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Increasing Support and Collective Teacher Efficacy of Part-Time English-Language Instructors in a Japanese University

Philip J. Gurney

Western University, pgurney2@uwo.ca

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Abstract

This organizational improvement plan (OIP) seeks to enhance the support and collective teacher efficacy of part-time English-language instructors in the Department of English Language and Culture (DELIC) at Kei University (KU) (pseudonyms), a private university in the Kansai region of Japan. Currently, part-time and foreign part-time English-language instructors teach most of the compulsory English courses in the DELIC at KU, but they receive limited institutional support and guidance, which negatively affects their ability to teach effectively and their students' learning outcomes. This OIP examines the lack of support and collective teacher efficacy of part-time instructors as a problem of practice (PoP) that exists both within the organizational context of KU and the broader contextual forces of internationalization, economic globalization, and national and organizational cultures that shape the teaching and learning of English in Japanese universities. This OIP is grounded in the theoretical frameworks of social cognitive theory, the capabilities approach, and an eclectic leadership approach based on the principles of servant leadership. Drawing from the author's experience as a committed part-time instructor, this OIP proposes an integrated change plan that underscores the connection between the well-being, support, and collective efficacy of instructors, addresses the PoP, and serves the needs of the broader community of students, faculty, and staff at KU. The change plan described in this OIP should be beneficial to educational leaders in Japanese universities who aspire to foster support and collective teacher efficacy among their faculty.

Keywords: Collective teacher efficacy, servant leadership, social cognitive theory, capabilities approach, English language learners, part-time instructors

Executive Summary

This organizational improvement plan (OIP) aims to increase the support and collective teacher efficacy of part-time English-language instructors in the Department of English Language and Culture (DELIC) at Kei University (KU) (pseudonyms), a private university in the Kansai region of Japan. Part-time and foreign part-time English-language instructors teach the majority of compulsory English courses in the DELIC at KU, but are provided with limited institutional support and guidance, thereby impacting their ability to teach and consequently affecting their students' ability to learn. KU's reliance on part-time instructors is a common feature of higher education institutions around the world (Kezar et al., 2019). Part-time instructors lack institutional support and face hurdles that can negatively impact the quality of teaching and learning (Kezar & Depaola, 2018), and foreign instructors also face unique challenges specific to the Japanese university context (Brown, 2019; Chen 2022a, 2022b; Huang et al., 2017; Kelly & Adachi, 2019; Nishikawa, 2020). In the Japanese university English classroom, individual instructors have a significant impact on students' motivation (Kikuchi, 2013) and long-term motivation and achievement (Ushioda, 2013). Given the impact on student outcomes, addressing the lack of support and collective teacher efficacy of part-time instructors as a problem of practice (PoP) should be a significant concern for a wide range of stakeholders in the university.

Educational leaders are those who, regardless of their formal role or position, focus on improving learning opportunities and educational leadership capacity within their organization (Robertson, 2008). As a part-time instructor at KU, this OIP stems from my commitment as an educational leader to serve the needs of KU students, faculty, and staff. This OIP is organized into three chapters that explore the PoP, develop an appropriate solution, and inform the

successful implementation of an effective change plan to increase the support and collective teacher efficacy of part-time instructors at KU.

Chapter 1 explores the PoP in relationship to myself and the context of KU as a Japanese university. It introduces my positionality as a part-time instructor teaching at KU, and as a change agent employing theoretical and conceptual frameworks to understand and address the PoP. These frameworks include social cognitive theory (Bandura, 1997), the capabilities approach (Sen, 1999), and an eclectic leadership approach based on the principles of servant leadership (Greenleaf, 2010), which also serve as the basis for guiding questions that direct inquiry and action throughout the OIP. Furthermore, this chapter provides an overview of the political and cultural contexts of English language education and internationalization in Japanese universities, explains the specific organizational structure and leadership of KU's DELC, and discusses how these contextual factors influence teaching and learning in KU's DELC and contribute to the PoP.

Chapter 2 focuses on addressing the PoP by planning and developing strategies and solutions, using an eclectic leadership approach based on servant leadership (Greenleaf, 2010) situational leadership (Blanchard et al., 2013), coaching for educational leadership (Roberts, 2008) and constructivist leadership (Lambert 2002; Shapiro, 2008). As a framework to lead the change process, Kotter's (1996) eight-step plan is combined with plan, do, study, act (PDSA) cycles (Deming, 1986). The chapter evaluates organizational change readiness at KU, based on the psychological readiness of its members and the results of a force field analysis. The chapter ends with a discussion and evaluation of possible solutions to the PoP based on their viability and potential to enhance the well-being, support, and collective efficacy of instructors at KU.

Chapter 3 introduces a comprehensive change plan to establish, develop, and sustain an instructor led community of practice (CoP) (Wenger, 2008) focused on the PoP, which was identified as the best viable solution in the previous chapter. The change plan is divided into three stages, and consists of detailed plans for implementation, communication, and monitoring and evaluation across and between all three stages. The change implementation plan follows Kotter's (1996) eight-step plan and describes the actions required at each step. The communication plan focuses on strategic communication, facilitation skills, and interpersonal and intercultural communication skills required to successfully implement the change plan given the positional and contextual restraints of this OIP. The monitoring and evaluation plan describes the role of PDSA cycles, which are used in conjunction with specific benchmarks and measures to evaluate and make necessary adjustments at each stage of the change plan. The chapter concludes with the next steps and future considerations regarding the CoP's sustainability and impact at KU.

Fundamentally, this OIP aims to integrate theory and practice in order to serve the needs of students. Theory suggests that the well-being, support, and self- and collective efficacy of instructors are connected and positively impact students. This knowledge should motivate and inform a wide range of stakeholders and educational leaders to take action for a disparate number of reasons. The processes and learning contained in this OIP could be applied to or built upon at other universities. The appendices provide practical tools, models, and guidance that educational leaders can adapt and utilize, regardless of their formal position or authority. Ideally, this OIP will serve the well-being and development of individuals.

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Acronyms

CEFR	Common European Framework of Reference of Languages
CoP	Community of Practice
CPM	Change Path Model
DELC	Department of English Language and Culture
EFL	English as a Foreign Language
ELE	English Language Education
ELF	English as a Lingua Franca
EMI	English Medium Instruction
ESL	English as a Second Language
HE	Higher Education
HEI	Higher Education Institution
KESP	Kotter's Eight Step Plan
KU	Kei University
MEXT	The Ministry of Education, Culture, Sports, Science, and Technology
OIP	Organizational Improvement Plan
PD	Professional Development
PDSA	Plan, Do, Study, Act
PESTEL	Political, Economic, Social, Technological, Environmental, and Legal
PoP	Problem of Practice
SCT	Social Cognitive Theory
TOEIC	Test of English for International Communication
ToR	Terms of Reference

Definitions

Capabilities: In reference to the capabilities approach (Sen 1999), capabilities refer to what an individual is able to do or be and thus has the capacity to be or do (e.g., a person who is able to read or write has the freedom or capacity to acquire literacy skills).

Capabilities approach: The capabilities approach is a theoretical framework for evaluating and addressing social justice issues that promotes human well-being. It is centered on individual agency, but takes into account social structures, conditions, institutions, and contexts that limit or restrict individuals (Wilson-Strydom, 2015).

Collective Teacher Efficacy: Collective teacher efficacy is the perceptions of teachers in a school that they can take action together to positively affect student achievement (Goddard et al., 2000).

Conversion factors: In reference to the capabilities approach (Sen 1999), conversion factors refer to the various personal, social, and environmental factors that can enable or constrain an individual's ability to convert their capabilities into actual functionings (e.g., a person who is able to read or write, but their freedom or capacity to acquire literacy skills is impacted by social norms, cultural practices, or institutional structures).

Face: Face refers to one's feeling of being honored and respected (Littlejohn & Domenici, 2001).

Functionings: In reference to the capabilities approach (Sen 1999), functionings refer to an individual's achievement of being or doing what they value being or doing (e.g., a person who is able to read or write and has achieved literacy skills).

Hijōkin kōshi: In a Japanese university, a non-full-time instructor contracted to teach specific classes (*koma*).

Koma: In a Japanese university, a koma refers to a period of time designated for a class, typically 90 minutes (e.g., a 10 koma courseload would be the equivalent of 15 teaching hours).

KU Teams: A pseudonym for an online business communication platform on the KU Intranet where individual instructors can create and operate channels for teaching students and collaborating with colleagues.

Nemawashi: In a Japanese business context, nemawashi is the process of informal consensus building, often through one-on-one and often off-the-record conversation, in order to establish a foundation for a potential goal or change (Sumihara, 2002).

Chapter 1: Problem Posing

The purpose of this organizational improvement plan (OIP) is to increase collective teacher efficacy and institutional support for part-time English-language instructors in the Department of English Language and Culture (DELIC) at Kei University (KU) (pseudonyms), a private university in the Kansai region of Japan. Part-time and foreign part-time English-language instructors teach the majority of compulsory English courses in the DELIC at KU, but are provided with limited institutional support and guidance, which impacts their ability to teach, and thus their students' ability to learn. This OIP will examine the contextual factors that affect teachers and students in the DELIC at KU, the relationship between institutional support and collective teacher efficacy, and opportunities and strategies for increasing support and collective teacher efficacy. This first chapter will include the author's positionality and lens statement, an overview of the organizational context of KU, a statement of the problem of practice (PoP), guiding questions emerging from the PoP, and a leadership-focused vision for change.

Positionality and Lens Statement

This OIP is shaped by the author's positionality and relationship to the PoP. The following section provides a starting point for the reader to understand the author, their role at KU, and the theoretical and conceptual frameworks that drive this OIP.

Leadership Position as a Part-Time Instructor at KU

I am a part-time instructor in the DELIC at KU, with experience teaching 10 of the department's compulsory English communication courses. I use the term *part-time instructor* throughout the OIP, both as my chosen translation of the Japanese term *hijōkin kōshi*, which refers to university teachers contracted to teach a specific number of classes and classroom hours (*koma*); and as a substitute for other terms describing non-regular academic positions (e.g.,

adjunct faculty, adjunct professor, sessional lecturer, casual academic, etc.). As a part-time instructor at KU, the courses and number of classes I teach varies depending on the university's scheduling needs; however, I am limited to teaching a maximum of six classes (i.e., *koma*) a semester in principle.

As a part-time instructor I lack positional authority at KU, but I am able to exert influence in and outside of the classroom to initiate and propel change as an educational leader. According to Robertson (2008), educational leaders are those who, regardless of their formal role or position, focus on improving learning opportunities and educational leadership capacity within their organization. In my formal role at KU, I have decision-making power to choose the content of each course I teach, including the methods of teaching, evaluation, assessment, curriculum, and often the textbooks. Informally, I can leverage my positionality, knowledge and skills, experiences, and relationships in order to influence the decisions of KU faculty and staff through the processes of communication, collaboration, and sharing of information and resources.

Leader Worldview and Leadership Experience

My position and worldview influence both my beliefs and motivations for this OIP. A worldview and its 'reality' are constructed by humans based on their own unique context (Petersen & Gencel, 2013). My worldview has been shaped through self-reflection and a reflexive approach toward examining my positionality and social identity as a foreigner in Japan. Reflexivity posits that one should acknowledge and disclose one's self in their research in order to understand their part in or influence on it (Cohen et al., 2011), which prompts me to disclose aspects of my social identity relevant to the context of this OIP.

Social Identity

I am a white male, born, raised, and educated in Canada, a native English speaker, and a Canadian passport holder. These aspects of my social identity have contributed to the unique opportunities and challenges presented to me while living in Japan over the last 14 years, influencing my social interactions, learning, and employment. For example, on the one hand, I have had increased employment opportunities as an English teacher due to the preference for American and British native-speakers and varieties of English among Japanese learners of English (Honna, 2008; Matikainen, 2019), and hiring policies of institutions that favor foreigners (Phan, 2013; Trent, 2012), especially white, native English speakers (Ruecker & Ives, 2015), and Western men (Bailey, 2006, 2009). Taking advantage of these opportunities has helped me to further my education and career to the point where my visa status and qualifications currently allow me to work at several Japanese higher education institutions (HEIs), including KU. On the other hand, due to those same aspects of my social identity and visa status, my current position and employment options are limited (Larson-Hall & Stewart, 2019), and like many foreign faculty I face challenges, such as difficulties communicating with domestic faculty and staff (Kelly & Adachi, 2019), racial tokenism (Brown, 2019), and institutional and cultural barriers to integration (Nishikawa, 2020). While I acknowledge that my social identity and my environment have shaped my understanding of reality, I strongly believe that my own agency and choices in response to that understanding have had a profound impact on my worldview and how I understand the context of this OIP.

Intercultural Skills and Leadership Experience in Japan

While living in Japan I have developed my Japanese language and communication skills, including my ability to understand and navigate many fundamental social customs and

sociolinguistic norms. In addition, I have strived to be a scholar-practitioner (Distefano et al., 2004) who draws on theories and research from the multidisciplinary field of negotiation, conflict resolution, and peacebuilding (NCRP) in order to best serve the needs of students, teachers, and staff within my sphere of influence. Theories that shape my understanding of intercultural and interpersonal interactions relevant to this OIP include intercultural miscommunication theory (Hall, 1959), cultural dimensions theory (Hofstede, 1980; Hofstede et al., 2002), social conflict theory (Pruitt & Kim, 2004), principled negotiation (Fisher et al., 1994, 2011), human needs theory (Burton, 1990), and attribution theory (Weiner, 1974, 1986). In addition to theory, I am guided by research on the practices and attributes associated with successful cross-cultural facilitative mediation (Bennett & Hermann, 1996; Erbe, 2011; Kressel, 2006). As a scholar-practitioner, I am committed to putting theory into practice in order to improve the well-being of individuals, develop my own capacity to do so, and conceptualize my work and actions in relation to a broader organizational, community, political, and cultural context (Distefano et al., 2004). I believe that my efforts have shaped my own outlook, and how I am perceived personally and professionally, which eventually enabled me to work in formal leadership roles in Japanese contexts. One of these roles was as the chief instructor and course coordinator for a private language school called Prestige Language Services (pseudonym), which had been contracted by a leading private university in Western Japan to provide curriculum and teachers for compulsory English language courses in several of the university's colleges. In this formal leadership position, I developed the learning materials, trained the teachers, and designed the curriculum for English-language courses taught within the university's colleges. In addition to teaching, my role included supporting teachers, facilitating meetings, and translating or reframing communications between Prestige's mostly Japanese staff and mostly non-Japanese

teachers. During this time, I developed a heightened awareness of the positionality and well-being of the part-time and foreign part-time instructors whom I saw teaching the majority of English classes across several different Japanese HEIs. With the advent of the COVID-19 pandemic, I saw firsthand how these instructors suffered from a lack of institutional support, and how this impacted students. This experience impacted my worldview and motivations, and increased my commitment to using my skills and experiences to improve the well-being of students and instructors wherever I work. It is from this positionality that I seek out theories, concepts, and approaches to understand and address the lack of support and collective teacher efficacy within my current organizational context of KU.

Theoretical and Conceptual Frameworks

Bandura's (1997) social cognitive theory (SCT) is the theoretical basis of this OIP, providing a framework for understanding the PoP and its potential solutions. Sen's (1999) capabilities approach is used as a social justice framework for evaluating and addressing individual well-being and social arrangements in the context of KU. Servant leadership (Greenleaf, 2010; van Dierendonck & Patterson, 2018) in combination with a situational approach (Blanchard et al., 1993, 2013) form the conceptual basis for the leadership strategies chosen to drive the change process throughout the OIP.

Social Cognitive Theory

SCT posits that behavior is determined via the reciprocal relationship between personal, environmental, and behavioral factors (Bandura, 1997). This means that a person's behavior is not simply a product of their environment, nor is the environment simply a product of a person and their behavior, but rather that a person and their thoughts, behavior, and environment all exert influence on each other. Personal factors, also called cognitive factors, include one's

knowledge, expectations, and attitudes. Environmental factors include the social norms in one's organization or society, access to and in a community, and the ability to influence change on one's own environment. Behavior factors include one's skills, practice, and perceived self-efficacy. Self-efficacy is one's beliefs they hold about their ability to complete a particular task (Bandura, 1997).

