpret information about change. To relate to the information received some instructors and other program members may negatively conflate the Curriculum Committee's new focus with the current economic climate, which has reduced spending in other areas of the institution. Resistance is a significant concern given the autonomy bestowed on each individual by their tenured status and the level of control they exert over their output (Manning, 2018). Therefore, these sentiments, if expressed, must be countered with a cohesive and persuasive response from the CCC and program chair.

Figure 4 shows the combined ADKAR/AI model I propose for guiding the Curriculum Committee's work to review program courses, identify gaps in EDI, and recommend and implement actions to elevate program offerings. The first element in the ADKAR model is building awareness to ensure stakeholders understand the problem and appreciate the need to apply an effective solution (Hiatt, 2012). As a leader approaching this work through a transformative lens, I will use the opportunity to share data gathered by the EDI committee about the student experience, to argue for and create a sense of urgency. Change researchers promote the importance of focusing on "what is in it for me" (WIIFM) when building awareness and when attempting to motivate stakeholders to action (Hiatt, 2012; Napier et al., 2017). Therefore, D&C's Curriculum Committee must take the lead to identify a compelling

method to communicate with instructors and affected stakeholders as part of the process to build awareness and drive change within the program. I will outline the communications approach later in this chapter.

Figure 4

Implementation Model for D&C



Note. Combined ADKAR and Appreciative Inquiry (AI) model for D&C.

Awareness does not equate with a desire to change. Because it requires little effort, I believe D&C instructors will default to accepting the status quo and take no action. In the long-term, their inaction is a detriment to some aspects of the program; however, they currently lack motivation to meet the calls for action. The challenge therefore is how to address this apathy. Schultz-Knappe et al. (2019)

argue that a positive perception of a proposed change would garner support for its implementation and reduce resistance. With this in mind, and to address the complacency of instructors, I advocate that committee members use AI tenets to stimulate a positive view when deploying the “desire” elements of the ADKAR change implementation plan.

Engaging in an Inquiry Cycle

Cooperrider and Shivastva (1987) argued that use of AI techniques facilitate more positive sensemaking and that these methods can counteract resistance to facilitate a positive perspective of a change initiative. This is because, in applying AI, participants focus on organizational strengths while pursuing improvements. Van Vurrenand Crous, as cited in Collington & Fook, (2016), argues that AI is useful for stimulating shared ethics in an organization and in developing an ethical culture over time. Its efficacy in promoting collegiality in service of strengthening the courses offered by the program ties to the ethics of leadership and the responsibility of transformative leaders to create a safe, inclusive space for constituents (Shields, 2010; Shields, 2020).

To practice AI means focusing on the organization at its best (Whitney & Trosten-Bloom, 2010). AI is an affirmative model used to guide the identification and amplification of best practices within an organization. Critics, however, have argued that AI is an unrealistic approach to change because individuals do not directly address problems when using it and the model is not applicable when correcting structural issues (Collington & Fook, 2016; Hiatt, 2012). While I believe that AI is a useful tool for helping to build morale and encourage stakeholder participation to define a better organizational state, I also recognize that it is important to encourage institutional participants to establish more — and if none exist — appropriate EDI guidelines and practices. Discrimination and bias are uncomfortable subjects to confront, and many argue that reconciling with past truths is a requirement for building resolutions and implementing better practices. My decision to continue with an AI-focused model

acknowledges my preference for a tool that can reduce resistance and which can be adapted to the predominant style of decision-making at D&C.

In response to the criticism about AI, Whitney and Trosten-Bloom (2010) and MacCoy (2014) argue that the model is not used to deny or ignore problems but to promote using positive affirmations to turn conflict into cooperation and to shift from problems to possibilities. Given my positionality, this approach is difficult to accept. Firstly, on the surface, this option minimizes the importance of engaging in difficult conversations, which can often be cathartic and important for marginalized groups. Secondly, it appears to simplify complicated emotions and does not provide firm examples of how to approach problems when they arise. Despite my conclusions, I still believe that a positive inquiry model is an acceptable approach given the culture and atmosphere at D&C. A positive approach will allow individuals to lower their resistance and engage with the process. Am I trying to make the gatekeepers comfortable? Yes; I do this in service of the greater good because I acknowledge that though problematic, these individuals hold the power. Given their positionality, I do not think I will be successful if I engage them in a battle. For all the reasons expressed earlier, they are protected and their status as gatekeepers makes it unlikely that they will be shamed into allowing change. I believe, however, that they will engage in positive dialogue and that subtle shifts are possible.

Ensuring Wide Participation

This shift involves engaging in structured conversations with full and part-time instructors, students, and staff during scheduled meetings and focus group sessions. It includes soliciting feedback through emails and surveys, if necessary. Appendix B outlines the membership of each formal group that will be included in this consultative process. It includes all major and formal decision-making bodies at D&C: School Council, Curriculum Committee, and the EDI Committee. The committees and decision-making bodies identified in Appendix B are important channels for communicating information to staff, instructors, and students who are represented at these tables by their elected peers.

During the Discovery and Dream phases of the AI model, the Curriculum Committee will review the courses offered by the program. They will use the AI approach to review the positive aspects of developing courses and delivering content to students. Through this process, change implementers can identify what works well and what is worth keeping. As an extension of this, what is not worth keeping or needs improvement will become evident and should lead to discussions about implementing better practices. Under my leadership as its chair, the EDI Committee, which has representation from students in all years of the program, is engaged in surveying the student population to build a profile of their experience within the program. We will incorporate this information into the overall information gathering and review phase of the change process. We will use program and School Council meetings to share the data collected during the Discovery and Dream phases of the AI process. In my opinion, this wide consultation ensures that a diverse range of constituents feel included and have ample time and appropriate forums to share positive affirmations and give feedback in this ongoing process towards a better future state. The Discovery and Dream phases will reveal a clear picture of what works at D&C and identify best practices in EDI sourced from other programs/departments and from the Centre for Excellence in Learning and Teaching.