A basic premise of SCT is that people learn not only through their own experiences, but also by observing the actions of others and the results of those actions (Glanz & Rimer, 1995). Therefore, individual observation and learning can influence one's self-efficacy (Bandura, 1997). This premise also applies to collective efficacy, which is defined as "a group's belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (Bandura, 1997, p. 477).

Collective teacher efficacy is the perceptions of teachers in a school that they can take action together to positively affect student achievement (Goddard et al., 2000). Collective teacher efficacy has emerged as a measurable and implementable concept in school settings (Anderson et al., 2023; Donohoo, 2017; Donohoo et al., 2020) that can provide a beneficial framework for designing effective teacher professional development programs (Loughland, & Nguyen, 2020). One study found that teachers' perceptions of collective efficacy were a greater predictor of student success than teachers' perceptions of their school's drive for academic excellence (Hoy et al., 2002). Meta-analysis of influences on student achievement ranked the attribute of collective teacher efficacy as the second most influential factor behind teachers' expectations and estimates of students (Hattie et al., 2015). While this evidence is not specific to English-language education nor the context of Japanese universities, it does support the predictive link between collective efficacy and student achievement.

Capabilities Approach

The capabilities approach (Nussbaum, 2011; Sen, 1999) provides a productive theoretical approach to analyzing social justice issues. The capabilities approach is centered around the agency and well-being of individuals and asks to what extent individuals are able to be and do what they have reason to value being and doing (i.e., their quality of life) (Sen, 1999). Individual agency is central to this approach, but it also takes into account social structures, conditions, institutions, and contexts that limit or restrict individuals (Sen, 1999; Wilson-Strydom, 2015).

Using the capabilities approach requires an evaluation of individuals' *capabilities* (i.e., what they are able to be and do), and their *functionings* (i.e., the achievement of being or doing what they value being or doing) (Sen, 1999; Walker & Unterhalter, 2007). Capabilities and functionings are evaluated while paying attention to *conversion factors* (i.e., social structures, conditions, institutions, and contexts), in order to understand what is needed in order to realize potential functionings or outcomes (Sen, 1999; Walker & Unterhalter, 2007). Therefore, this approach suggests that rather than resources, it is human capabilities that should be equalized (Walker & Unterhalter, 2007).

The capabilities approach has been valuable for promoting more just outcomes for students in educational contexts (Nussbaum 2011; Sen 1999; Walker & Unterhalter, 2007; Wilson-Strydom, 2015). However, this OIP seeks to improve outcomes for teachers in addition to students. Applying the capabilities approach to adjunct instructors at KU's DELC thus requires establishing and evaluating the conditions that enable individual instructors to make decisions based on what they have reason to value.

Leadership Approach

Servant leadership (Greenleaf, 2010; Northouse, 2019; van Dierendonck & Patterson, 2018) is an approach from the point of view of the leader and their own behavior that emphasizes being attentive to the concerns of followers in their organization, and working to nurture, empower, and develop followers' personal capacities. Situational leadership posits that different situations demand different kinds of leadership (Blanchard et al., 1993, 2013; Northouse, 2019). For example, depending on followers' skill or motivation, leaders should change the degree of support or direction they give (Blanchard et al., 2013).

My leadership approach in this OIP is guided by the principles and characteristics of servant leadership, and employs frameworks from situational leadership. However, in order to adapt to the positional and contextual restraints and demands of the organizational context, this OIP also draws on a combination of facilitative models of leadership, such as coaching for educational leadership (Robertson, 2008), and constructivist leadership (Lambert, 2002; Shapiro, 2008).

Ontology and Epistemology

Within educational research, ontological and epistemological beliefs are thought to determine an individual's collective worldview (Schraw & Olafson, 2008). Although I would define my own worldview as a combination of humanist and pragmatist, I have approached this OIP through a constructivist lens. According to Woolfolk (2021), constructivism is a broad and much debated term consisting of various perspectives. These perspectives differ in their ontological and epistemological approaches (Kelly, 2016). While there is no single unifying theory, most constructivist perspectives agree on two central ideas: 1) learners are active in constructing their own knowledge; and 2) social interactions are important in this knowledge

construction process (Woolfolk, 2021). Drawing from this understanding of constructivism, within this OIP I take an ontological view that reality exists both inside and between individuals, and an epistemological view that knowledge is constructed both by and between individuals.

These views are evident throughout the OIP in three ways. First, a constructivist paradigm aligns with the theoretical and conceptual frameworks introduced earlier. Social cognitive theory, the capabilities approach, and servant leadership each emphasizes the active role of individuals, social interactions, and the creation of supportive environments. For example, it is important to understand and address an individual part-time instructor's subjective reality and knowledge in order to influence their perceptions of collective teacher efficacy and provide them with the support they need or value. Second, active participation and collaboration are associated with constructivism (Kelly, 2016; Lambert, 2002; Shapiro, 2008; Woolfok, 2021). Such collaboration is an important feature of this OIP, as it aspires to address the PoP through democratic and facilitative processes that respect the autonomy and well-being of all parties involved. Finally, a constructivist paradigm is implicit throughout the entire OIP document, as the text describes a reality constructed based on knowledge derived from a combination of my own individual experiences, and the experiences of others that has been shared through research, writing, and face-to-face communication.

Putting Theory into Practice

From a practical point of view, the statements and theories introduced in this section represent what I hold as 'truths' or 'guiding principles' within the confines of this OIP. The theoretical and conceptual frameworks guide my head, heart, and hands, providing me with valuable tools for comprehending and articulating the PoP, motivations for change, and actions required to achieve change in the organizational context of KU.

Organizational Context

Addressing the PoP requires an understanding of the broader political and cultural contexts that impact teaching and learning in KU's DELC. Therefore, this section will introduce the topic of English language education (ELE) as it relates to internationalization in a Japanese university context, followed by an introduction to KU and its leadership.

English-Language Education and Internationalization

The teaching of English as a second language (ESL) and English as a foreign language (EFL) have become increasingly important due to the rapid globalization of the world that needed English as a lingua franca (ELF) (Noguchi, 2020). Schools tend to import policies that fit with their own nation's domestic agendas (Steiner-Khamsi, 2014). English medium instruction (EMI) and English language education (ELE) are explicitly stated as components of the Japanese government's strategy to internationalize Japanese higher education (HE) for the explicit purpose of developing human resources capable of competing in an increasingly globalized economy (Hashimoto, 2007; Iino, 2019; Kakuta, 2015; MEXT, n.d.).

According to Stigger (2018), while some research suggests high-ranking Japanese universities appear to be incorporating an internationalization ideology into their infrastructure (Ota, 2014; Rose & McKinley, 2017; Yonezawa & Shimmi, 2015), internationalization efforts at most Japanese HEI have primarily been equated with providing domestic students with international experiences via study abroad programs, or the hiring of foreign teachers to provide students with intercultural exposure at home (Phan, 2013; Trent, 2012). A primary example of this is the prevalence of English language courses at Japanese universities.

English-Language Courses in Japanese Universities

Most four-year university degrees in Japan require at least 2 years of language credits regardless of students' majors (Larson-Hall & Stewart, 2019), and English tends to be a compulsory subject for first-year students, taught three hours a week for two semesters for a total of 90 hours (Liu, 2007 cited in Terauchi, 2017). However, English is not a state-required subject at the tertiary level, and it is up to the universities to set their own requirements for English language achievement (Liu, 2007, as cited in Terauchi, 2017).

Even though Japan's Ministry of Education, Culture, Sports, Science and Technology's (MEXT) study guidelines promote communicative skills and the development of positive attitudes toward English as important goals for senior high school English courses, classes typically focus on rote memorization of material designed to help students pass university entrance exams (Kikuchi, 2013). One MEXT study measuring Japanese high school students' English abilities according to the Common European Framework of Reference of Languages (CEFR) recorded students' average reading and listening scores were A2 on the CEFR scales, but their writing and speaking scores were too low to be measured with any statistical significance (MEXT, 2015, as cited in Iino, 2019). A2 is considered to be an elementary or pre-intermediate level of language proficiency, while an advanced level of C1 is considered necessary for higher education (Cambridge Assessment English, 2020). When these students enter Japanese universities, they may become depressed or unmotivated due to not having the oral English-communication skills expected of them by their professors.

Attitudes Towards English

Japanese English language learners prefer American and British native-speakers and varieties of English (Honna 2008; Matikaiken, 2019). A particular preference for white Western

male English teachers is evident in the hiring practices (Ruecker & Ives, 2015) and marketing strategies of private English conversation schools, or *eikaiwa* (Bailey 2006, 2009), and even in the marketing of Japanese HEIs (Appleby, 2014). These ideological beliefs impact students' attitudes and outcomes in the English language classroom.

Honna (2008) argues that Japanese teachers and students are indoctrinated with the concept of English as an American or British language, rather than a multicultural language or a tool for intercultural communication. Japanese learners of English tend to compare themselves to native-English speakers, which results in feelings of failure, inferiority, and even guilt and shame (Honna, 2008). This unrealistic goal of wanting to speak like a native-English speaker has a demoralizing effect on students (Honna, 2008; Matikainen, 2019). Students lacking oral fluency are not viewed as being good language learners, even if they progress in reading, writing, or listening (Matikainen, 2019).

In 2018, CEFR revised their model of comparison to replace all mention of the words “native speaker” with “speaker of the target language” (Noguchi, 2020). This revision shows a growing recognition of ELF as a practical tool for communication in an increasingly globalized world, and indicates there is a shift away from the misconception that native-English speakers make the best English teachers. However, according to Matikainen (2019), progress on this front has been slower in Japan due to traditional language teaching discourse and a deeply ingrained dichotomization between native and non-native speakers of English.

University English Teachers

Market forces associated with globalization and neoliberal economic policies have seemingly encouraged universities to shift to employing part-time teachers rather than full-time faculty for the majority of their teaching positions (Kezar et al., 2019). Part-time teachers face

many hurdles that can negatively impact the quality of teaching and learning in the university classroom, such as last-minute hiring, contract renewal and job insecurity, working at multiple institutions, and inadequate resources (Kezar & Depaola, 2018). In Japan, most of the HEI employment opportunities open to qualified foreign faculty are part-time and fixed-term full-time positions in the fields of ELE or EFL (Larson-Hall & Stewart, 2019), and adjunct foreign English-language teachers teach the majority of English communication courses (Poole, 2005). Foreign faculty at Japanese universities face institutional and cultural barriers to integration (Huang et al., 2017; Nishikawa, 2020), and many perceive themselves as tokenized symbols of internationalization (Brown, 2019; Chen, 2022a, 2022b).

Landscape of English Language Education at KU

KU was founded shortly after World War II with the aspirational goal of promoting world peace through the study of languages. The overall direction of KU is decided by the Board of Trustees (*Rijikai*), which consists of the president, vice-president, representatives from the faculty and students, and external appointed government officials from the MEXT. Today, KU's educational philosophy purports to promote peace among nations by offering students individualized education and producing leaders who can guide the next generation by drawing on their *ningenryoku*, a quality the university seeks to instill in its students, and which appears translated in KU English documents as 'humanity' or 'human capital' (KU, n.d., 2020, 2021, 2022). Decisions regarding academic matters, including policies, curriculum, and research, are discussed and implemented by the faculty council (*kyōjukai*), in which all full-time tenured professors are expected to participate and make decisions collectively. KU is considered a non-research university (Huang, 2015), known more for its campus environment than its academic rigor.

As of May 2020, student tuition accounts for just over 80% of KU's income, and personnel expenses make up almost 60% of the university's expenditures (KU, 2020). KU employs over 500 faculty members, approximately 80% of whom are part-time instructors (KU, 2020). About 115 of those part-time teachers are foreign faculty members. Approximately 4,400 students are enrolled in 12 different departments. The DELC is the largest and oldest of the university's 12 departments, with almost 40 full-time faculty members and 2000 students (KU, 2022). There are between 160-200 part-time instructors teaching in the DELC.

DELC students must take 26 compulsory English-language courses: 12 in their first-year, 8 in their second year, and 6 in their third year. Approximately two-thirds of these courses focus on communicative English skills and are taught primarily by foreign faculty, while the remaining one-third focusing on English grammar and preparation for the Test of English for International Communication (TOEIC) are taught primarily by Japanese faculty. The majority of all these compulsory courses are taught by part-time faculty. Syllabi available for this curriculum typically contain vague course descriptions of 30 to 50 words, a sample weekly schedule outlining possible themes for each weekly class, and a notice indicating that a more detailed syllabus will be distributed in class by the individual instructor (KU, n.d.).

There is no publicly available data indicating the employment status of individual faculty members teaching specific courses, but as an instructor in the DELC, I can attest that the majority of foreign faculty teaching these compulsory courses are part-time instructors on yearly contracts, or full-time fixed-term instructors on contracts ranging between 2 to 5 years.

The part-time instructors who are tasked with teaching and developing curriculum for compulsory English courses in the DELC at KU are provided minimal support and guidance. Unlike full-time instructors, part-time instructors receive no formal orientation, and may be hired

only a few weeks or days before a course begins. Part-time instructors are typically provided with a policy handbook called the *Teacher's Manual*, and the contact information of any instructors who are acting as course coordinators. As long as they do not conflict with policies outlined in the *Teacher's Manual*, part-time instructors are otherwise free to make a wide range of individual decisions regarding the content of their courses, including the curriculum, textbooks, learning materials, and methods of instruction, evaluation, and assessment.

KU and DELC Leadership

Although Japanese universities have become more centralized since the 1990s, most individual faculties and departments still have a great deal of power and autonomy, with faculty councils (*kyōjukai*) in control of almost the entire management of research, education, and administration in their individual departments (Yonezawa, 2017). This is also the case at KU, which aims to operate flexibly under the leadership of the president through a rapid and appropriate decision-making process, while recognizing the role and authority of the faculty council (*kyōjukai*) regarding academic decisions (KU, 2009). Faculties and departments across KU cooperate and share facilities and a range of administrative and educational policies but have a great deal of autonomy, as do individual instructors. The officially stated educational goals and approaches of KU and the DELC consist of a few sentences that are vague and open to interpretation. Individual faculty, including part-time instructors, must interpret and make their own decisions regarding the curriculum and methods they use in class. This level of autonomy can be empowering for some instructors and overwhelming for others, especially as those who need support, guidance, or extra information must proactively seek it out on their own.

The DELC's current leadership approach resembles a laissez-faire one. Northouse (2019) describes laissez-faire leadership as the absence of leadership, where leadership abdicates

responsibility, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs. Laissez-faire leadership may have positive outcomes when the leader acknowledges and defers to followers' abilities, followers may exhibit decreased dependency, and increased self-determination, self-competence, and autonomy (Yang, 2015). This autonomy provides individual instructors with the opportunity to increase their self-efficacy should they experience success in mastering tasks or controlling their environment (Bandura, 1997).

However, it does little to mitigate factors detrimental to their self-efficacy, such as experiences of failure, anxiety, or stress (Bandura, 1997). KU leadership invites part-time instructors to attend meetings and faculty development (FD) seminars, but attendance is neither mandatory nor incentivized. Collaboration between and among part-time faculty is also neither prohibited nor explicitly encouraged. However, it can be difficult for part-time and foreign part-time instructors to participate due to their limited amount of time, space, and communication with other faculty and staff on campus. As a result, part-time instructors have few opportunities to build cohesion, gain consensus about goals, or have knowledge of one another's work, which are considered preconditions for collective teacher efficacy (Donohoo, 2017).

With little knowledge of or access to institutional resources and facilities, and few opportunities to communicate or engage with other faculty and staff, many part-time instructors feel isolated, dissatisfied, and stifled in their ability to teach and communicate with students (Bolitzer, 2019), further harming collective teacher efficacy. As a part-time instructor at KU, I have personally experienced both the positive and negative outcomes of laissez-faire leadership over the last 5 years, especially during the period of emergency remote teaching at the beginning of the COVID-19 pandemic when the connection between the lack of institutional support and self- and collective teacher efficacy became more apparent at KU.