During the Design and Destiny stages of the AI 4-D cycle, the Curriculum Committee will draw from the information collected during the Discovery and Dream phases. In Design and Destiny, the committee outlines specific activities to reach the best expressed state of the organization. An expected outcome of this stage is agreement on specific actions and a plan to execute them. Having identified the activities and actions for the ideal state, the Curriculum Committee can proceed to its next task.

The next elements of the ADKAR model, Knowledge and Ability, require effective tools for removing the barriers that prevent the group from adopting recommended changes. The Curriculum Committee will present recommended changes, which include instructor training and developing new processes and procedures. These will ensure that instructors successfully accommodate and initiate

recommended changes. The CCC will engage individually with instructors who could benefit from and or request assistance with making changes.

I acknowledge that people do not learn at the same pace and I expect some will need more time and guidance than others. Some instructors may be able to make curriculum changes on their own; others will need more hands-on support from either the committee or the Centre for Excellence in Learning and Teaching. The Centre employs advisors who work with instructors and programs to modify their course and incorporate different practices. The program chair and I also have the option to assign multiple instructors to develop a course. Pairing instructors on a course allows interaction between one who lacks awareness of EDI or who is struggling to understand why it is necessary, with another instructor who prioritizes it. Growth in the former is an expected outcome as is the successful modification of the course through shared leadership.

Implementation Issues

Many factors can prevent successful change implementation. Based on my experience at D&C, the most common are lack of participation from the tenured instructors. As previously expressed, they are critical to this process as they are direct contributors to the output that needs modification. If they refuse to participate in the consultations or lack the knowledge and ability to implement solutions, the change process will fail. The work to ensure success occurs in the early stages when communicating the urgency for the change and making the program aware of current circumstances (Kotter, 2012); I believe that an inquiry model is the appropriate tool to promote collaboration and a positive approach to effect change (Collington & Fook, 2016; Whitney & Trosten-Bloom, 2010). I expect that the Curriculum Committee will be aware of stakeholder reaction through the many conversations afforded by this model, which will enable members to react and respond to stakeholders during the implementation process.

An additional factor in preventing successful implementation is the Curriculum Committee's ability to remove barriers. One example of this is the friction that results from the institutional bureaucracy, which slows progress or derails resolutions. With bureaucracy, we risk losing the sense of urgency that is critical for a change plan. There is also the possibility that full-time instructors will use formal processes to signal their resistance. This would include filing a grievance through their union. Fortunately, the program chair has discretion to review courses and such attempts to hinder the process will be resolved as they arise. D&C members are familiar with the edict that no one owns a course; therefore, a process to review courses does not necessarily infringe on the rights of any one instructor. The review process does, however, require their participation to adopt whichever new methods and best practices are identified through the change process.

The implementation plan for D&C combines two models with established methods for promoting consultations and open dialogue. While ADKAR was developed to address barriers, AI reinforces a positive review of the organization to arrive at a vision for its improved state. Both models have been adapted to minimize resistance and smooth the process towards implementing change. In the next section, I will outline the plan to communicate the need for change and the progress of the change implementation process.

Communication Planning

Poor communications management is a significant feature of failed change processes. How, when, and what to communicate should be a preoccupation for leaders and change initiators. While it does not guarantee a successful outcome, a well-planned communication strategy is essential to successful organizational change (Schulz-Knappe et al., 2019). The purpose of communicating is to ensure that everyone involved is aware of impending changes and how it will affect them. Barrett (2002), Beatty (2015) and Kotter (2001) remind us that leaders often devote extensive resources to designing and implementing the change they want to see, but fail because they do not extend the same

rigor to ensuring that stakeholders understand their motivations and embrace the modifications advocated. To communicate effectively with change receivers, I envision working with the Curriculum Committee to lay the foundation for change by building awareness and setting expectations. These actions will specifically answer the question of WIIFM, which Hiatt (2012) and Napier et al., (2017) tell us preoccupies most employees. The implementation team's actions are aimed at reducing anxiety and other psychological dissonance that, according to Hiatt and Creasey (2012), presents as "lower utilization, slower speed of adoption and poorer proficiency (p. 7). As new practices take effect and stakeholders learn to adapt, the communications strategy is effective at minimizing misinformation, providing progress updates, and alerting all parties about future effects (Klein, 1996).

Meaningful Communication

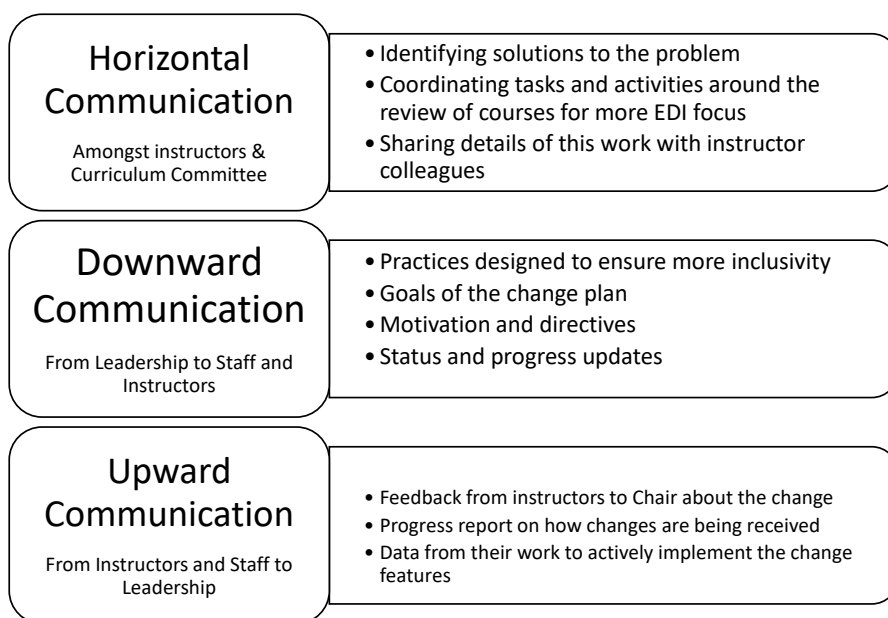
Even leaders who implement change with a social justice perspective in pursuit of social improvement encounter resistance. Communication scholars advocate that in a complex organizational structure, stakeholders must be included in the change process before it begins, and updated on progress throughout the transition (Barrett, 2002; Schulz-Knappe et al., 2019). Schein and Schein (2016) also advocate practising and observing the formal philosophy and group norms that define an organization's culture when making changes. This ensures open collaboration and reduces the anxiety that causes resistance. Organizational leaders sometimes restrict or limit information shared with community members to avert potential objections or to reduce the period within which opponents can raise a challenge and block decisions. Research supports a correlation between information and resistance; in their research on communication, Lewis et al. (2006) concluded that stakeholders who receive higher levels of information display less resistance to changes proposed by their leaders.

The flow of communication in D&C will feature horizontal, downward, and upward communication patterns. As described by Guffey et al. (2019), horizontal communication is among workers at the same level, upward communication is from employees to leaders, and downward is from

leaders to employees. Figure 5 shows the communication plan for D&C and the content of the communications that will flow between change agents and recipients. The responsibility of developing the communications materials lies with the Curriculum Committee; however, as program manager, I manage the available platforms used to distribute horizontal and downward messages. In addition, I will contribute to establishing communication channels that encourage and simplify the process of receiving information from constituent members. I explore this later in the chapter.

Figure 5

Communication Plan at D&C



Note. Adapted from “Business Communication: Process & Product,” by M. Guffey, D. Loewy and E. Griffin, Nelson Education, p. 21.

To build awareness of the need for change at D&C, I will focus on meaningful communication, which, according to Schulz-Knappe et al. (2019), accomplishes the task of both informing and educating

all levels of an organization's members and is used to motivate them to support the change strategy.

According to researchers, the three elements most likely to result in meaningful communication are:

- a. Use of effective communication mediums like face-to-face, repetitive messaging, and targeting communication to specific channels to engage stakeholders (Barrett, 2002; Beatty, 2015; Hiatt & Creasey, 2012);
- b. Support from high-impact leaders and senior managers to communicate the prescribed change (Barrett, 2002; Hiatt & Creasey, 2012; Schulz-Knappe et al., 2019); and
- c. Alignment of strategic objectives with specific communications methods and tactics (Beatty, 2015).

Communications Plan

Klein (1996) advocates that each communication method must appropriately align with the right tools and strategic objectives. The key message for all D&C constituents is the need to align local practices with central mandates. Modern University has signaled a commitment to interrogate historical practices and its leaders have prescribed a more inclusive agenda for future initiatives. In alignment with this objective, D&C will review one of its primary artifacts — its courses, including content and delivery. An evaluation of this key artifact will uncover structured inequalities, biases, and discriminatory practices where present.

In Step 1, communication methods will focus on building awareness amongst tenured and part-time instructors about what necessitates the change. Communication experts have examined the importance of involving high-impact individuals in delivering these messages in order to motivate, persuade, and reduce potential resistance (Kotter, 2001). The program and Curriculum Committee chairs are the primary individuals to deliver this information. A communication tool during this step is face-to-face discussions at meetings to prepare constituents for the unfolding change process, elicit their support, and manage their expectations. Using the AI approach to stimulate enquiry into the

problems identified is a form of open communication that is appropriate at this stage. Also in Step 1 of the communication roll-out, the Curriculum Committee engages in research to determine best practices for making courses more inclusive. At this stage, communication will focus on repeating key messages and updating constituents of the work in progress. This will prepare them for next steps, which include implementing the recommended changes. In Step 2, recommendations are shared with the individuals most impacted by them —instructors — and the focus will shift to upward communication where these constituents share feedback, struggles, and seek clarification and assistance to implement recommendations.

Throughout the change process and before committing to the changes prescribed, individuals will ask us to demonstrate “what is in it for them” (Hiatt, 2012; Napier et al., 2017). In responding, it is important to focus on the key messages: the need to align with the larger institution and the benefits for the entire program in doing so. The program chair must remind stakeholders that D&C is a niche program in an industry in decline and must pivot in order to remain relevant and attract new cohorts and partners. Refusing to change will not serve the community over an extended period and may contribute to its decline. The need to recruit international students is also a factor for the program as recruitment numbers in this category grow each year. The teaching practices and content delivered to future students must be adapted to shed problematic activities that, where they exist, and whether intentional or not, reward some groups while minimizing the contributions of others and alienating them.

As a transformative leader, I have a responsibility to remove barriers and reinforce an inclusive agenda. This focus on social justice and the wider social context informs my decision to frame the changes as a requirement for improving the experience for all. Appendix C is a high-level communication plan that identifies the audience, communicator, and key messages targeted at the various stages throughout the change process.