Leadership Problem of Practice

As a PoP, this OIP will address the lack of support and collective teacher efficacy for part-time instructors in the DELC at KU. The part-time instructors who are tasked with teaching and developing curriculum for compulsory English courses in the DELC at KU are provided minimal support and guidance. Part-time instructors may be hired only a few weeks or days before a course begins, yet they receive no formal orientation. They are provided with a university teaching policy handbook and given the contact information of instructors who are acting as course coordinators. The educational goals of the DELC and its compulsory courses are vague and open to the interpretation of individual instructors, who are free to make a wide range of decisions on an individual basis regarding the content of their courses, including the curriculum, textbooks, learning materials, and methods of instruction, evaluation, and assessment. The DELC's laissez-faire approach provides instructors with a great deal of individual autonomy. In this environment, the content, quality, and educational experience of students differ greatly depending on the individual course instructor. Some instructors thrive, others struggle, but all are unaware of each other's circumstances unless they proactively seek to engage with each other. This can be very difficult for part-time and foreign part-time faculty who are only on campus for as little as 90 minutes a week before they must rush off to another campus, and have limited interaction with other faculty and staff.

Part-time instructors face many hurdles that can negatively impact the quality of teaching and learning in the university classroom, such as last-minute hiring, contract renewal and job insecurity, working at multiple institutions, and inadequate resources (Kezar & Depaola, 2018). These can result in negative outcomes for students, including lower rates of graduation and retention (Kezar & Depaola, 2018). Foreign instructors also face challenges unique to roles and

identities in the Japanese university context (Brown, 2019; Chen 2022a, 2022b; Huang et al., 2017; Kelly & Adachi, 2019; Nishikawa, 2020). These challenges, combined with isolation and a lack of support, can harm teachers self- and collective efficacy (Bandura, 1997).

Supporting part-time instructors is crucial for improving their well-being and teaching, which in turn can benefit students. In the DELC at KU, an individual instructor's personality, choice of learning materials, and limited knowledge and utilization of school facilities can negatively impact students' motivation in English language courses (Kikuchi, 2013), and students' long-term motivation and achievement in English language learning are greatly influenced by their level of motivation in their first-year English courses (Ushioda, 2013). A team of instructors' shared perceptions of collective efficacy are a great predictor of student success (Hoy et al., 2002). This knowledge merits efforts to increase collective teacher efficacy for the sake of students. Given the link between institutional support for instructors and the quality of teaching and learning in the classroom, what can be done to the increase support and collective teacher efficacy of the part-time and part-time foreign instructors who teach the majority of compulsory English courses in KU's DELC?

Framing the Problem of Practice

Education and schooling have long been implicated in the processes of internationalization and global economic integration (Mundy et al., 2016). The PoP is similarly located within a broader landscape shaped by the forces of globalization and related factors of internationalization, HE, and foreign language education in Japan. This section will situate the PoP in this broader perspective, and include results from an analysis of related political, economic, social, technological, environmental, and legal (PESTEL) factors that influence the context of KU.

Globalization and Internationalization

Globalization influences nearly all aspects of culture, government, economy, social relations, and education (Altbach et al., 2009). Characteristics of globalization in HE include an increasingly integrated world economy, English as the lingua franca, and high mobility among workers (Altbach, 2007). Multiple definitions of globalization exist (Harvey 1989; Held et al., 1999; Ruggie 1993), but in the context of this OIP globalization can be understood as “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290). Internationalization and globalization are interrelated but different (Altbach, 2007). Drawing from both Tarc’s (2013) description of international education and Knight’s (2015) definition of internationalization, this OIP defines international education as a movement towards the internationalization of education as a response to pressures from globalization. Economic globalization has contributed to fiscal restraints on nation states having profound effects on the funding and organization of nations’ education systems (Carnoy, 1999; Hayhoe et al., 2017; Mundy, 2005; Mundy et al., 2016).

Perspectives on Economic Globalization

Educational policy at the national and institutional level are influenced by the forces of economic globalization and differing perspectives towards it. Features of economic globalization include increasingly mobile and territorially dispersed chains of production, controlled by multi- or transnational corporations that produce and market products globally, the rapid and increased flow of capital across borders, and the development of a new information economy that influences the supply and demand of skills and knowledge in education (Mundy, 2005). Mundy (2005) argues that these features of economic globalization weaken the authority of nation-states,

shifting power downwards to private organizations and upwards towards multilateral and international institutions.

Wang et al. (2011) identify two competing perspectives that conceptualize the realities of globalization relevant to problems for education: the economic imperative perspective and the critical resistant perspective. The economic imperative perspective sees nations as requiring a competitive edge in the global economy, and that education should thus equip students with the knowledge and skills to become part of a workforce that will develop and maintain that competitive edge (Wang et al., 2011). The critical resistant perspective sees this form of global capitalism as harmful to the well-being of people and that education should prepare citizens “committed to social justice and human rights” and who will “build solidarity in opposition to global capitalism” (Wang et al., 2011, p. 116). These perspectives influence the educational policy decisions of nations and their educational institutions.

Internationalization of HE in Japan as a Response to Economic Globalization

HEIs in Japan and around the world have implemented internationalization strategies as a response to economic globalization (Stigger, 2018). When examining internationalization policies and projects at the national and institutional level, it appears Japan is entrenched primarily in the economic imperative perspective.

MEXT educational policies and initiatives aim to cultivate students able to deal with globalization and to enhance the competitiveness of HE in Japan (MEXT, n.d.). ELE is a key component of this strategy (Hashimoto, 2007; Iino, 2019; Kakuta, 2015; MEXT, n.d.). Japan began to heavily promote ELE as a means to remain internationally competitive in the global economy after the collapse of the bubble economy in the 1990s (Hashimoto, 2007). A pertinent example of a policy initiative shaping the higher education landscape in Japan is the MEXT’s

Top Global University Project, which aims to “enhance the international compatibility and competitiveness of higher education in Japan” and “foster capable and talented graduates” (MEXT, n.d.). Among the top three internationalization goals awarded by the project are increased percentages of 1) international full-time faculty staff and those who have received degrees at foreign universities, 2) international students, and 3) Japanese students with credit earning study abroad experience. However, individual HEIs in Japan respond to internationalization and MEXT policies in different ways.

Although there has been a shift toward greater centralization since the 1990s, Japanese HEI and their individual faculties and departments have a long tradition of decentralized management (Yonezawa, 2017). Internationalization initiatives at most HEIs are bottom-up and conducted at the departmental level (Stigger, 2018; Yonezawa, 2017). A few high-ranking universities appear to be incorporating an internationalization ideology into their infrastructure (Ota, 2014; Rose & McKinley, 2017; Yonezawa & Shimmi, 2015), for example, by disseminating an institutional wide internationalization strategy with clearly articulated missions, visions, goals, and objectives (Ota, 2014). However, most HEI internationalization efforts are limited to the provision of study abroad programs and the hiring of foreign teachers (Phan, 2013; Stigger, 2018; Trent, 2012).

Impact of PESTEL Factors

A PESTEL analysis allows a deeper understanding of how economic globalization, internationalization, and ELE policies impact teachers and students in KU’s DELC.

Economic Factors

The majority of KU’s faculty are part-time instructors, a now common feature of HEIs associated with economic globalization (Kezar et al., 2019). KU is able to capitalize on the

increased mobility of international faculty by hiring part-time and fixed-term full-time foreign instructors, which costs the university significantly less than regular full-time faculty. Personnel costs make up about 60% of KU's expenditures, and thus these employment practices are likely to continue given the economic imperative and influence of market forces.

Social Factors

Many English teachers report frustration with the low motivation of Japanese university students (Honna, 2008; Matsumoto, 1994; Snyder, 2019), and trouble designing or carrying out effective classroom activities that achieve teaching goals (Fujimoto, 2019). The hidden objectives of students will often determine whether or not a teacher's curriculum or methods will be accepted or rejected by those students (Byram & Feng, 2005), as perceptions of the purpose of English differ greatly among individual students and teachers alike (Matsuda, 2011). The teachers' specific cultural knowledge and intercultural competence can help them to identify explicit and underlying cultural beliefs, values, and assumptions held by themselves and their students, and improve the quality of teaching and learning in English language classrooms (Byram & Feng, 2005). This can be particularly challenging for non-Japanese foreign instructors.

English language teachers may see themselves as just teaching the four skills of reading, writing, listening, and speaking, but they are also teachers of culture as a 'fifth dimension' (Damen, 1987). Kramsch (1993) writes, "Language teachers are so much teachers of culture that culture has often become invisible to them" (p. 48). Ignorance of the cultural dimension impacts communication with other faculty and staff in addition to students.

Knowledge of specific Japanese cultural values is essential for successfully navigating the Japanese university (Kelly & Adachi, 2019). For example, making simple requests of others can be seen as causing trouble (*meiwaku*), and avoiding burdening or troubling others is

associated with being a socially mature person (*shakaijin*) (Gagné, 2010). Social interactions between Japanese and non-Japanese on campus are regulated and structured through an in-group (*uchi*) and out-group (*soto*) distinction between groups, which is fundamental to Japanese social custom and sociolinguistics (Whitsed, 2011). This *uchi-soto* dichotomy is also present in the divide between regular and part-time faculty, as part-time instructors do not share facilities with full-time staff. This reduces the ability to form social connections or links inside the university, a core domain of institutional and cultural integration for foreign faculty (Nishikawa, 2020).

Technological Factors

Japan has been slow to adopt and integrate technology in educational contexts (Colpitts et al., 2021; OECD, 2018), which was highlighted at the beginning of the COVID-19 pandemic when Japanese HEIs such as KU implemented a period of emergency remote teaching and learning. At this time, many students and instructors alike did not own a computer or have internet access. As a result, KU delayed the start of the semester by one month, asked instructors to prepare online lessons and assignments that students could complete on a smartphone using less than 300MB of data per class. Later, shortly before classes began, KU mandated all classes be conducted on *KU-Teams* (pseudonym), a collaboration and communication platform on the KU Intranet. Limited training was provided to instructors and students, which may explain lower levels of student satisfaction with online learning during this time (Davey, 2020). Most instructors taught from home, and technical support was limited specifically to the use of *KU-Teams*, and in Japanese only, leaving many instructors feeling isolated and uncertain. Uncertainty about the effectiveness of teaching while grappling with top-down imposed foreign language education policies can weaken teachers' individual and collective self-efficacy and harm their well-being (Nagamine, 2018).

KU is now transitioning back to face-to-face learning, but remote attendance is allowed under certain conditions. This places a demand on instructors to adapt face-to-face lessons to accommodate online students at short notice. It is a challenge to adapt lessons, especially for highly interactive oral communication courses, and this challenge is compounded due to the increased demand on instructors' time and expertise, and the uncertainty involved.

Environmental Factors

The COVID-19 pandemic accelerated change at many Japanese HEIs and impacted the lives of students and faculty (Huang, 2021). At the beginning of the pandemic, KU abruptly shifted from its laissez-faire approach when it made a series of top-down decisions that greatly impacted part-time instructors, disrupting their schedules, diminishing their autonomy in the classroom, and forcing them to adapt to policies mandating the use of technologies with little support or guidance. These changes occurred shortly before the semester, creating stress and uncertainty. Uncertainty can amplify emotional responses (Holmes, 2015) and impact instructors' professional identity development, as well as students' academic and social outcomes (Schutz & Zembylas, 2009). Furthermore, individual instructors were and still are struggling with their own unique circumstances and feelings of uncertainty with regard to the pandemic in general.

Political Factors

KU's stated educational philosophy, goals, and foreign language curriculum are broadly aligned with Japan's wider vision for the internationalization of HE, and vague enough to flexibly adapt to future shifts in national policy. Likewise, KU's abundance of study abroad programs and large percentage of visibly foreign faculty enable it to capitalize on perceptions of being an international university where English is a lingua franca, while also capitalizing on

Japanese English learners' ingrained preference for British or American English taught by native-English speaking teachers. KU appears to practice a form of strategic ambiguity (Mandel, 2020), promoting a hazy middle ground in order to appeal to the widest range of stakeholders, and allowing KU to flexibly adapt to political and market changes.

Legal Factors

Legal factors that impact part-time instructors include precarious employment contracts, managing student personal data, digital copyright laws, and immigration. The employment contracts of part-time and fixed-term full-time instructors allow KU to change the number of faculty flexibly. There are advantages to being a part-time instructor at Japanese universities (Butler, 2019), which include limited responsibility outside of instructional hours, and eligibility to apply for permanent part-time status after 5 years of continuous employment. However, several KU instructors were unable to complete or renew their contracts during the COVID-19 pandemic, underscoring the precarious nature of these employment arrangements.

Technologies enabling the reproduction and transmission of data and resources have resulted in a heightened awareness among Japanese HEI regarding the management of student personal data and digital copyright laws. The protection of students' personal information has long been a concern, driven high-profile media cases over the past two decades. However, digital copyright issues are only now being addressed due to the rapid adoption of technology during the pandemic. Being sensitive to these issues, KU limits instructors' ability to share access to digital resources stored on individual instructor accounts. Although this protects the university, it restricts instructors' access to their own materials and resources stored on KU servers.

With the exception of naturalized citizens and permanent residents, foreign instructors require a professor visa or a special work permit in order to work at Japanese universities. KU is

generally supportive and prompt in providing foreign faculty with the legal documentation required for their visa applications. However, as is the case for all of the above legal factors, individual instructors' knowledge and awareness are key, as there is little institutional or cultural support to help foreign residents with these issues.

Discussion of PESTEL Factors

The PESTEL factors discussed above have a significant impact on the well-being and effectiveness of part-time instructors at KU's DELC. The educative goals of KU's DELC are vague, which allows them to align with the broader political and cultural contexts without challenging normative ideologies surrounding English language studies in Japan. KU's laissez-faire educational leadership places responsibility for making sense of this complex political and cultural context on individual instructors. This can be particularly challenging for the part-time and part-time foreign instructors, who face challenges unique to their positionalities that impact their well-being and efficacy. Furthermore, the COVID-19 pandemic has created new challenges for instructors, and KU's top-down response has not provided adequate support or opportunities for instructors to connect, communicate, and build trust with each other. Teacher trust in colleagues has a statistically significant effect on collective teacher efficacy (Ninković et al., 2022). Furthermore, opportunities to meet allow teachers to develop a shared sense of purpose or knowledge of each other's work, which is crucial for collective teacher efficacy (Donohoo, 2017). This raises questions about the relationship between support, well-being, and collective efficacy of instructors, and their subsequent impact on students.

Guiding Questions

Based on the theoretical and conceptual frameworks and discussion introduced earlier in this chapter, several guiding questions emerged that will assist in exploring the PoP and setting the direction of the OIP.

Social Cognitive Theory: How Can Institutional Support Increase Collective Efficacy?

SCT posits that behavior is determined via the reciprocal relationship between personal, environmental, and behavioral factors (Bandura, 1997). According to SCT, individuals' perceptions and beliefs are directly linked to their perceived individual self and collective efficacy. Limited institutional support for part-time faculty negatively impacts their perceptions and ability to teach (Bolitzer, 2019). Evidence from studies in high school contexts indicates a positive relationship between school leadership and collective teacher efficacy (Karacabey et al., 2022; Liu, 2020; Meyer et al., 2022; Özdemir et al., 2023; Qadach et al., 2020; Voelkel, 2022). For example, leaders may increase collective teacher efficacy by providing teachers with recognition, autonomy in school management processes, clear goals, and a collegial and open learning environment (Liu, 2020). Using SCT as a framework, the first guiding question asks: what are the personal, environmental, and behavioral factors that influence the collective efficacy of part-time and foreign part-time instructors at KU's DELC, and what kind of institutional support can address these factors to increase collective efficacy?

Conversion Factors: What Contextual Factors Impact Part-Time Instructors?