Knowledge Mobilization Plan

Lavis et al. (2003) identified five elements that I and other change implementers will consider when developing an organizational framework to transfer knowledge and mobilize constituents around the change. Using these elements identified in Appendix D as questions, I have identified the following:

- a. The recipients targeted for the key messages are instructors. Staff and students form a secondary band of constituents who will receive communication; however, they are not the main targets in the early stages of the change process. I anticipate that the work of D&C staff and students will be marginally affected by the changes although their overall experience within the institution will be affected by the benefits that accrue from a more inclusive environment. Instructors, however, must actively participate in the ongoing changes to ensure that they are long lasting.
- b. The key messages relayed should promote the benefits of aligning with MU's commitment to social justice and more inclusive teaching practices, and to celebrate the opportunity to create a more welcoming and inclusive space for community members. This change process will take several years as we the program's curriculum in its entirety. In the beginning, the Curriculum Committee will conduct the work to identify best practices in inclusive teaching and programming. This information will be applied when developing a framework for the program against which each course will be evaluated. This work may take several months as members do a wide assessment and evaluation, and it is therefore important that we remind instructors not directly involved in this phase of the change, that this work is in progress. Communications will include status updates on progress to date, delays, successes, and discoveries.
- c. The program chair and the CCC will be the primary individuals responsible for communicating the key messages. Curriculum Committee members, particularly other instructors, will support their efforts. As a high-impact, visible leader who is respected by members of the program

having been selected by them for a leadership role, the program chair is ideally positioned to successfully communicate with constituents. Additionally, as depicted in Figure 1 in Chapter 1, the chair is the direct supervisor for all part time instructors and is positioned to ensure these communications are delivered to and received by these direct reports.

- d. The elements of successful communication previously identified will ensure that key messages reach targeted recipients. D&C holds regular program meetings at which the key messages will be discussed, face-to-face, with instructors. These meetings are for formal presentations and open dialogue. Individuals impacted will be encouraged to ask questions, and share concerns and solutions. The program has a history of strong attendance at meetings so this venue is quite powerful in ensuring that the information distributed connects with targeted groups. Meetings are minuted and are shared with all members of the program. Individuals who have questions or comments, or who would like to share feedback privately, can meet with the chair and will be invited to meet with the Curriculum Committee as necessary.
- e. Use of this communication framework will effectively inform and continuously provide updated information to instructors about the process to review courses, identify appropriate activities, and navigate a process to incorporate changes into courses and teaching activities.

My one-page visual can be found in Appendix E. It is a dashboard for communicating the change progress and accomplishments to D&C's target audience. Giving direction to our communications assistant, I will manage the creation and regular updates to the dashboard and other key communication pieces directed to instructors. The Curriculum Committee will coordinate formal presentations at program meetings.

Monitoring and Evaluation

One of the final and most important phases of the change process is monitoring and evaluation. Though often used together there is some distinction between the two. The first is a consistent

approach to observing and reviewing aspects of an implemented solution against performance objectives to determine if it is achieving desired results (Neumann, et al., 2018; Mertens & Wilson, 2019). Evaluation on the other hand illuminates the information gathered through monitoring and explains the “why” and “how” according to Markiewicz and Patrick (2016). Monitoring is a continuous process that occurs throughout an implementation whereas an evaluation is conducted periodically at pre planned intervals. Both monitoring and evaluation can be used together to determine whether changes are being adopted into the pre-existing culture. Through such analysis, evaluators can determine what actions to take regarding a change and whether or not to modify activities to secure desired outcomes.

As transformative leadership is the backbone of this OIP, ethical and social justice considerations are paramount to effective monitoring and evaluation. Some of the key ethical considerations for monitoring and evaluation that align with the leadership theory are fairness, transparency and disclosure, empowerment and sustainability (Gopichandran et al., 2013). To monitor and evaluate the change I will continue to use both the AI and ADKAR models.

Monitoring Change Implementation

A focus of the monitoring plan for D&C is to observe whether courses are being reviewed and whether change efforts meet expectations. This is accomplished by comparing information on “what is happening” with “what ought to happen” (Gopichandran et al., 2013, p. 31). As there are over 40 courses offered as part of the D&C curriculum, a more manageable way of monitoring the change implementation is to pilot the change exercises with the first-year courses. Markiewicz and Patrick (2016) advocated collecting both quantitative and qualitative data and advised readers that use of both provides a more holistic view of the context and reduces the limitations of using only one method. The authors refer to this as the mixed methods approach (Markiewicz & Patrick, 2016). Figure 6 displays the

mixed methods approach for data collection during D&C's monitoring of the change implementation for first year curriculum and associated courses.

Figure 6

Mixed Methods Approach for Monitoring D&C Change Implementation

Qualitative Data Collection

- Survey feedback about the change process to determine peoples experience and feelings
- Meetings and focus group discussions about EDI and the changes being implemented

Quantitative Data Collection

- Number of instructors that have received EDI or bias training by the end of summer 2024
- Number of courses that have been reviewed to ensure alignment with prescribed practices by end of fall 2024
- Number of weeks required to review courses and adjust those that need to be.

Note. Mixed Method Approach adapted from Markiewicz & Patrick, (2016)

Monitoring the implementation of the changes to the courses and curriculum at D&C will commence in the fall of 2024, following the training of instructors. A key feature of the implementation is training for instructors. These key individuals are expected to attend and participate in EDI exercises that are identified by the committee to further improve their understanding of issues and teach them ways to incorporate identified activities into their work, i.e., the courses they teach. To be effective, monitoring requires establishing effective targets for associated initiatives (Raven, 2016). First, it is expected that at least 80% of full-time and part-time instructors will complete all recommended EDI training by the end of the summer in 2024. Quantitative indicators are attendance at meetings where the EDI change plan is presented and discussed and participation levels in other activities related to

achieving established goals, including training sessions. Attendance will also be tracked. Qualitative indicators include feedback from faculty by way of surveys and emails about the proposed changes and the process to do so.

MacCoy (2014) advised that, though not a monitoring device, AI offers an approach and perspective for evaluating change. It is particularly suited for monitoring and that the use of appreciative questioning as a framing device can be a powerful tool when using surveys and hosting group sessions. Using an AI approach to shape questions can evoke positive images and thereby lead to positive expressions and a focus on successes (MacCoy, 2014; Watkins & Mohr, 2001). AI questions begin with a positive preface and are structured to focus participants on positive experiences and how those could be leveraged to build the future state. By reframing the questions in this light we can change the respondents' perspective and will more likely receive information that focuses on solutions or assets as opposed to deficits or problems (MacCoy, 2014; Rothwell et al., 2015).