The capabilities approach (Sen, 1999) provides a productive theoretical framework for exploring how individual instructors' abilities and outcomes are dependent on the relationship between both the instructors' individual circumstances and their social and organizational contexts. Conversion factors are a conceptual device used within the capabilities approach for

evaluating structure and agency together (Robeyns 2003; Sen 1999; Walker & Unterhalter 2007; Wilson-Strydom, 2015). These are personal and environmental contextual factors that impact the extent to which an individual is able to make use of the available resources to achieve *capabilities* and *functionings* (Wilson-Strydom, 2015). For example, say there are two part-time instructors with the same level of education and teaching experience, but one has a supportive community of colleagues and a flexible work schedule, while the other has limited interaction with colleagues and juggles multiple jobs to make ends meet; these contextual factors impact the extent to which each instructor is able to make use of their education and teaching experience (i.e., capabilities) and achieve personal and professional fulfillment (i.e., functionings). Paying attention to conversion factors provides a mechanism for understanding what is needed to realize potential functionings (i.e., outcomes) (Walker & Unterhalter 2007; Wilson-Strydom, 2015). EFL teachers' professional commitment depends highly on both their job satisfaction and collective efficacy beliefs (Zhang, 2022). Therefore, using the capabilities approach as a framework to analyze the capabilities of part-time and foreign part-time instructors, and the conversion factors of their context, the second guiding question asks: what is needed in order to realize their potential functionings (i.e., outcomes)?

Leadership: What are the Positional Challenges and Opportunities?

As a part-time instructor with limited positional authority within KU's DELC, I am not in a position to make top-down decisions within the organization. However, evidence suggests teacher-to-teacher learning through collaboration, reflection, and discussion can increase teachers' instructional efficacy and benefit students (Nielsen et al., 2022). Taking positional limitations and the organizational and cultural context into account, the third guiding question asks: what are the unique challenges and opportunities for part-time and foreign part-time

instructors such as myself, and what approaches are available to implement the vision for change at KU? Answering this question will shape the approach to implementing the desired changes.

Leadership-Focused Vision for Change

This OIP's leadership-focused vision for change aims to increase support for part-time instructors and collective teacher efficacy: two interrelated goals which can have a significant impact on students' motivation, learning experience, and achievement. For example, working conditions can limit an instructor's capacity to plan and develop a classroom environment and relationships with students, which, according to social learning theory, are critical to students' motivation and engagement (Kezar et al., 2019). Therefore, the leadership-focused vision for change is twofold.

Vision for Change

The vision for increasing collective teacher efficacy at KU is for part-time instructors to form into a team, with a supportive network of colleagues, aligned with a common vision for best pedagogical approaches, dedicated to developing their capacity to positively impact students, and becoming recognized as an integral part of the university.

The vision for increased support envisions part-time instructors having an increased awareness of their role and of existing support available to them, greater access to information and resources they perceive as valuable to their role in the university, and increased opportunities for professional and career development.

Priorities Moving Towards the Vision for Change

To achieve the vision for change, part-time instructors should first have knowledge of and easy access to the types of support already available to them, as well as a clear understanding of their roles and responsibilities at KU, the DELC, and in the courses they teach. Information on

administrative policies and procedures deemed necessary by KU should be readily and easily available to save instructors valuable time and energy. Next, KU and DELC leadership should actively listen to the voices of part-time faculty to determine their needs and preferences for support. This could lead to new forms of support or modifications to existing ones. For example, PD seminars would be more convenient and relevant for KU's part-time instructors if delivered in a flexible or asynchronous format and addressed issues and challenges common to Japanese university English classrooms. Personalized or differentiated PD programs can improve the overall quality of teaching, and be especially beneficial to teachers with low self-efficacy (Mudhar et al., 2023). Increased support would help align part-time instructors with the rest of KU's faculty and staff.

Collective efficacy requires collective perception and action. Perceived collective teacher efficacy can reduce an individual teacher's intent to leave an institution (Qadach et al., 2020), and provide a foundation for effective professional development (Loughland, & Nguyen, 2020). To increase collective teacher efficacy at KU, part-time instructors need more opportunities for interaction, collaboration, and collective action. KU's laissez-faire approach allows instructors to initiate communication and collective action, such as designing and sharing curriculum and resources or conducting action research. However, recording progress and sharing achievements are necessary, as both self- and collective efficacy are enhanced when successes are noticed and remembered (Bandura, 1997). Part-time instructors' achievements and efforts should be recognized, and the processes for continued efforts to increase collective teacher efficacy should be embedded into the culture of KU's DELC. This will complete the change implementation plan and benefit all students, faculty, and staff.

This OIP prioritizes maintaining the agency and well-being of part-time and foreign part-time instructors. Individual agency is critical for shaping one's life, as well as for engaging in the reflection necessary for positive social change (Sen, 1999). Agency is also a critical dimension of human well-being (Alkire, 2002; Connolly, 1989) that is exercised both individually and in cooperation with others (Sen, 1999). Agency and well-being are both impacted by and impact an individual's self-efficacy (Bandura, 1995), making them crucial factors in understanding the PoP and envisioning potential solutions.

Chapter 1 Conclusion

This first chapter introduced details about the author's positionality and role as a part-time English-language instructor and educational leader in the DELC at KU, emphasizing the theoretical and conceptual frameworks that will be used throughout the OIP. SCT (Bandura, 1997) and the capabilities approach (Sen, 1999) were established as theoretical frameworks for understanding and addressing the PoP, which is the lack of support and collective teacher efficacy of part-time instructors at KU. Servant leadership (Greenleaf, 2010) was introduced as the foundation of an eclectic leadership approach chosen to address the needs of part-time instructors and other stakeholders. The broader contextual factors influencing the teaching and learning of English in Japanese universities, and specific details of the organizational context of KU were discussed, highlighting the myriad of factors and challenges part-time instructors must contend with when teaching. Results of a PESTEL analysis provided insight into factors influencing and perpetuating the PoP. Guiding questions emerged from the discussion of the PoP and theoretical and conceptual frameworks. Finally, a leadership-focused vision for change was introduced, which emphasized the connection between well-being, support, and collective

teacher efficacy. The next chapter will discuss the planning and development necessary to address the PoP.

Chapter 2: Planning and Development

This chapter will introduce a detailed explanation of the eclectic leadership approach introduced in Chapter 1 and its relevance to the planning and development of the OIP. This leads into a discussion of the theories and frameworks leading the change process and their appropriateness given the positional authority of the leader and the cultural context of KU and Japan. Drawing from the theoretical frameworks and guiding questions in Chapter 1, organizational readiness for change at KU addressing the PoP is analyzed, and viable solutions and strategies are proposed. The chapter ends with an evaluation of the solutions to determine which one is the most appropriate within the context and goals of this OIP.

Leadership Approach to Change

According to Northouse (2019), leadership is a process whereby an individual influences a group of individuals to achieve a common goal, and where the use of coercion and force is inappropriate. Building on this understanding of leadership, I have chosen an eclectic leadership approach for this OIP that aligns with my positionality and is designed to influence my Japanese and foreign colleagues at KU, in order to achieve a shared goal of increasing the support and collective teacher efficacy of the part-time instructors in the DELC.

As outlined in Chapter 1, this eclectic leadership approach is built on a foundation of servant leadership theory (Greenleaf, 2010; Liden et al., 2014; van Dierendonck & Patterson, 2018), draws conceptually from situational leadership (Blanchard et al., 2013; Northouse, 2019), and utilizes concepts and facilitative leadership skills from coaching for educational leadership (Roberts, 2008) and constructivist leadership (Lambert, 2002; Shapiro, 2008). Collectively, these leadership approaches are applicable to a variety of settings and goals, do not require positional authority, and are centered on the individual leader's behavior, ethics, character, ability to adapt

to the needs of others, and interpersonal skills. Furthermore, these approaches allow for collaboration, and some are explicitly collaborative in nature (Lambert, 2002; Shapiro, 2008). The shared features of these leadership approaches are particularly conducive to my position at KU, as are their individual features.

Eclectic Leadership Approach

Servant leadership theory is ideal for increasing support and collective teacher efficacy in a Japanese university, as it prioritizes serving the needs and growth of others (Greenleaf, 1977; Northouse, 2019), and has been effective in enhancing worker engagement in Japanese contexts (Kobayashi et al., 2020). Furthermore, servant leadership supports the OIP's related goal of improving part-time instructors' well-being, as it recognizes the importance of individual well-being to an organization's long-term success (Stone et al., 2004), and should benefit, or at least not harm, members of the organization (Greenleaf, 1977). Servant leadership is also positively linked to attitudinal (van Dierendonck et al., 2014) and behavioral (Bavik et al., 2017) outcomes. Collective efficacy is influenced by a reciprocal relationship between personal (i.e., cognitive) and behavioral factors (Bandura, 1997), and thus servant leadership provides a strong foundation for this OIP's leadership approach.

Liden et al.'s (2014) model conceptualizes the antecedents, outcomes, and mediating processes of servant leadership. Given the appropriate antecedent conditions and leader behaviors, the positive outcomes of servant leadership include increased follower performance and growth, organizational performance, and societal impact (Liden et al., 2014). These antecedent conditions include an ethical or moral dimension.

Servant leaders uphold their ethical principles (Northouse, 2019), and exercise moral agency. The concept of moral agency is grounded in the social cognitive theory (SCT) of self-

regulation (Bandura, 2016). Bandura (2016) explains, “it is not the moral principles or standards per se but the investment of one’s self-regard in how one lives up to those standards that governs the motivation and self-regulation of moral conduct” (p. 29). In other words, adhering to personal values is essential for positive self-view and motivates moral conduct. Therefore, as a leader, I must remain steadfast in my ethics and adapt specific behaviors to meet the needs of others throughout the OIP.

The eclectic leadership approach in this OIP borrows from situational leadership to better adapt to the needs of part-time instructors and other faculty and staff at KU. Situational leadership suggests that leaders should adapt to different situations (Blanchard et al., 2013; Northouse, 2019), and adapt their style to be more directive or supportive depending on the goal and development level of individuals (Blanchard et al., 2013; Northouse, 2019). Examples of supporting behavior include listening, praising, asking for input, and giving feedback. Examples of directive behavior are giving directions, establishing goals and methods of evaluation, setting timelines, defining roles, and showing how to achieve goals (Blanchard et al., 2013; Northouse, 2019). The situational approach offers a practical tool for leaders to adapt to the diverse needs of individuals, but has limitations that must be considered in this OIP.

Situational leadership overlooks how demographic characteristics impact others' perceptions (Northouse, 2019). As a foreign part-time instructor in a Japanese university, I must be sensitive to social and cultural issues of *face* when interacting with colleagues. *Face* refers to one’s feeling of being honored and respected (Littlejohn & Domenici, 2001). Individuals with more education or work experience tend to desire less structure or support (Vecchio & Boatwright, 2002). I must exercise humility, a trait that increases a leader’s ability to empower others, listen actively, and take the perspectives of others into account (Parker & Wu, 2014).

Humility requires self-reflection, and true self-reflection requires leaders to incorporate the views and perceptions of others (Scheffer et al., 2017). Incorporating colleagues' perceptions at KU requires intercultural and interpersonal communication skills.

Bottom-up change initiatives are commonplace in Japanese universities (Yonezawa, 2017), and involve building relationships and coalitions with colleagues. As an experienced instructor, I can influence my colleagues by raising awareness of the PoP, engaging in exploratory dialogue, and collaborating on potential solutions. Servant leadership suggests I can influence my colleagues through mutual trust, modeling ideal or ethical behavior, exhibiting core self-evaluation (CSE) traits (e.g., self-esteem and self-efficacy), empowering others, and demonstrating autonomous motivation (Liden et al., 2014). Effective servant leadership thus requires attention to communication and interaction, including a facilitative approach.

Constructivist leadership will be used as a facilitative approach. Based on the constructivist idea that people actively construct or make their own knowledge, constructivist leadership involves identifying reciprocal learning processes to collaboratively construct meaning and knowledge, create shared purposes, and uncover new possibilities for growth (Lambert 2002). Constructivist leadership can be used to design and manage classrooms and teams in a democratic, productive, effective, and healthy manner (Shapiro, 2008). Individual elements of this approach can be individually practiced or implemented (2008), and incorporated within the servant leadership framework, adding a collaborative and democratic dimension that fosters collective teacher efficacy and attracts voluntary participation.

Coaching for educational leadership (Robertson, 2008) is a practical framework for building leadership capacity through coaching and facilitation skills. It provides practical exercises for learning, evaluating, and applying these skills in formal professional development

processes at the individual, interpersonal, and group levels. This framework will contribute to development and implementation of collaborative solutions and strategies addressing the PoP.

Increasing the support and collective teacher efficacy of part-time instructors requires an understanding of who they are and what they want to be or do. Interpersonal communication with part-time instructors will help to achieve this. The eclectic leader approach equipped with tools for facilitating communication and collaborative processes will aid efforts to increase support and collective teacher efficacy for these instructors, while also mitigating the negative effects of resistance to change efforts.

Responding to Resistance to Change

Resistance to change can manifest at the individual, group, or organizational level (Burke, 2018). The eclectic leadership approach chosen for this OIP is well-suited for overcoming individual resistance, which may stem from anxiety or fear of losing something of value (Burke, 2018; Kotter & Schlesinger, 2008); be blind, political, or ideological in form (Burke, 2018); or derive from apathy (Burke, 2018; Kotter & Cohen, 2002). The eclectic leadership approach prescribes a differentiated response based on the needs of the individuals involved. For example, depending on the interaction and stage of the change plan, overcoming resistance may involve taking action to raise awareness, negotiate compromises, empower individuals, or build trust (Schweiger et al., 2018).

Involvement engenders commitment (Burke, 2018; Kotter & Cohen, 2002; Kotter & Schlesinger, 2008). The eclectic leadership approach should maximize the involvement of both supporters and resisters of change via the processes of facilitation and collaboration. Resistance can have both positive and negative effects on the success of organizational change (Schweiger et al., 2018). For example, resistance could indicate that an individual has given care and thought, and does not blindly accept or value the change initiative (Schweiger et al., 2018). Addressing the needs and concerns of such a resistor according to the eclectic leadership

approach should prompt reflection and discovery, and inform adjustments to the leader's approach or to the change plan itself. As the change plan proceeds and evolves, the participation of previous resistors may increase. The once blindly resistant become less so with time and the subsidence of fears (Burke, 2018), while the once apathetic become convinced by visible signs of collaboration and progress (Kotter & Schlesinger, 2008). Reframing (Bennet & Hermann, 1996; Cohen, 2005;) and other communicative strategies for overcoming anticipated resistance are discussed in the next chapter. Responding to resistors as prescribed by the eclectic leadership approach in this OIP should thus contribute to the understanding of the PoP and potential solutions, while also generating more momentum and fostering buy-in for change.

Considerations

The eclectic leadership approach will be utilized to effectively address the PoP and maintain the well-being of part-time instructors at KU by managing the perceptions of multiple stakeholders, garnering voluntary participation, and providing collaborative opportunities for constructing knowledge together. Voluntary participation, autonomy, and well-being are interrelated aspects of collective efficacy (Bandura, 1997), social justice (Sen, 1999), and servant leadership (Greenleaf, 1977), and are crucial to the success of the OIP. A central tenet of the capabilities approach is not to look at each person as a means to an end, but rather to allow them the freedom to be able to make decisions based on what they individually perceive as valuable (Sen, 1999; Walker & Unterhalter, 2007). Lack of voluntary participation is a notable barrier to the inclusion of all parties (Lambert, 2002), which must be overcome through a facilitative-mediative approach that attends to the needs and interests of individuals and builds democratic capacity (Erbe, 2011). This approach accounts for the complex differences of Japanese and non-Japanese faculty and staff, and utilizes interpersonal and intercultural skills for managing issues

of *face* (Littlejohn & Domenici, 2001), and building relationships and consensus through informal one-on-one discussions (*nemawashi*), which are integral to the success of change initiatives in a Japanese university (Meyer, 2014; Yonezawa, 2017).