Preskill et al. (2006) argue that the AI approach is useful in situations where learning and improvements are a key objective of the change process. This is exactly the case with the changes at D&C as instructors are required to engage in learning initiatives about bias and EDI to change and augment their perspectives and practice. Using their improved lens, they are then expected to participate in either adapting, modifying or embellishing courses to be more inclusive as required. I believe that the Curriculum Committee will be capable of writing appropriately worded questions that stimulate the positive core. This work will follow their training and introduction to AI which, given my research, I am confident that I can provide.

Evaluation

The evaluation plan uses information collected during the monitoring stage to answer questions as to whether the interventions are effective and producing expected results (Gopichandran et al., 2013; Markiewicz & Patrick, 2016). As opposed to monitoring which is ongoing, evaluation is the episodic

assessment of achievements against standard criteria (Gopichandran et al., 2013). The assessment of the feedback gleaned through monitoring will be applied to the ADKAR model. As previously described, the steps of the ADKAR begin with Awareness and Desire. Both these elements will be addressed during the communication and inquiry stages where the Curriculum Committee shares the rationale for the recommended changes and engages instructors in the AI cycle to express a desirable future state (Hiatt, 2012). Based on instructor feedback, the Curriculum Committee will also be able to identify areas that require further intervention. To develop knowledge and foster ability the evaluators will fill the gaps in these elements by continuing to implement effective training and coaching, and provide access to subject matter experts as required.

ADKAR is also useful for identifying the barriers that potentially prevent instructors from making the desired changes. Because the change management model focuses on individuals it can be used by the Curriculum Committee to address the psychological and emotional aspects that the changes are having on individuals, and provide an opportunity to target interventions (MacCoy, 2014). These interventions will occur on a case-by-case basis and depending on the committee's analysis. Indicators from the monitoring phase, such as the number of attendees who participate in training, can be used to gauge compliance and early participation thus allowing interventions as needed.

The final element of ADKAR is reinforcement and advocates identifying the causes for low adoption. Because, as I envision, the Curriculum Committee will pilot changes with first year courses, there will be time to refine performance measurement systems and implement corrective actions for low compliance prior to fully engaging with all instructors on reviewing remaining courses.

Monitoring systems will not focus on the student journey throughout the program; however, there will be attempts to gauge their experiences at different intervals while enrolled in the courses. This will be part of the evaluation — the process to conduct episodic assessments against established standards for improvement. These standards will be determined through the assessment and review

process as the program identifies best practices. In collaborating with the Centre for Excellence in Learning and Teaching, change agents will use information gleaned through research of other programs, internal and external to Modern University, to develop ideas for what works best to achieve the organization's preferred future state.

Measurement and Evaluative Activities

A variety of activities are available to track and measure the progress of the change plan and to evaluate the level of effectiveness, efficiency, and impact of the strategies employed. The tools are all communication mediums through which participants, i.e. instructors, can report to indicate their agreement with the plan's implementation. These tools are also useful as passive indicators because lack of usage of the strategies is an indication of how well change is being implemented and the appropriateness of the plan devised to change systems and processes.

Surveying Students

Surveys are a useful data collection tool that can be used at numerous stages throughout the change process to different effect. At the beginning of the change implementation, they are useful for collecting information from students about their experiences. This information will inform program leaders about where and in what ways targeted groups within the system experience discrimination and bias. Leaders will, in turn, share this information with instructors and those involved in the change process to build awareness about the issues. This data will create a baseline used as a comparator at the end of the implementation plan to help evaluate the level of change and success of the social justice initiatives. Types of surveys will include course surveys and feedback forms. The former facilitates student reporting about their experience taking a given course.

Currently, D&C does not survey students about their experience within a course; the central institution does this and the feedback collected is not really evaluated at the local level against any set targets. Engaging with students to identify how they receive the information from instructors can

provide vital clues about the potential issues that are affecting the community. Faculty course surveys are centrally distributed by the university; however, these questionnaires do not allow students to meaningfully address issues around equity and inclusion. D&C's staff have capacity to develop questionnaires for internal distribution to students at little financial cost.

Surveying Instructors

The Curriculum Committee will collect feedback from instructors, particularly when ascertaining whether they have participated in training modules or are using materials developed to help them modify their course. The feedback forms will provide information about how attendees perceived the training and this data is helpful in determining how to adjust content to improve outcomes. As with students, information collected at the beginning will be used to create a baseline of their perception of the courses and their approach to ensuring equity and inclusiveness in the classroom.

Monitoring Budgets

Monitoring how much of the budget is used for implementation will provide some information about instructor participation. Whether funds are used or to what extent they deplete, will signal whether the Curriculum Committee is actively pursuing its objectives. As funds are earmarked for instructor training, using them is an indicator of whether this group is taking steps to learn more about social justice issues and aligning with the new directives given by the program chair. The budget will be monitored during implementation; however, how it was used and whether there was enough available will be part of the evaluative process, which will inform the next cycle of changes during the continuation of this process. As program manager, I monitor the program's expenditures and track them against implementation activities. I will share this information with the CCC and program chair.

Monitoring Time

Time is an indicator that is useful for monitoring the Curriculum Committee's progress in achieving established goals. The timeline developed for implementing the change plan is monitored for early indicators that include missed deadlines and activities that are either postponed, extended, or not completed. Time will also affect budget as funds earmarked for work may be lost at the end of a cycle; it will be a challenge to re-secure them given fiscal reductions. It is critical that the Curriculum Committee closely monitor the timeline and that work progresses as planned. There are few solutions if milestones are delayed. This is because delays often require financial injections to fix, which is a challenge for the institution. It is possible that timelines will be delayed because of resistance; an extended implementation could lead to cancellation altogether due to exhaustion and loss of momentum in completing the project. Maintaining a sense of urgency is a key aspect of most change plans and losing track of the timeline could result in change failure (Kotter, 2012; Cawsey et al., 2016). Missed milestones may be an indication of poor planning, resistance, or difficult issues that require more time to solve. The Curriculum Committee will consider time and pacing when developing milestones and monitoring change. It will be at the committee's discretion to take appropriate actions if there are indicators that delays may jeopardize the change plan.

Responding to Evidence from Monitoring and Evaluations

A focus of the monitoring process is to assess the initial results after implementing solutions. Researchers advance this idea of tracking goals and objectives (Lockhart, 2022; Markiewicz & Patrick, 2016; Mertens & Wilson, 2019). This is applicable in two ways for D&C. First, there is the work to evaluate participation by instructors and whether the steps outlined in the process are being followed. Information received from instructors will indicate their support or not for the changes. Over the course of the implementation, scrutinizing this information will reveal what, if any, progress has occurred.

Given the size of the program and the high level of communication amongst peers, I anticipate that gathering feedback will be simple, though encouraging full participation is crucial and requires some effort. I selected the Appreciative Inquiry model, in part, because it provides a blueprint for ensuring that community members, including those from marginalized or minority groups, are engaged to provide feedback and share opinions. As program actors progress through the steps, the Curriculum Committee will encourage feedback and I anticipate that individuals, using varied methods, will disclose their intentions and/or offer suggestions for improvements. The information gathered will reveal whether instructors are making the changes necessary, encountering barriers, or need additional supports. These will be addressed as they arise or as appropriate given timing.

Those who neglect to participate or select to passively disrupt the process will be slower to identify; however, their lack of participation will eventually become evident. This is because of the small number of teaching faculty associated with the program and because those who often challenge the system or are traditionally resistant to change are known. While the program chair will continue to justify the changes, the Curriculum Committee must define specific methods for minimizing the impact of resisters. Methods could include reducing their involvement in certain courses. For example, this could present as making them a secondary instructor on a course. As mentioned in Chapter 2, this is an option available to the program chair. Part-time instructors who fail to comply with the new directives could see reduced teaching hours or may not receive future teaching contracts. Numerous methods exist to address this issue and it would remain at the discretion of the Curriculum Committee to recommend them to the program chair.

Second is to track whether the Curriculum Committee is delivering on its mandate and achieving established priorities. Both will require performance indicators and targets to demarcate successes and completion. Table 3 presents a list of performance indicators and targets for the more salient elements to be monitored. A more detailed chart modeled on Markiewicz and Patrick's (2016) monitoring and

evaluations framework template is available in Appendix F. D&C's leadership team may identify other targets once they have begun to establish goals, tasks, timelines, activities, and participants.

Table 3

Monitoring and Performance Indicators

| Constituent/Stakeholders | Monitoring Activities | Performance Indicator/Target |
|---|--|---|
| Leadership Team and change implementers | Identifying best practices and developing a social justice framework for D&C courses | On time and completed by established dates |
| Leadership | Budget and financial expenditures | Availability of required resources |
| Instructors/Staff | Complete advised EDI training and improved understanding of social justice issues | % of training completed by established dates; attendance at scheduled workshops |
| | Deliver revised teaching and course outputs | # of updated course outlines |
| | Formal complaints to the union, faculty, or other external body | # of complaints and or grievances |
| Students | Level of awareness related to changes | Metrics indicating visits to website and opening of digital newsletters; survey responses |

Note. Performance indicators and targets established for D&C's monitoring process.

In Chapter 1 of this OIP, I wrote about the challenge of implementing EDI practices and having them “stick” within an organization to become part of the culture and adopted as regular practices. This challenge also exists at D&C so the process to evaluate the execution and integration of the changes is critical in determining success. The long-term objective is to remove any existing bias from the program's curriculum and to engineer a community where members can function without discrimination or fear of such and with the confidence that they have equitable access to resources and

opportunities. The evaluation of the change plan implemented at D&C will periodically assess these criteria for success as detailed in Appendix F.

Chapter 3: Conclusion

The communication plan that accompanies this implementation process focuses on openly sharing information with as much transparency as possible. Constituents within the program will be consulted and receive opportunities to engage with the process and provide feedback. The AI model allows participants to engage in fulsome dialogue, and its focus on positive feedback will promote a non-judgmental environment where stakeholders may feel safe in contributing to solve the problem of practice. The communication and knowledge mobilization plans will focus on meaningful communication strategies, which prioritize face-to-face interactions and rely on a respected leader to share information. Tools to monitor and evaluate progress will include surveys, budgets, and timelines, which will indicate success or potential failure of the project. Continued monitoring and evaluations at specific intervals will allow change implementers to reset and adjust communications, methods, and tactics as necessary.

Next Steps and Future Considerations

Following review of all first year courses offered by the Program, the next step in the change process is to evaluate results against expected outcomes. This will be the implementation team's opportunity to review their initial goals and objectives and assess whether these were practical and if they were accomplished. The evaluation process for D&C is ongoing to ensure that changes take root and are long lasting. In part, the Curriculum Committee's work is to assess, on an annual basis, the courses taught to ensure they continue to meet the new standards emerging from the implementation plan.

An item emerging from the implementation will be a new artifact for the program, a list of diversity learning objectives. Similar to university learning objectives, the diversity list is a set of

objectives that students should be able to recognize by the time they complete the program. These objectives will focus on diversity, social and economic inequalities, and inclusive practices; all courses taught within the program must align with the principles outlined in the document. The evaluation process for D&C will include a review of the diversity objectives and an assessment of whether course offerings and established systems and procedures exist in harmony with the precepts.