Framework for Leading the Change Process

In this section, I will introduce the tools utilized for analyzing and choosing an appropriate framework for leading the change process in this OIP. This was an iterative process that drew from several change models, primarily Deming's (1986) framework for continuous improvement and Kotter's (1996) eight step plan (KESP).

Nadler and Tushman (1989) identified four ways an organization can respond to change: tuning, adapting, redirecting or reorienting, and overhauling or re-creating (as cited in Cawsey et al., 2016). Tuning and adapting are both incremental and continuous, with tuning being an anticipatory response to change, and adapting being a reactive one (Cawsey et al, 2016). A tuning or adapting response is typical in Japanese universities, where incremental improvements are culturally embedded and often stem from the bottom-up (Yonezawa, 2017). KU's typical response to change ranges from anticipatory-tuning to reactive-adapting, with evidence of continuous improvement or *kaizen*. *Kaizen* is a Japanese term for continuous improvement or betterment, commonly linked to Deming's (1986) framework for continuous improvement based on his work in Japanese corporations in the 1950's (Evans et al., 2012). *Kaizen* and Deming's plan, do, study, act (PDSA) cycles are well-known and a common feature in Japanese organizations (Moen & Norman, 2009). Considering the cultural and organizational context, a framework for leading continuous improvement at KU is most appropriate.

Adopting more than one model for change provides a change leader with access to a greater set of tools (Cawsey et al., 2016). Several frameworks for leading the change process

were considered for this OIP that contributed to an understanding of the organization and the PoP. The change path model (CPM) (Cawsey et al., 2016) was considered as it provided a comprehensive and circular structure with the potential for iterative change, but was ruled out due to the apparent need for a centralized delegation of roles and responsibilities in the planning phases that was not viable for this OIP. Nadler and Tushman's (1989) congruence model and Sterman's systems dynamics (Sterman, 2000; 2001) were both useful for analyzing KU from a system's perspective during the planning stages of this OIP. While rational linear thinking sees events as causally linked, systems thinking recognizes complex systems where everything is connected (Smith & Graetz, 2011). Systems analyses view organizations as being comprised of interrelated parts that affect each other and must work together in order to function properly (Smith & Graetz, 2011). A systems analysis of KU revealed the impact of various inputs on strategies (Nadler & Tushman, 1989), such as those revealed in the PESTEL analysis results in Chapter 1. The dynamic interplay between the university's goals, decisions, their side effects, the environment, the actions of others, and the goals of others was crudely modelled using system's dynamics (Sterman, 2000; 2001), which revealed how KU's hiring and management policies stifle collective teacher efficacy. This demonstrated that the structure of a system gives rise to its behavior, a fundamental principle of systems dynamics (Sterman, 2001). These analyses guided the development of a framework for disrupting negative feedback loops via behavioral and environmental changes that was feasible for guiding the change process within my positional restraints, which combines Deming's PDSA cycles with KESP.

KESP is a prescriptive top-down change model that can be adapted to an organization's needs (Cawsey et al., 2016; Kotter, 1996). PDSA cycles provide a framework for developing, testing, and implementing changes for the purpose of making improvements by engaging in a

four-stage cycle of planning the change, carrying out the change, measuring and studying outcomes of the change, and planning the next change or adjustment (ACT, 2022). Combining Deming's PDSA cycles with KESP adds flexibility and an iterative improvement process. KESP provides a productive framework for managing change plans related to the overarching goal of increasing support and collective efficacy at KU, or smaller collaborative projects. PDSA cycles can be employed as needed after or in between steps of KESP to facilitate continuous incremental change. PDSA cycles will also be used to monitor and evaluate the progress of the change plan, which will be discussed in Chapter 3 of this OIP.

KESP is an appropriate framework for managing the change process in this OIP from both a practical and a theoretical perspective. First, Japanese culture is considered to be high in uncertainty avoidance (Hofstede, 1980; Hofstede et al., 2002), meaning there is cultural tendency to avoid uncertainty and ambiguity. In high uncertainty cultures, leadership may promote collective teacher efficacy by offering support, clear guidelines, and shared vision (Özdemir et al., 2023). KESP provides a clear eight-step process that is devoid of ambiguity. These steps are 1) establish a sense of urgency, 2) create a guiding coalition, 3) develop a vision and strategy, 4) communicate the change vision, 5) empower employees, 6) generate short-term wins, 7) consolidate gains and produce more change, and 8) anchor new approaches in the culture (Kotter, 1996). The clear, numbered steps are useful in the context of KU, as they will reduce anxiety and misunderstanding, and require minimal investment of time to understand. This will also address differences in language ability, commitment, and time: issues that affect part-time and foreign instructors. Explicit steps and clear language also aid communication and collaboration.

Second, KESP provides a framework for directly addressing the behavioral aspect of collective efficacy that is central to this OIP. Cohen (2005) presents people-centered tools and tactics for influencing behavior and moving change recipients within the KESP model. For instance, when facing barriers to change initiation, such as complacency, immobilization, deviance, or pessimism, a leader can reframe problems from the perspective of those they seek to serve (e.g., students), provide information that provokes and conveys emotions, and offer opportunities for processing information and emotions in a safe context without blame or condemnation (Cohen, 2005). These strategies focus on influencing individuals' cognition and behaviors, which are crucial to collective efficacy and well-being, as discussed earlier (Bandura, 1997).

The combined KESP and PDSA change frameworks will enable KU and the DELC to undergo first-, second-, and potentially third-order changes. First-order changes refer to incremental changes that occur within the established framework of an organization and its members' perceptions of it (Bartunek & Moch, 1987). First-order changes could be facilitated by both the PDSA cycles and KESP's sixth step of generating short-term wins. For example, creating course-specific teacher guides, or orientation checklists that help new and experienced part-time instructors become aware of the existing supports and resources available to them.

Second-order changes refer to modifications or changes to an organization's framework itself (Bartunek & Moch, 1987). Such change can stem from incremental change initiatives, but is more explicitly part of KESP's seventh and eighth steps. These steps involve consolidating gains, producing further change, and anchoring new approaches in the culture of the organization (Kotter, 1996). In the context of this OIP, this would entail establishing new resources and

supports for part-time instructors, as well as implementing processes to ensure that part-time instructors are aware of the information that they need or want.

Third-order changes refer to changes in an organization's framework that allow the development of the capacity to change that framework as events require it (Bartunek & Moch, 1987). Such changes are beyond the scope of this OIP because they typically require significant structural or top-down efforts, which are not common in Japanese universities (Yonezawa, 2017). KU's adoption and implementation of an online platform (i.e., KU-Teams) for teaching all of its courses during the COVID-19 pandemic could be viewed as evidence of the university's capacity for implementing third order changes. However, this change placed significant burdens on part-time instructors, without consideration for their well-being. This suggests that KU's current framework does not prioritize instructor well-being.

In Japan, the concept of well-being is relatively new, and most government and institutional efforts to improve worker well-being have focused on full-time salaried workers (Heckel et al., 2018). These efforts are often equated with the idea of providing time off for new mothers (Heckel et al., 2018). Unfortunately, the well-being of part-time or contract workers is not a social justice issue that is given attention in the Japanese media or by Japanese leaders (Heckel et al., 2018). Moreover, part-time and fixed-term instructors in Japan are generally not considered for tenure-track positions (Shima, 2012). Even though Japanese universities like KU rely heavily on part-time instructors for teaching, they do not consider them as members of the organization. This systemic issue in Japan limits the potential for third-order changes in this OIP.

A successful third order change at KU would involve consideration of part-time instructors' well-being to be integrated into the decision-making framework at an organizational level. This is an aspirational goal that, theoretically speaking, is not beyond the scope of this

OIP, as bottom-up initiatives in Japanese universities can become institutionalized when they are perceived as successful (Yonezawa, 2017). However, ethical considerations are not an explicit component of the KESP model alone. I propose a set of clear, concise, and prescriptive guiding principles informed by the eclectic leadership approach described earlier be added to the change framework. These guiding principles dictate that change efforts should: do no harm, be voluntary, improve well-being, and be attentive to the needs and interests of part-time instructors. This addendum should increase part-time instructors' readiness to change.

Organizational Change Readiness

Organizational readiness occurs when an organization's environment, structure, and members' attitudes are such that employees are receptive to change (Holt et al., 2007). Readiness can be theorized, assessed, and studied at the individual, group, unit, department, or organizational level (Weiner et al., 2008). Instruments measuring change readiness differ in how they conceptualize and define readiness, but typically assess readiness from the perspectives of the content, process, context, or attributes of individuals involved in a particular change (Holt et al., 2007). There is limited evidence for the reliability and validity of most publicly available instruments for measuring readiness for change at the organizational level (Weiner et al., 2008; Weiner, 2009). Although there is no one best definition or strategy for assessing and increasing organizational change readiness (Weiner et al., 2008), organizational readiness for change is considered to be a precondition to a successful organizational change implementation plan (Armenakis et al., 1993; Cawsey et al., 2016; Kotter, 1996; Self, 2007; Weiner et al., 2008). In order to facilitate the success of this OIP, change readiness theories and tools have been chosen to address the structural and psychological readiness in the context of KU.

Weiner (2009) conceptualizes and defines organizational change readiness as a shared psychological state in which organizational members feel committed to implementing an organizational change and are confident in their collective abilities to do so. Weiner's (2009) theory focuses on organizational readiness for change in psychological rather than structural terms. In other words, rather than examine an organization's assets and deficits, this theory examines how members of an organization consider contextual and situational elements in formulating their own change efficacy judgements (Weiner, 2009). Drawing from motivation theory (Fishbein & Ajzen, 1975; Meyer & Herscovitch, 2001; Vroom, 1964), an organization's members' commitment to change is a function of change valence, (i.e., whether or not and to what degree they judge change as being needed, important, beneficial, or worthwhile) (Weiner, 2009). Drawing from SCT (Bandura, 1997; Gist & Mitchel, 1992), change efficacy is a function of members' cognitive appraisals of three determinants of change implementation: task demands, resource availability, and situational factors (Weiner, 2009). Change valence and change efficacy are thus the main determinants of change readiness, but are affected by broader contextual factors that affect readiness, such as organizational culture, policies and procedures, past experiences, resources, and organizational structure (Weiner, 2009).

Measuring organizational readiness for change addressing the PoP at KU according to Weiner's theory would require an instrument such as a survey to all faculty and staff. Such a survey could include a description of the desired change; items focused on collective, rather than personal, commitment and capabilities; items that capture change commitment or change efficacy; and efficacy items tailored to the specific organization (Weiner, 2009). However, as such a tool currently does not exist, organizational readiness will be subjectively measured through a force field analysis and discussion of contextual factors that drive and restrain change

efforts to address the PoP at KU (see Figure 1). Force field analysis is a process for identifying and analyzing the forces driving and restraining change in an organization (Burnes & Cooke, 2012; Cawsey et al., 2016). Using force field analysis provides a holistic view of those forces that may have rigor and relevance (Burnes & Cooke, 2012). The results of the force field analysis will be used to discuss contextual factors and their effect on change valence and change efficacy in order to add a degree of rigor to a subjective assessment of readiness for change in KU.

Discussion of Contextual Factors Affecting Change Valence and Change Efficacy

The force field analysis evaluates the forces driving and restraining a change plan addressing the PoP at KU. These forces are categorized according to broader contextual factors, and scored from 1 to 5, indicating the strength with which each force drives or restrains the change plan (i.e., 1 = *very little effect* and 5 = *very strong effect*). While the analysis reveals driving forces are stronger than restraining ones, a deeper understanding of these forces is essential to amplify or mitigate their effect on efforts to increase support and collective teacher efficacy for part-time instructors at KU.

Notable drivers of change at KU include a culture of continuous change (*kaizen*) and technological resources available to instructors. However, considering organizational change readiness as a shared psychological state, it is worth noting that instructors may be slow to recognize the benefits of incremental change, or embittered from negative past experiences with technology. From a psychological perspective, notable drivers include individual instructors' professional identity (Whitsed & Volet, 2013), an organizational culture prioritizing students, and memories of past successful instructor-led collaboration. Notable restraining forces include individual instructors' negative perceptions, a cultural disregard for the well-being and

Figure 1*Force Field Analysis of Contextual Factors Driving and Restraining Change*

Forces Driving Change →	Score	Contextual Factors	Score	← Forces Restraining Change
Many teachers upset with the status quo (e.g., of ELE in Japan & at KU)	4	Culture & Organizational Culture	3	Part-time (& foreign) instructors seen as temporary at KU (& in Japan)
Norm of incremental change, (i.e., <i>kaizen</i>)	5		3	Apathy towards incremental change
Professional identity of instructors	3		3	Negative perceptions of instructors (e.g., resistance to change, pessimism, negative view of students or organization, etc.)
KU culture of prioritizing educational experience of students	5		4	Culture doesn't prioritize experience of part-time instructors
<i>Ringi</i> -system / <i>nemawashi</i> allows for bottom-up change initiatives	5		4	Consensus building central to <i>ringi</i> -system / <i>nemawashi</i> is time consuming
Course coordinators in place to communicate with part-time instructors	5	Policies & Procedures	3	Course coordinators may have limited time or experience at KU
Continued intention to hire part-time (& foreign) instructors	4		4	Part-time instructor well-being or working conditions not a priority
High-level of instructor-initiated collaboration (e.g., first year of COVID-19 pandemic)	4	Past Experiences	4	Instructors burnt out (e.g., adapting to COVID-19 and policies)
Experiences of incremental improvements (e.g., tech resources, <i>Teacher's Manual</i> , etc.)	3		4	Instructors felt overwhelmed and ignored when seeking (e.g., adapting to online/hybrid teaching)
Many instructors have skills and willing to share knowledge.	4	Resource	4	Minimum tech support for instructors
Access to cloud storage, LMS, communication platforms enabling increased communication and sharing between instructors	5		3	KU restricts features of technology, limiting instructors' ability to share or utilize content
Individual staff have flexible research budgets	4		5	No funding for training or support
Renovations & new equipment increasing access to facilities and technologies.	4	Structure	2	Reservations required for equipment and rooms
Instructor lounge available with PCs, copy-machines, and workspaces	3		3	New lounge small, inconveniently located, and uninspiring
Total	58		49	Total

Note. Figure created by author with contextual factors derived from Weiner (2009).

achievements of part-time instructors, and past experiences of burnout, failure, or helplessness resulting from KU's rapidly changing mandates during the pandemic. These forces will impact instructors' perceptions and inform the development of a shared psychological state.

Reviewing the identified forces, it is clear that not all KU instructors will share the same reasons for valuing change. However, change valence, or the degree to which members value a specific change, resulting from disparate reasons can be a strong determinant of change commitment (Weiner, 2009). For example, instructors who prioritize professionalism and student outcomes may be invested in the vision for increased collective teacher efficacy, while instructors who are struggling or less motivated would appreciate the benefits of increased support and access to resources. Furthermore, both driving and restraining factors indicate that many instructors share a dissatisfaction with the status quo, which can prepare the organization for change (Cawsey et al., 2016; Holt et al., 2007).

Organizational readiness for complex changes is determined by the organization's members' shared positive assessment of task demands, resource availability, and situational factors (Weiner, 2009). At KU, a history of incremental improvements and collaboration among instructors suggests that many instructors will assess change efforts to increase collective teacher efficacy as viable in terms of tasks and resources. However, negative experiences, such as the administration's mishandling of instructor resources on the KU Intranet, have left some instructors jaded and hesitant to initiate or participate in collaboration. Such experiences undermine instructors' appraisals of the situational factors that affect change. When all factors have been considered, I believe that KU is ready for change, and those who are resistant to it will become more supportive upon seeing evidence of success or benefits from a change plan that addresses the PoP.

Strategies and Solutions to Address the Problem of Practice

In this section, I will present three PoP solutions and evaluate their potential to increase support and collective teacher efficacy, impact on instructor well-being, and viability based on positional and resource limitations. These solutions draw on SCT (Bandura, 1997), the capabilities approach (Sen, 1999), and the eclectic leadership approach introduced earlier.