Evaluating each course taught by the program on an annual basis is a significant undertaking for the Curriculum Committee, which prior to the change implementation met approximately twice per academic year. Changes to the committee's expected output and how they operate are necessary to maintaining the new standards once applied. It is required that this committee assume a more active role in guiding and monitoring course development and the faculty's approach to teaching. In my assessment, these are all positive outcomes to the changes implemented and necessary to ensure the program does not regress to the old ways of working, which meant having limited oversight. To enable the committee to continue this work we must communicate the successful implementation to the dean and work with that office to secure annual funding for the CCC's release.

I began this OIP by investigating how to cement change in the program. The answer I found is that the change process requires a true understanding of the program's culture, which pervades the organization so that leaders align the appropriate change framework with stakeholder expectations. It is a long process requiring multiple steps, several years, and continued monitoring and evaluation to ensure that changes are not abandoned. Failure to assign relevant importance to constituent opinions and reaction to changes will consign the process to failure. In attempting to move slowly to include all stakeholder groups, we risk losing the sense of urgency. Therefore, we must balance time with the need for broad engagement. Most importantly, I believe change requires strong leadership and a commitment to recognizing and addressing social justice issues in the academy so that these spaces can

be transformed into open communities where individuals are equally recognized for their contributions and talents.

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Appendix A

D&C's Readiness

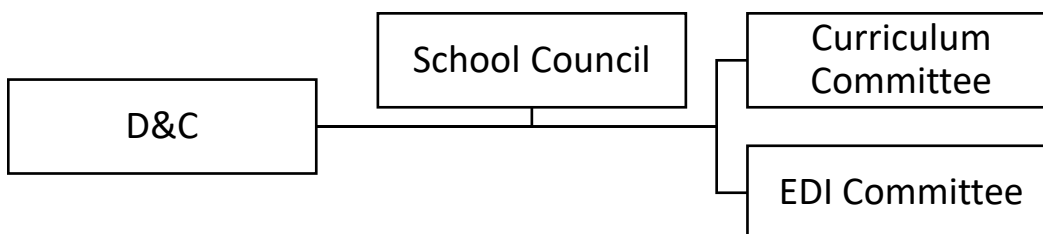
| Readiness Dimensions | Readiness Score |
|---|-----------------|
| Previous Change Experiences | |
| 1. Has the organizations had generally positive experiences with change? | 1 |
| 2. Has the organization had recent failure experiences with change | 0 |
| 3. What is the mood of the organization: upbeat and positive? | 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 change | 2 |
| 7. Is there a clear picture of the future? | 0 |
| 8. Is executive success dependent on the change occurring? | 1 |
| 9. Has management ever demonstrated a lack of support? | 0 |
| Credible Leadership and Change Champions | |
| 10. Are senior leaders in the organization trusted? | 1 |
| 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? | 2 |
| 13. Are middle managers ale to effectively link senior managers with the rest of the organization? | 1 |
| 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 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? | -1 |
| 20. Are the senior managers hidebound or locked into the ue of past strategies, approaches and solutions? | -1 |
| 21. Are employees able to constructively voice their concerns or support? | 1 |
| 22. Is conflict dealt with openly, with a focus on resolution? | 0 |
| 23. Is conflict suppressed and smoothed over? | -1 |
| 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? | 1 |
| 26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles? | 2 |

| | |
|---|----|
| 27. Will the proposed change be viewed as needed by those not in senior leadership roles? | 2 |
| 28. Do those who will be affected believe they have the energy needed to undertake the change? | 0 |
| 29. Do those who will be affected believe there will be access to sufficient resources to support the change? | 0 |
| 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? | 0 |
| 34. Does the organization attend to the data that it collects? | 0 |
| 35. Does the organization measure and evaluate customer satisfaction | 0 |
| 36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines? | 1 |
| | 18 |
| | |

Readiness Dimensions tool adapted from Stewart "Rate Your Readiness to Change" scale as cited in Cawsey et al. (2016).

Appendix B

D&C Committees and Decision-Making Bodies and Composition



| Table | Lead | Members/Attendees |
|----------------------|--------------------------------|--|
| School Council | Program Chair | Full and part-time instructors; representatives from each undergraduate student cohort; staff |
| Curriculum Committee | Tenured (Full-Time) Instructor | Volunteers are accepted from the School Council |
| EDI Committee | Program Manager | Student body Equity representative; Representative for part time/ contract instructors and for full-time instructors; a staff representative |