SCT and Collective Teacher Efficacy

Solutions to the PoP should promote shared goals, perceptions, and beliefs among part-time instructors, which are fundamental to collective efficacy and collective teacher efficacy. Collective efficacy is a group's shared belief in their conjoint capabilities to attain their goals and accomplish desired tasks (Bandura, 1997), while collective teacher efficacy refers to teachers' shared perception that they can take action together to positively affect student achievement (Goddard et al., 2000). Without this shared belief, individual instructors may feel powerless and cease making efforts to improve in this dimension (Bandura, 1995). According to SCT, observational learning and modelling are key elements of learning (Bandura, 1977) and the development of self- and collective efficacy (Bandura, 1997). Donohoo (2017) presents six enabling conditions for collective teacher efficacy which can serve as a checklist for evaluating proposed solutions: 1) advanced teacher influence, 2) goal consensus, 3) knowledge of colleagues' work, 4) cohesive staff, 5) responsive of leadership, and 6) effective intervention systems. Considering these conditions and the aforementioned theories, proposed solutions must facilitate goal-sharing and shared knowledge and learning.

Capabilities Approach, Support, and Well-being

Ensuring the support and well-being of instructors requires an understanding of their *capabilities* (i.e., what they want to be and do) and their *functionings* (i.e., what they are actually

able to be or do that they value being or doing). The capabilities approach (Sen, 1999) provides a framework to address the PoP, assess well-being, evaluate social arrangements, and design proposed solutions. A comprehensive analysis of the capabilities and functions of part-time instructors at KU could help ensure sustainable employment of instructors (Murangi et al., 2022), but is beyond the scope of this OIP. Instead, a list of capabilities and functionings has been derived from a review of the literature on part-time, foreign, and foreign part-time instructors working in HE and HE in Japan (Berens, 2019; Burdick et al., 2015; Chandola & Zhang, 2018; Crawford & Germov, 2015; Giunchi et al., 2019; Huang et al., 2017; Kalleberg & Vallas, 2017; Kezar & Depaola, 2018; Lam et al., 2014; McComb et al., 2021; Nishikawa, 2020; Whitsed & Wright, 2011) (see Appendix A). In some cases, issues and challenges facing part-timers (e.g., job insecurity and low pay) identified in the literature have been inverted and reframed as capabilities (e.g., have job security and receive higher pay), and vice versa. The results of this analysis aid in the development of solutions and strategies that address both the PoP and the well-being of part-time instructors at KU.

Leadership and Change Process

Proposed solutions must align with the principles of the eclectic leadership approach discussed earlier in the chapter, and be viable given my limited positional authority at KU. Solutions must fit within these limitations and establish a foundation for continued incremental change toward increasing support and collective teacher efficacy for part-time instructors. I will consult key faculty at KU and initiate the chosen solution with their support. Some solutions and strategies were ruled out at this stage of the OIP (see Appendix B), but may become viable in the future as change efforts gain support and evolve through increased participation and the use of

PDSA cycles. I will facilitate the implementation of the chosen solution, communicate with colleagues, and ensure the chosen solution serves part-time instructors and their students.

Possible Solution 1: Create Orientation and Resource Guide

The first possible solution is to create a comprehensive orientation process and resource guides for all part-time instructors. As stated in Chapter 1, no formal orientation process currently exists for part-time instructors at KU, leaving them to become familiar with the campus through trial and error or informal conversations with colleagues.

Orientation should help transition instructors into their positions, provide mentorship and an opportunity to network, develop teaching skills, and integrate them into the culture of academia (Suplee & Gardner, 2009). Ideally, orientation should start with a detailed conversation and explanation, and be followed by tangible reference materials that serve as a primary resource after orientation (Santisteban & Egues, 2014). Santisteban and Egues' (2014) orientation checklist for cultivating adjunct nursing faculty can serve as a model for designing the orientation procedure at KU (see Appendix C). KU's current *Teacher's Manual*, while improving each year, lacks practical information relevant to part-time instructors other than the location of computers and copy machines and details of employment contracts. Therefore, an orientation checklist and course-specific resource guides would provide part-time instructors with important information pertinent to their roles and responsibilities at KU.

Required Participation and Resources

This solution requires minimal physical resources, as documents could be stored digitally online and physically in the part-time instructors' lounge. However, successful implementation requires the time, flexibility, and cooperation of a few key full-time and full-time limited term faculty, namely the individual in charge of hiring, and course coordinators. These faculty must

consider part-time instructors' schedules and commitments outside KU. This may require frequent communication, advanced planning, and the willingness and commitment to adapt to individual part-time instructors' schedules. As a facilitator, I would design and propose this solution to three key faculty members in particular, while also reaching out to other part-time and former part-time KU instructors in order to ensure the orientation process and resource guides meet their needs.

Benefits and Limitations

The information and materials provided to part-time instructors could assist in the fostering of collective teacher efficacy if they impart a clear set of goals for teaching, increase cohesion between staff, and advance instructors' knowledge of each other's work (Donohoo, 2017). Furthermore, it would ensure that part-time instructors have a greater awareness of existing support and opportunities for growth available to them. In addition to saving instructors time and energy, it will allow them to make educated choices that will inform their *functionings* (i.e., achievement of individual desired outcomes) (Wilson-Strydom, 2015). For example, an instructor could use the extra time to focus on personal development, initiate collaboration with fellow instructors teaching the same course or same cohort of students, or pursue something meaningful to their own individual well-being. However, the success of this solution depends on the time, flexibility, and cooperation of key faculty members and staff. Furthermore, it may be challenging to accommodate the schedules and commitments of part-time instructors, which could impact the effectiveness of the orientation process.

Possible Solution 2: Professional Development Inclusive to Part-Time Instructors

The second possible solution is to create professional development (PD) opportunities that are more inclusive to part-time instructors. Currently, part-time instructors at KU are invited

to Japanese and English-language PD seminars twice a year before the beginning of each semester, but attendance is voluntary and without remuneration. As of Fall 2022, changes are underway to make recordings of PD seminars available to all instructors online.

Existing PD seminars at KU should be adapted to increase the inclusion of part-time instructors. PD must fit the schedule of part-time instructors (Burdick et al., 2015). When available, part-time instructors are more likely to attend existing PD seminars if topics are related to their personal interest or practice, address common or long-standing problems on campus, and if a friend or someone they respect is attending (Burdick et al., 2015). PD seminars can provide opportunities for sharing learning outcomes and assessment results (Cressman, 2011). In addition to adjusting existing PD to incorporate these elements, new PD opportunities outside of seminars should be devised. For instance, PD information could be shared via email, newsletters, or in a dedicated online space that offers PD strategies that instructors could access and initiate on their own, in pairs, or in small groups (Cressman, 2011). Course coordinators are in a key position to manage collaborative approaches (Crawford & Germov, 2015), and KU course coordinators could distribute PD information to part-time instructors, or invite them to participate in collaborative projects focused on improving teaching and learning. With the coordinator's support, learning outcomes could be shared in the form of a KU PD seminar or in a KU research report.

Required Participation and Resources

As with the previous possible solution, I would act as a facilitator, designing and proposing adjustments and new PD strategies in consultation with course coordinators who manage compulsory courses taught by part-time instructors. I would start by collaborating with course coordinators who are receptive to improving collective teacher efficacy and support. First,

we would design PD activities and strategies for a specific course and invite instructors to voluntarily participate, incentivizing them with opportunities for growth or recognition. Course coordinators would encourage participation and feedback from part-time instructors, which will help us identify their needs and develop appropriate topics for PD seminars. As full-time faculty, course coordinators are in stronger position to make minor adjustments to the contents of existing PD seminars that would attract part-time instructors, and advocate and build support for structural changes to PD. For example, if convinced that PD focusing on part-time instructors is valuable to students, members of the faculty council may offer their support or funding.

Benefits and Limitations

PD can offer directive support (Blanchard et al., 2013) for KU instructors facing specific challenges, such as mandated technology use or hybrid lesson planning. It can also increase part-time instructors' visibility and networking opportunities: an important first step towards recognition. To maximize the benefits of PD for part-time instructors, it should be concise, relevant, and accessible as a resource or delivered in small groups. Even minor adjustments to existing PD seminars would be beneficial. However, the success of this solution is dependent on the receptiveness and cooperation of both course coordinators and part-time instructors. Furthermore, it will be difficult to incorporate the specific voices and needs of part-time instructors into PD in a timely manner.

Possible Solution 3: Instructor Led Community of Practice

The third possible solution is the establishment of an instructor-led community of practice (CoP) focused on increasing support and collective teacher efficacy of part-time instructors. A CoP is a group of people who share a concern, a set of problems or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing

basis with each other (Wenger, 2008; Wenger et al., 2002). While many groups of instructors at KU collaborate, there is currently no formal CoP open to all part-time instructors. CoPs are useful for addressing the challenges of distributed communities that cannot rely on face-to-face meetings (Wenger et al., 2002). By promoting social learning and community building, a CoP can help develop the shared psychological state that is crucial for achieving collective efficacy.

One of the seven principles of a CoP is to focus on delivering value to the teams, organization, and community they serve (Wenger et al., 2002). A CoP centered on increasing support and collective teacher efficacy for part-time instructors would ultimately serve the broader KU community, including its students, faculty, and staff. Typically, a CoP begins as a small group of core members who actively engage in learning and projects related to their shared goals, with participation eventually expanding to those on the periphery or outside of the community (Wenger et al., 2002). At KU, the CoP would start with the author and several other instructors as core members, meeting in person at least once a month, and include two course coordinators and one full-time faculty member on the periphery. The observations and insights of those on the periphery provide a learning opportunity for everyone involved (Wenger et al., 2002). Through the CoP, members could develop knowledge and resources, such as activities, rubrics, or course guides, and share them on the KU Intranet via KU-Teams and cloud storage accounts. These technologies could enable synchronous and asynchronous online communication, enhancing participation and the CoP's influence. CoPs are designed to evolve (Wenger et al., 2002), and the increased participation and visibility of the CoP at KU would drive its evolution.

Required Participation and Resources

For a successful CoP, a facilitator and the active participation of instructors are required. By involving part-time instructors, the CoP can foster the first four of Donohoo's (2017) six enabling conditions of collective teacher efficacy. The involvement of course coordinators and full-time faculty members has the potential to foster the last two conditions, responsive leadership, and an effective system of intervention (Donohoo, 2017). While part-time instructors have access to the online and physical spaces necessary for meeting and storing resources, the participation of other DELC faculty and staff could enhance the CoP's potential. As a shared purpose and vision are essential for a CoP, I would facilitate meetings with members to establish terms of reference (ToR) that define the CoP's vision, strategy, and ways of working.

Benefits and Limitations

An instructor-led CoP could provide part-time instructors with a sense of community, enabling various forms of support and opportunities for developing self- and collective efficacy. For example, Holbeck et al. (2021) reported that a faculty-led CoP successfully addressed the need for increased support for online adjunct faculty and faculty involvement. A CoP also addresses issues such as visibility, distance, group size, affiliations, and culture (Wenger et al., 2002), making it possible for all of KU's individual Japanese and foreign part-time instructors to participate at some level regardless of their time spent on campus, affiliations with other universities, and differences in culture and language. However, while the CoP aims to be inclusive, not all part-time instructors may choose to participate. Additionally, the success of the CoP largely depends on the engagement and commitment of its members, as well as its ability to sustain itself over time.

Assessment of Possible Solutions

As previously discussed, the solutions proposed were selected based on their feasibility and effectiveness in addressing the PoP, while also considering my limited resources and positional authority. To determine the most suitable solution, each was scored according to their potential to create the six conditions enabling collective teacher efficacy outlined by Donohoo (2017), and increase 23 capabilities of part-time instructors. A total of 29 items were each scored out of three points, with 2 points indicating high potential, 1 point indicating some potential, and 0 points indicating limited or no potential (see Appendix D). Solution 3, an instructor-led CoP, scored 35 points, while solutions 1 and 2 scored 20 and 26 points, respectively. However, further discussion is required to determine the best solution for addressing the PoP.

Points of Consideration

All three solutions scored highly in their potential to both increase goal consensus and direct part-time instructors to existing resources. However, none of the solutions immediately address job security, remuneration, or extrinsic rewards. Solution 3 (the CoP) uniquely addresses all of the capabilities specific to part-time foreign instructors, who face barriers to integration (Huang et al., 2017; Nishikawa, 2020), and long for higher levels of professionalism and achievement in Japanese HE (Whitsed & Wright, 2011). Professional practice and community are two key components of a CoP (Wenger, 2008) that address these needs. Meanwhile, solution 1 (the orientation and resource guide) scored 15 points lower than the CoP solution but has the advantage of reaching a greater number of instructors, as it could easily be disseminated in some form to new and existing instructors through hiring managers and course coordinators. This differs from solution 2 (inclusive PD), which would require more faculty involvement to implement and only influence part-time instructors who choose to engage in PD opportunities.

While the CoP and inclusive PD both share this weakness, the CoP has the unique ability to influence people on the periphery or even outside of the community (Wenger et al., 2002).

Choosing between solutions 1 and 3 is difficult, but solution 3 seems to be the better choice for three reasons. First, CoP members could implement solutions 1 or 2 as part of a collective project if they wished. Second, a CoP invites broader participation and observation from the KU community, and increased opportunities for collaboration and synergy. Third, this synergy and collaboration could lead to new innovative strategies and solutions to the PoP.

Chapter 2 Conclusion

This chapter explained the eclectic leadership approach based on servant leadership that the author will use to drive change at KU. KESP was chosen as a clear and concise prescriptive framework for conceptualizing the change plan and related projects, which are augmented by PDSA cycles that enable the continuous evaluation and evolution of the change plan. Organizational change readiness was assessed via a force field analysis and discussion of contextual factors affecting KU instructors, with evidence and arguments presented for the psychological readiness for change. Solutions addressing the PoP were proposed and evaluated for their potential to enhance collective teacher efficacy, support, and well-being of part-time instructors. While all solutions introduced were viable given the change agent's limited positional authority and resources, an instructor-led CoP was chosen as the best solution to the PoP based on its potential for enhancing collaboration, and addressing multiple items identified as important to the well-being and performance of part-time instructors at KU. Finally, the ethical considerations of implementation have been considered throughout the chapter in order to serve the best interests of part-time instructors, their students, and the wider community in and outside of KU. Ethical considerations of implementation have been considered throughout, in

line with the principles of servant leadership, and with the addendum stating that the OIP should do no harm, be voluntary, improve well-being, and be attentive to the needs and interests of part-time instructors. The final chapter offers a plan for implementing, monitoring, and communicating the change plan.

Chapter 3: Implementation, Communication, and Evaluation

This chapter will introduce the plan for the implementation, communication, and evaluation of a community of practice (CoP) at Kei University (KU) in order to increase support and collective teacher efficacy of KU's part-time instructors. The first two chapters of this organizational improvement plan (OIP) discussed the lack of support and collective teacher efficacy as a problem of practice (PoP) at KU, and identified an instructor-led CoP as an appropriate and viable solution to the PoP given the organizational context and positionality of the change agent. Chapter 3 will introduce an integrated change plan that consists of three parts. The change implementation plan, clearly articulating the actions and processes necessary to establish and manage the CoP at KU, followed by detailed plans for communicating, monitoring, and evaluating throughout the change process. A brief overview of the integrated change plan and corresponding level of the CoP's development can be seen in the appendices (see Appendix E). Finally, the chapter will end with a discussion of considerations for future research and steps to be explored to increase support and collective teacher efficacy of part-time instructors at KU.

Change Implementation Plan

This section will discuss the change implementation plan for introducing an instructor-led CoP focused on increasing support and collective teacher efficacy of part-time instructors at KU. A CoP is a group of people who share a concern, set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (Wenger et al., 2002). The implementation plan for the instructor-led CoP at KU is divided into three stages, modelled on Kotter's (1996) eight step plan (KESP), and outlines what is needed to establish, refine, and sustain the CoP. A detailed overview of stages, steps, goals, timeframes, and actions required for implementation can be found in the appendices (see Appendix F).