Appendix C

D&C High-level Communication Plan

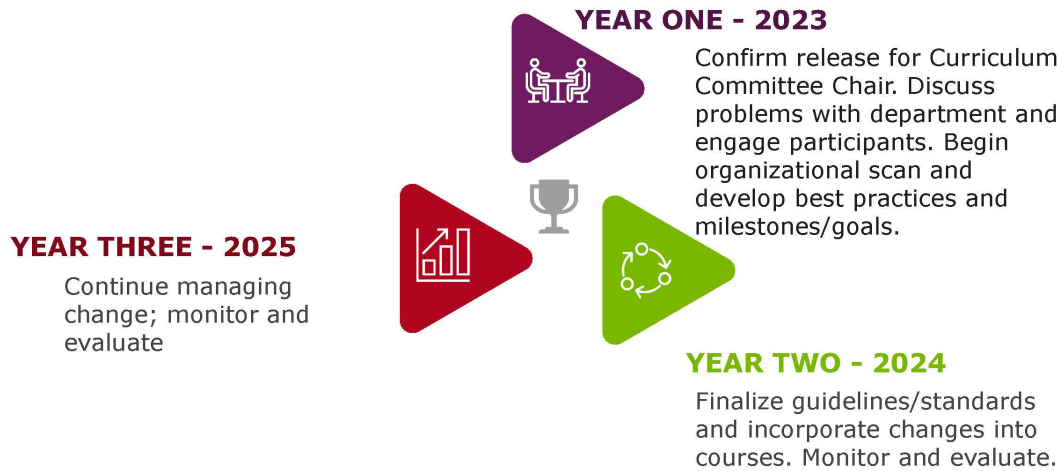
| Audience | Key Message | Communicator | Method/Tactics | Tools |
|--|---|---|--|---|
| Dean | Need to align with Modern University's mission and values; Need release to enable greater focus on EDI in courses and curriculum | Program Chair | Face to face, engaging a high impact stakeholder to share information | Meeting; electronic messaging |
| Full-time/tenured and contract instructors; Students representatives on Council | Importance and necessity of aligning with Modern University's mission and values; the need to implement better strategies to ensure more equitable teaching practice and courses | Program Chair and Chair of Curriculum Committee | Face to face; Engaging a high impact leader to share information; aligning strategic objective with appropriate communications tool; Surveys | Program and instructor meetings; Appreciative Inquiry approach to identifying potential solutions and to engage participation, elicit support and prepare community for expectations; Data collected from students about their experiences and needs. |
| Students and alumni | The program recognizes the importance of EDI and is executing a strategy to ensure a safe space for students and all community members. Students are encouraged to share issues and/or incidents that have occurred that they think contradict the program's statement on EDI and the communities core values. | EDI Committee and Chair | Face-to-face interactions; Digital communications; Printed literature available in main areas of the community building | Town Hall sessions; Include EDI statement on page on the program's website; The program's social media sites, including Instagram and Facebook |
| Full-time/tenured and part time/contract instructors | Importance and necessity of aligning with Modern University's mission and values. Need to create safe and inclusive space for community members | Curriculum Committee | Repeat messages and remind audience of the intentions. | Updates at program and School Council meetings; Email messages featuring updates |

Appendix D

Knowledge Mobilization Artifact – Visual Plan and Dashboard to Monitor D&C Change Plan

D&C Change Plan

Dashboard



Dates:

| Steps | Fall-23 | Fall-23 | Fall-23 | Fall-23 | Win-24 | Win-24 | Win-24 | Win-24 | Sum-24 | Fall-24 | Fall- 24 | Win 25 |
|----------------------|--------------------------------|---------|---------|---------|--|--------|--------|--------|---|---------|---|--------|
| Goals and Objectives | Research Best Practices | | | | Establish diversity objectives/standards | | | | Review courses and implement changes | | | |
| | Monitor and Evaluate | | | | | | | | | | | |
| | Establish Curriculum Committee | | | | | | | | Complete/Present Social Justice Framework | | Implement Changes to First Year Courses | |
| | Milestones | | | | | | | | | | | |

Appendix E

Elements of Knowledge Transfer

Five questions Lavis et al. (2003) identified for consideration when developing an organizational framework to transfer knowledge and mobilize constituents around the change.

1. What do research organizations transfer to their target audiences, and at what cost?
2. To whom do research organizations transfer research knowledge, and with what investments in targeting them?
3. By whom is the research knowledge transferred, and with what investments in assisting them?
4. How do research organizations engage target audiences in the re-search process (and do they use supporting communications infrastructure such as Web sites and newsletters to transfer research knowledge)?
5. Do research organizations perform evaluative activities related to knowledge transfer?

Appendix F

Framework for Monitoring and Evaluating Changes at D&C

| Evaluation Question | Focus of Monitoring | Indicators | Targets | Monitoring Data Sources | Responsible & Time |
|---|--|--|---|---|--|
| <p>Appropriateness To what extent are instructors motivated to make the changes and incorporate suggested activities in courses?</p> | Instructor attitudes and behaviours | Feedback received; Attendance at meetings; participation in workshops and other activities | Minimum 80% positive response rate for initiatives proposed based on survey results. A score of at least 80% on post workshop evaluations. At least 80% full time instructor attendance and 70% part time instructor attendance at meetings where the change plan is discussed. | Attendance records; online survey responses; Emails; | Curriculum Committee Short term and throughout the change process |
| <p>Effectiveness To what extent did participants increase knowledge of the issues influencing the decision to change and tactics for making classrooms more inclusive?</p> | Online training modules provided to instructors; Increased expressions of empathy for non-dominant groups; Enthusiasm to adapt courses and materials taught after dialogue and workshops | Active participation at meetings and workshops; Increased knowledge about issues that influence the change and why the institution has selected this path. | At least 80% of courses identified for changes addressed by June 2024. | Course outlines which would include inclusive language and demonstrate ways in which EDI identified tactics are being deployed in classrooms. | Curriculum Committee Short to medium term |

| Evaluation Question | Focus of Monitoring | Indicators | Targets | Monitoring Data Sources | Responsible & Time |
|--|---|--|--|---|---|
| Efficient To what extent is the implementation well resourced and makes use of available resources | Budget and whether there is sufficient funds, overspending or underspending; Human resources engaged with the work required | Achieving milestones and adherence to established timelines; Completion of schedule; # of courses reviewed and assessed in specified time frames | Completion of instructor training modules in first year; Development of EDI framework in four months; 25% of courses reviewed in first year; | Annual calendar; Budget reports; course review calendar | Curriculum Committee; Program Manager Short, mid and long term |
| Impactful To what extent did the changes affect the desired audience | The D&C community and their perception of the problem | Increased participation from minority groups | At least a score of 80% from students when asked about their perceptions of the program's EDI agenda and initiatives. | Surveys; Town Halls; visit to website to access information on EDI initiatives within the program | Curriculum Committee; Chair Longer-term; after one year |
| Sustainable Are the changes being accepted as cultural norms within the program | Courses | Course content; appropriate language used, types of examples, inclusive list of guest lecturers | Full implementation in two years with all courses and specific program materials reviewed and changes incorporated fully. | Course evaluation surveys | All Longer-term; after one year |

Note. Adapted from Markiewicz and Patrick's (2016)