Elements of the plan related to communication, and monitoring and evaluation are only briefly touched upon, as they will be discussed in detail in later sections. The section ends with a discussion of practical limitations and challenges.

Alignment with Organizational Strategy

As discussed in the previous chapters, establishing the CoP was selected as the best viable solution to the PoP given the context of a Japanese university and my positionality as a change agent. Rather than challenging the status quo, the CoP will align with KU's organizational strategy and educational philosophy. KU is a non-research university (Huang, 2015), known more for its campus environment than academic rigor. KU has a stated educational goal of producing graduates who have advanced language skills, expert knowledge of specific regions and cultures, and the ability to work independently and collaboratively to conceive of ideas and put them into practice (KU, n.d.). Within KU's DELC there is currently a strong emphasis on leading students to value lifelong, self-directed, and autonomous learning. KU leadership's laissez-faire approach allows instructors a great deal of autonomy in how they interpret these goals and values, and what they choose to teach in class. Within the organizational culture, the collaborative efforts of instructors are tacitly understood to be valuable, but receive no explicit support. In this context, it is expected that the CoP will be established and able to operate indefinitely as long as it does not violate existing protocols or policies (e.g., divulging students' private information, academic harassment, etc.). However, it will likely do so with minimal support until it has demonstrated a record of positive impact.

Overview of the Change Implementation Plan

As described earlier, the change implementation is divided into three stages using KESP (Kotter, 1996) as a framework that provides a step-by-step guide for establishing, developing,

and sustaining the instructor-led CoP at KU. CoPs are designed to evolve (Wenger et al., 2002), and this evolution is facilitated through plan, do, study, act (PDSA) cycles, which inform necessary adjustments at each stage of the change plan. A detailed overview of these stages is in the appendices (see Appendix F) and specific benchmarks and indicators of success will be discussed later in the monitoring and evaluation plan. This section will explain the primary goals of each stage and step of the change plan, and my role as a servant leader, change agent, CoP core member, and meeting facilitator.

Stage 1: Establishing a Foundation for Change

In Stage 1, the primary goal is to establish the CoP and achieve the short-term goals of the change plan. These short-term goals include recruiting 4-5 CoP core members, reaching consensus over the terms of reference (ToR) and processes that will guide the CoP, and establishing a record of regular and productive collaborative work focused on the PoP.

Step 1: Establish a Sense of Urgency. In order to raise awareness and excitement about the CoP and its potential benefits, I will broach the subject with colleagues on campus through informal one-on-one or small group discussions. Establishing a sense of urgency is particularly important in order to galvanize change within an organizational culture (Kotter, 1996). While a perceived crisis may force a group to re-evaluate its values or practices (Kotter & Heskett, 1992; Kotter, 1996), it may also vilify the status quo, evoke stress and anxiety, harm employee well-being, and potentially derail change efforts (McLaren et al., 2022). Informal face-to-face interactions will allow me to assess an individual colleague's emotional responses and level of interest in real-time, and reframe messages accordingly. This strategy will assist in overcoming obstacles to step 1, such as complacency (Kotter, 1996), fear or anger (Kotter & Cohen, 2002). In addition, positive reframing can soften or neutralize hostile responses, save face, and

encourage creative thinking and forward movement (Littlejohn & Domenici, 2007; Littlejohn et al., 2017).

Step 2: Create a Guiding Coalition. I will recruit initial CoP core members that will serve as a guiding coalition. According to Kotter (1996), a guiding coalition requires trust, a common goal, and members with characteristics such as positional power, expertise, credibility, and leadership. To form this group, I will contact colleagues who expressed interest or commitment in step 1, determine their availability, and invite them to a face-to-face meeting on campus for the purposes of exploring the potential and direction of the CoP. I will actively seek the participation of instructors in the roles of course coordinator and hiring manager in order to add members with some positional power. Before the meeting, all participants will receive advanced notice of the meeting agenda and proposed ToR (see Appendix G), which should help establish trust and clarify the overarching shared goal. I will facilitate the meeting to assist the group in reaching a consensus regarding the logistics of future meetings and key items on the CoP ToR document, such as the group's goals, processes, and activities. This is a necessary step in designing a CoP (Wenger et al., 2002). During the consensus-building process, participants will work together to establish ways of working, define problems, frame issues, and gather information to create a common context (Littlejohn & Domenici, 2007). Early context-setting is necessary to help the group discover shared interests and goals, create integrative options, and make collaborative decisions (Littlejohn & Domenici, 2007), which are vital elements of step 3.

Step 3: Develop a Vision and Strategy. I will facilitate meetings and collaborate with CoP core members to develop the vision and strategy for the CoP. According to Kotter (1996), an appropriate vision is one that is imaginable, desirable, feasible, flexible, and communicable. The vision for the CoP is one of the first items on the CoP ToR, and negotiating this and other

items in the document is vital before moving on to the next stage of the change plan. When negotiating the ToR, I must be open to the core members' ideas and concerns, while ensuring that the vision and strategy align within the parameters of the entire change plan (e.g., address the PoP, help or do not harm part-time instructors' well-being, fit within the organizational constraints of KU, include a plan for developing and sharing knowledge, etc.). Once consensus is reached, the ToR will provide the clarity and direction needed to effectively guide people and projects (Kotter, 1996), and collaborative work can begin. As a first project, I will propose a resource guide for part-time instructors. However, the priority in this stage is to test the feasibility and viability of the CoP and its processes, and therefore evidence of collaborative work is more important than the results.

Stage 2: Empowering the Organization

In Stage 2, the primary goal is for the CoP to expand its influence and demonstrate its ability to provide value to CoP members, part-time instructors, and other stakeholders at KU. The full value of a CoP may not be apparent in advance of its establishment; rather, it emerges over time (Wenger et al., 2002). At this stage, the CoP is in its incubation period, and steps 4, 5, and 6 of KESP will repeat in a cycle until these medium-term goals are achieved. An incubation period is needed for the CoP to develop a sense of identity, establish norms and values that will guide their interactions within the entire community, generate momentum, and lay the groundwork for establishing a strong and sustainable CoP (Wenger, 2008). By the end of this stage, the CoP should have demonstrated its ability to communicate its vision and garner support, provide value to its core members and other part-time instructors, and have recorded tangible evidence of its achievements.

Step 4: Communicate the Vision for Change. Communication is an integral component of the change plan that is covered in more detail later in this chapter. In this stage of the change plan, the CoP's communication and knowledge sharing strategy will be initiated in order to gain support and understanding from colleagues, and share knowledge and resources with part-time instructors. During this incubation period, it is critical to focus on building connections between core members rather than networking with people on the periphery or outside of the CoP (Wenger et al., 2002). Therefore, early communications will be focused only on a select few KU faculty and staff, and new core members will be considered carefully. Strategic communications will be directed towards those who are in a position to direct part-time instructors to the CoP and CoP resources, such as course coordinators, hiring managers, and faculty tasked with scheduling.

Step 5: Empower Employees. In this step, I will attempt to empower CoP members by encouraging them to expand their skills and knowledge, acknowledging their efforts, and recording tangible evidence of their achievements. CoP core members will aim to empower part-time instructors by working on collaborative projects, directing part-time instructors to knowledge and resources, and finding opportunities to open up channels of communication among and between part-time instructors and the CoP. One way to achieve this is through the creation of a dedicated CoP channel on the KU-Teams platform. This platform allows KU instructors to create and operate their own channels, which would serve as a forum for communication, collaboration, and the storage and sharing of resources.

Step 6: Generate Short-Term Wins. Throughout this stage of the change plan, I will encourage core members to focus on projects based on urgency, viability, and alignment with the CoP goals. To ensure that the results of these projects are measurable, PDSA cycles will be proposed to aid in the generation of visible and tangible evidence of short-term wins. Developing

a record of such achievements will help a group demonstrate to itself and others the value of its change efforts, provide concrete evidence of the viability of its vision and strategies, build momentum, and garner increased support from other members throughout the organization (Kotter, 1996). The generation of short-term wins is thus an impetus for a virtuous cycle, where the CoP can communicate its achievements, empower both members and KU instructors, and start to produce more change. This will help the CoP become a cohesive community that can withstand pressures in later stages (Wenger et al., 2002).

Stage 3: Implementing and Sustaining Change

In Stage 3, the primary goal is to implement changes that will ensure the CoP is sustainable in the long-term. This will involve the CoP achieving several long-term goals, which include refining its processes, expanding its communications channels and membership, and increasing participation and impact.

Step 7: Consolidate Gains and Produce More Change. During this step, I will assist core members in evaluating the direction and progress of the CoP to date, generating options for the future, and making decisions about future plans. At this step, Kotter (1996) prescribes more change, more help, project management and leadership from below, and the reduction of unnecessary interdependencies. For the CoP, this means increasing participation and membership, having core members take over the facilitator role, and me shifting focus on the overall change effort, including identifying any unnecessary interdependencies. For example, the CoP's reliance on individual core members for storing data and managing communications makes the group vulnerable to sudden changes in a member's funding, employment status, or health. To address this issue, achieving the support of the department head and staff from administrative affairs would be valuable. They could ensure the CoP's channel on KU-Teams

remains a stable, effective, and streamlined repository for resources and a forum for multi-directional communication between and among CoP members, part-time instructors, and other KU faculty and staff.

Step 8: Anchor New Approaches in the Culture. Kotter (1996) suggests most changes in practice, norms, and shared values come at the end of the change process, only after the results demonstrate that the changes made are superior to the previous state. Therefore, it is essential to keep and back up records of CoP activities and achievements throughout the change process. This is especially important if the CoP faces internal negativity or external resistance in the future, as a clear track record of improvements can make it more difficult for people who attempt to undermine or block the CoP's activities.

Challenges and Limitations

This change plan has several practical challenges and limitations. The first challenge is establishing the core members of the CoP, organizing times and locations for meetings, and setting up process for recording and sharing the results of meetings. Unfortunately, this will restrict the participation of part-time instructors during the early stages of the CoP, as core membership will be limited to individuals who can meet regularly to build the necessary rapport and cohesion. Once a cohesive group is formed, part-time instructor membership and participation can be expanded using technology that enables synchronous and asynchronous communication and opportunities for collaboration. Another challenge is the availability of instructors between semesters (e.g., February, March, August, and September). Disruptions like this may occur at any stage of a CoP's development, and require the core members to negotiate in order to strike a balance in terms of CoP patterns of functioning (Wenger et al., 2002). To

address this, a clear action plan for the time between semesters could be negotiated. The communication plan will provide further strategies for overcoming challenges and limitations.

Plan to Communicate the Need for Change and the Change Process

Communicating the change vision is the third-step of KESP (Kotter, 1996), and thus an explicit component of the change implementation plan introduced in the previous section. However, effective communication is important to all stages of the change process. The communication plan introduced in this section focuses on three areas. The first is strategy, and involves an overview of what communication is required to successfully implement the CoP at KU, including a knowledge mobilization strategy. The second is facilitation, and describes the specific communication skills and processes required to manage the CoP and facilitate meetings. The third is context, and discusses the specific knowledge and skills needed for effective communication given my positionality and the context of a Japanese university. Together these three areas of focus culminate in a comprehensive communication plan that allows me as a servant leader to serve the needs of CoP members, part-time instructors, and KU students, faculty, and staff.

Communication Strategy

As a change agent and a servant leader, it is important for me to have a strategic communication plan for informing and gaining the support of stakeholders throughout the entire change process. Strategic communication aims to provide the right information to the right audience, in the right way, at the right time (Rucchin, 2021). The strategy for this communication plan is built on Lavis et al.'s (2003) framework for a knowledge mobilization strategy. According to Lavis et al. (2003), a systematic and effective approach for developing a knowledge transfer strategy requires consideration of what should be transferred to decision

makers (i.e., the message); to and by whom should research knowledge be transferred (i.e., the target audience and the messenger); how should research knowledge be transferred (i.e., the knowledge-transfer processes or method); and with what effect should research knowledge be transferred (i.e., evaluation)? In order to address these elements of Lavis et al.'s (2003) framework, I have adapted Rucchin's (2021) example of a communication strategy to include an actionable list of the methods, timeframes, target audiences, key messages, and measurements of success for communication at each stage of the change plan (see Appendix H). According to Rucchin (2021), a communication strategy should have a pre-launch, launch, and post-launch phase. These three phases have been conceptualized to closely align with the three-stages of the change implementation plan introduced in the previous section.

Pre-Launch and Stage 1: Establishing a Foundation for Change

The pre-launch phase of the communication plan aligns with the establishing a foundation for change stage of the change plan. During this stage, communications will primarily target potential CoP core members or supporters. This stage begins with *nemawashi*, the process of informal or off-the-record conversations that is vital to laying the groundwork of achieving goals in a Japanese organization (Sumihara, 2002). Through *nemawashi* I can establish a sense of urgency needed to gain cooperation (Kotter, 1996), exchange information with colleagues, assess their level of interest, and plan follow-up discussions or emails. Based on my evaluation of colleagues' levels of interest and commitment, I will use email and an online survey tool to determine their availability for a face-to-face meeting on campus. Digital copies of a meeting agenda and a proposed CoP ToR will be provided before the meeting. During this stage of the change plan, the content of the meeting agendas and the CoP ToR will evolve as core members collaborate to develop the CoP vision and strategy. Throughout the change plan, documents and

resources will be stored and shared digitally on a KU cloud storage account, and backed up on an external storage device. This will serve as both a record of achievements, and as focal points for communicating and directing the goals and objectives of the CoP among its members and to potential supporters.

Launch and Stage 2: Empowering the Organization

The launch phase of the communication plan aligns with the empowering the organization stage of the change plan. As the CoP refines its goals, processes, and activities during this stage, communications will increasingly shift outside of the group of CoP core members towards part-time instructors and select KU faculty and staff. In particular, the change vision will continue to be shared broadly with colleagues primarily through *nemawashi*, while knowledge and resources resulting from the CoP's efforts will be shared with part-time instructors, course coordinators, and hiring managers. Limiting the direction and channels of communication at this stage during the CoP's incubation period will reduce noise and allow the CoP to focus its attention on developing a sense of identity, building connections, generating momentum, and discovering its emerging value (Wenger et al., 2002). Resources and knowledge that result from the CoP will be shared with part-time instructors first through strategic emails to course coordinators and hiring managers, and later through announcements on the KU-Teams platform. These communications will start to open up a dialogue between inside and outside perspectives, which is characteristic of a CoP (Wenger et al., 2002), as well as contribute to a digital record of the CoP and its efforts.

Post-Launch and Stage 3: Implementing and Sustaining Change

The post-launch phase of the communication plan aligns with the implementing and sustaining change stage of the change plan. During this stage communications will become

increasingly multi-directional between all CoP members, part-time instructors, and other KU faculty and staff. In order to consolidate gains, produce more change, and anchor new approaches into the culture, the CoP core members will actively maintain a discussion forum, and post information, resources, and updates on a channel in KU-Teams. This channel will increase the CoP's visibility, influence, and impact on part-time instructors by allowing for asynchronous communication off-campus. This is an example of how technology can be used to support learning and knowledge generation while overcoming individual and systemic restraints (Hoadley, & Kilner, 2005). Posts on KU's Intranet will also include links to the CoP's KU-Teams channel in order to direct instructors to information and resources, including meeting schedules and the CoP's ToR. A CoP should encourage greater or different levels of active participation from peripheral members or others who may have an interest in supporting the CoP (Wenger et al., 2002), and online communication and sharing of the CoP's vision and goals should increase participation from KU faculty and staff. *Nemawashi* will continue, targeting select faculty members, such as department heads and professors on the faculty council (*kyōjukai*) with the long-term goal of garnering greater institutional support (e.g., access to funding, a dedicated webpage or channel on the KU Intranet, and opportunities to participate in the creation of FD seminars, etc.). At that stage, having a tangible record of the CoP's achievements will communicate the value of the group and provide a strategic advantage.

Beyond Strategy

Lavis et al.'s (2003) framework is centered on the transfer of research knowledge, which implies a unidirectional flow of communication that delivers the academic research content to a limited group of decision-makers. However, effective communication is a multi-directional process (Kotter, 1996), that is influenced by cultural factors such as face (Littlejohn et al., 2017).

The communication plan for this OIP must accommodate the multi-directional, non-linear, and informal communication required to collaboratively implement and sustain the CoP in the context of a Japanese university. A channel on KU-Teams would provide a forum with a clear purpose where CoP members, part-time instructors, and other KU faculty and staff could share content, engage in conversations, contextualize information, and build connections. According to Hoadley and Kilner (2005), these elements increase the potential and effectiveness of a CoP's ability to generate and transfer knowledge. The CoP's knowledge mobilization strategy progresses over the three stages of the change plan to achieve this (see Appendix I).

Communication for Facilitation

A servant leader must serve the needs of others. This involves listening, empowering, and supporting others, as well as fostering collaboration. One of the key ways I will serve stakeholders in the change implementation plan is by acting as a facilitator for the CoP, especially in its early stages. As a facilitator, I will design and manage processes for establishing and maintaining a productive CoP that is meaningful and valuable to its members and the community.

Facilitators can provide and manage productive group processes with clear communication and effective agendas that lead to productive outcomes, and methods and opportunities for constructively managing conflict and diverse opinions (Littlejohn & Domenici, 2007). Littlejohn and Domenici (2007) describe facilitators as neutral third parties who can help groups organize their work, clarify goals, set ground rules and guidelines, and encourage participation and commitment. Neutrality means that the facilitator should not take sides, express personal opinions, or provide authoritative advice. However, as a servant leader and a CoP member who is invested in the long-term impact of the change plan, it is neither possible nor

appropriate for me to act as a completely neutral third party. As a servant leader and change agent concerned about the needs of CoP members and part-time instructors, I will design facilitation processes and use facilitation skills to enhance collaboration between CoP members and mitigate the negative impact of my own biases, judgments, and assumptions.

Facilitation Process Design

Facilitators should be primarily focused on designing and managing processes and group dynamics rather than content (Littlejohn & Domenici, 2007). I have designed a process that should enable any CoP member in the facilitator role to design and conduct productive meetings (see Appendix J). The facilitation process provides a prescriptive framework for the facilitator to prepare for, start, manage, and close meetings. Especially important is the section on managing the meeting, which includes a simple four-step guide and tips to help the facilitator judge when and how to intervene and refocus the attention of meeting participants. Ground rules and an agenda are useful tools for keeping participants on task (Littlejohn & Domenici, 2007). When conducting regular CoP meetings, the facilitator can direct members to the agreed upon ToR or the meeting agenda to keep meetings focused.

Facilitation Process and Document Management

A template for regular CoP meeting agendas (see Appendix K), which, in conjunction with the facilitation process outlined above, should ensure that facilitators and participants are adequately prepared for the session, progress is recorded, and an action plan is formed. Depending on the meeting and the stage of the change plan, the preparation and content of CoP meeting agendas will differ. For example, in the first initial meeting in Stage 1 of the change implementation plan, potential core members will meet face-to-face on campus to discuss the CoP and collaborate on its vision. Along with the proposed CoP ToR, a digital copy of the

agenda for this first meeting will be sent to all participants in advance (see Appendix L). This will help clarify the goals and purpose of the session, and allow participants to prepare accordingly. At the start of the first meeting, participants will be welcomed and introduced, provided with paper and digital copies of the agenda and ToR, and the goals and objectives of the meeting will be established.

Digital copies of the agenda and ToR are useful not only for advanced distribution, but also for collaboration and recording-keeping. The plan is to keep agendas and other CoP documents in a shared cloud storage account (e.g., Google Doc, OneDrive, Dropbox, etc.) that will allow members to keep minutes, make comments, or edit in real-time, and turn agendas into living documents that record evidence of shared learning. When using shared cloud storage accounts, the facilitator and the core members should come to a consensus regarding access permissions. To protect the integrity of the change process, the change agent will propose that all CoP members should have permission to view agenda documents, but that only core or active members have permission to comment.

Keeping documents in a shared cloud storage account also allows participants to prepare or review details from the session. The regular meeting agenda can be prepared and organized to include goals, logistical information, participation, items for discussion or collaboration, and future plans (see Appendix). This logistical information should not be overlooked, especially in Stage 3 of the change plan, when the CoP is focused on increasing the participation of active and peripheral members. Quick and easy access to agendas can help busy people catch up with the CoP's activities, or help reduce the anxiety of a peripheral member who is considering whether or not to attend an upcoming meeting. This is one of the ways in which technology can be used

to support learning and knowledge transfer while taking into account individual psychological as well as systemic realities (Hoadley & Kilner, 2005).

Communication Skills

In addition to strategy and process design and management, there are an array of communication skills that I will need as servant leader, change agent, and CoP facilitator in order to implement the change plan. These include clarity in sending messages; listening; asking questions to elicit, discover, and guide during conversations; paraphrasing; reframing; and summarizing. However, listening may be the most important skill, as it is identified as an integral aspect in the literature on the leadership approach and framework for leading change chosen for this OIP (Bennet & Hermann, 1996; Kotter, 1996; Kotter & Cohen, 2002; Littlejohn & Domenici, 2007; Robertson, 2008; Shapiro, 2008; Spears, 2018). Barriers to listening include a lack of attention, internal chatter, talking too much, prejudice, premature judgment, and unfamiliar vocabulary and jargon (Bennet & Hermann, 1996). Having clearly articulated plans and processes, and mutually available documents such as the CoP ToR and agendas, should help overcome these barriers when facilitating meetings.

The second most important communication skill for this change plan is framing. Framing is a powerful tool for overcoming complacency and creating buy-in (Kotter, 1996), as well as for facilitation (Littlejohn & Domenici, 2007), and intercultural conflict resolution (Erbe, 2011; Littlejohn et al., 2017). Frames control how people perceive and interpret their situation and information being communicated to them (Bennet & Hermann, 1996). If an individual responds negatively to a message, then the message can be reframed in order to redirect, limit, or shape the perception of the message and its response to become more constructive (Bennet & Hermann, 1996). This works by building on some constructive aspect or element of the message while

changing its context or frame, such as by focusing on an underlying interest (Bennet & Hermann, 1996). Reframing will be required throughout the entire change plan, but especially when communicating one-on-one with KU colleagues (e.g., *nemawashi*). While listening I can identify negative responses and positively reframe messages in the form of a statement or a question. Strategies for positively reframing a message include focusing on: the future, problem solving rather than blame, shared responsibility or interests, and aspirations (Bennet & Hermann, 1996).

I have anticipated some of the negative responses I expect to hear from different stakeholders at KU and prepared examples of possible positive reframes (see Appendix M), however, reframing is a continuous process. After reframing a message, it is important to pause and judge whether or not the reframed message has been accepted, and if not, choose an appropriate response. This may include explaining the intention behind the reframe, asking why the reframe was not acceptable, or saying nothing at all (Bennet & Hermann, 1996). Reframing is particularly useful for mediating while caucusing between different individuals or while facilitating groups of individuals in processes, and may prove particularly valuable in Stage 3 of the change plan when seeking support and consensus for the CoP from members on the faculty council (*kyōjukai*) becomes an integral to evaluating the success and sustainability of the CoP.

Change Process Monitoring and Evaluation

Establishing a sense of urgency is the first step of implementing a change (Kotter, 1996). According to Kotter and Heskett (1992), successful change agents do this by communicating the facts that point to an existing or potential crisis, and when such data is not available, they will create new measurement systems to obtain it. However, the collection and interpretation of data is integral at all stages of a change implementation plan.

Planned organizational change initiatives require data in order to fully understand the current situation and develop benchmarks or milestones by which to measure future success (Burke, 2018). Measurement affects the direction, content, and outcomes of a change initiative as it influences the direction of people's focus and efforts (Cawsey et al., 2016). Incorporating measurement and control systems into change initiatives can provide change agents with information that can be used to frame and clarify expected outcomes, monitor the environment, evaluate progress, adjust the plan of action, and successfully conclude change efforts (Cawsey et al., 2016).

The change implementation plan described earlier in this chapter has three stages. Movement from one stage to the next is dependent on the successful application of specific skills and processes, as well as CoP members' perceptions of both the value of participating in those processes, and the effectiveness of their collective change efforts. Without some form of accurate data and measurement systems, it will be impossible to gauge progress and determine whether or not to move to the next stage of the change plan. Therefore, it is important to set up a system for monitoring and evaluating the change process at all stages. In the following section I will introduce PDSA cycles and how they will be used to monitor and evaluate the change plan and its three stages.

PDSA Cycles

In addition to their role in implementation, PDSA cycles provide a framework for monitoring and evaluating change plans (ACT, 2022). As such, PDSA cycles will be used to monitor and evaluate the change plan at all three stages. Furthermore, in Stage 2, PDSA cycles will be proposed as a framework for CoP members to use in managing collaborative group projects.

The language of the PDSA process is simple and straightforward, which allows CoP members to focus their time and efforts on making positive changes rather than on understanding the change process itself. While participants in educational contexts reported that PDSA cycles were valuable, they also expressed mixed levels of enthusiasm and frustration due to the time constraints and data collection involved in cycles (Tichnor-Wagner et al., 2017). Although designed for improving customer service, the continuous improvement process of PDSA cycles can be reconceptualized to fit higher education institutions by focusing on being responsive to the needs of students and other stakeholders, improving and developing curricula, promoting high standards of scholarship in teaching and research, and evaluating whether courses are achieving their intended goals (Kriemadis et al., 2018). PDSA cycles have been successfully applied to the evaluation of concept-based curricula, resulting in increased collaboration among faculty, greater clarification of concepts and attributes in the curriculum, and the removal of redundant concepts (Laverentz & Kumm, 2017). The PDSA model has also shown potential for evaluating and improving processes related to leadership, behaviors, relationships, and trust in a virtual or asynchronous work environment (Cruz-Smith, 2012), which should aid monitoring and evaluating during Stage 3, when the CoP leverages communication technologies to increase the participation of part-time instructors on and off campus. Thus, the PDSA cycle framework is not only easy to understand and implement, but also relevant and appropriate to the needs of students, teachers, and other stakeholders at KU.

Monitoring and Evaluation Plan

The monitoring and evaluation plan utilizes PDSA cycles at each stage of the change implementation plan built on KESP. A CoP must be designed to evolve and ascertain its value as

it does so (Wenger et al., 2002), and PDSA cycles will ensure these characteristics of a CoP are embedded in the monitoring and evaluation plan.

The monitoring and evaluation plan primarily measures the direction, progress, and value of the CoP using a range of tools and methods, such as observations, group discussions, document reviews, checklists, reflective journaling, surveys, emails, and analysis of KU Intranet data (e.g., analytics). Observations are valuable for recognizing achieved benchmarks and assessing individual needs, while discussions confirm observations or reveal new insights. Records of meetings, goals, action plans, and outcomes allow progress to be tracked and used for future reference. Keeping detailed records also adds a degree of formality or stringency, ensuring that meetings are less likely to lapse into general conversation, and more likely to remain focused on the tasks at hand (Robertson, 2008). Records of achievements, when selectively viewed and remembered, can also enhance self- and collective efficacy (Bandura, 1997). A reflective journal supports and records the development and growth of educational leaders and facilitators (Robertson, 2008). Surveys can provide a systematic and orderly measurement of the perceptions of members in an organization by gathering data and feedback directly from those members (Burke, 2018). Finally, PDSA cycles are also valuable for managing collaborative projects within the CoP in addition to the change plan. The following section will detail how PDSA cycles and various tools and methods will be utilized to monitor and evaluate the CoP as it is established, incubates and develops, and eventually becomes sustainable.

Monitoring and Evaluating Stages 1, 2 and 3 of the Change Plan

All three stages of the change plan are monitored and evaluated using a PDSA cycle. At each stage, the phases of the PDSA cycles share similar features. In the plan phase of each stage, the goals for the CoP are defined as benchmarks, and data collection methods for measuring the

success of these benchmarks are determined. During the do phase, the CoP takes action towards those goals while collecting data through observation, discussion, and documentation. In the study phase, data is analyzed, and members discuss their observations, thoughts, and learnings. Finally, the act phase involves determining the necessary changes to improve the CoP's processes and move on to the next stage. While there are similarities between the PDSA phases at each stage of the change plan, specific goals and objectives vary.

As described above, the goals of each stage are defined as measurable benchmarks. The specific timeframes, benchmarks, and processes and outcomes used to measure those benchmarks, are outlined in the appendices (see Appendix N). These measures allow me to monitor and respond to the needs of stakeholders and incorporate new knowledge into the evolving change plan as per the eclectic leadership approach (Blanchard et al., 2013; Greenleaf, 2010; Lambert, 2002; Shapiro, 2008). Informal measures, such as personal observations, discussions (e.g., *nemawashi*), and reflective journaling, are also employed, and should be considered implicit at each stage. Further details specific to the monitoring and evaluation of each stage are discussed below, including potential revisions.

Monitoring and Evaluating Specific to Stage 1

Stage 1 focuses on establishing the CoP, reaching consensus on the CoP ToR and meeting processes, meeting regularly, and working collaboratively to address the PoP. The Stage 1 PDSA cycle should take 6-7 months, in the time before and after the fall semester. During this time, data will be collected primarily through observation, discussion, and documentation. Documentation of the CoP ToR, meeting agendas and notes, and items in the shared cloud storage folder will serve as both process and outcome measures for evaluation. During this phase, it will be important for the facilitator to ensure that members reach a consensus on

proposed changes, and that proposed changes are within the parameters of the change plan (e.g., addressing the PoP, and increasing or at least not harming the well-being of part-time instructors).

Stage 1 Potential Revisions. It is essential that CoP members are able to reach consensus over the CoP ToR, meet regularly, and work collaboratively. Depending on the results of observations, discussions, and documents, adjustments to the timeframe may be necessary. Consensus building takes time and deliberation, and further meetings may be required to renegotiate the CoP ToR, meeting logistics, or meeting processes. Consensus doesn't mean that each member is equally enthusiastic about the outcome of decisions, but it does mean that they agree to support that decision under the circumstances (Littlejohn & Domenici, 2007). As a facilitator, I may need to reframe issues to gain consensus, or intervene to redirect the focus of group members to the risks and rewards of postponing decisions.

Monitoring and Evaluating Specific to Stage 2

Stage 2 focuses on the CoP demonstrating its ability to communicate its vision and garner support, share knowledge and resources with part-time instructors, and generate, celebrate, and record evidence of its achievements within and outside of the CoP. The complete Stage 2 PDSA cycle should be completed in 12 months, over the course of two semesters. As the CoP shares knowledge and resources with part-time instructors, data will begin to be collected from emails, surveys, and the KU Intranet, which will be reviewed for evidence of engagement (e.g., downloads, comments, and reactions, etc.). Records of progress and achievements can enhance self- and collective efficacy when noticed and remembered (Bandura, 1997). At the end of each semester, CoP members will complete surveys with Likert-type items and open-ended questions in order to seek feedback and measure members' level of satisfaction with the CoP, and its

direction, progress, and processes. This stage will involve two study phases during which CoP core members will review, analyze, and discuss the data collected, and adjust the change plan if necessary (i.e., a PDSASA cycle).

Stage 2 Potential Revisions. At the end of each semester, there will be at least two explicit opportunities for CoP members to analyze, discuss, and act on the results of that data from surveys and the KU Intranet. Based on this data, the motivation of CoP core members may be swayed by a positive or negative response. Regardless of the response, the CoP should persevere and complete Stage 2 before Stage 3. Another potential revision may be to the usage of PDSA cycles for managing CoP group projects. Based on teachers' levels of satisfaction and perceived value of PDSA cycles, it may be necessary to 1) remind members that any process will require some time and labor to record, and that other processes may not be less time consuming; 2) modify PDSA cycle record keeping processes to include minimal inputs (e.g., abbreviations, short-hand, or checklists); or 3) choose or develop an appropriate alternative to the PDSA cycle for project management. However, as noted in the previous section, a formal process for setting and achieving goals provides structure that focuses conversation and efforts towards those goals, and thus should not be abandoned completely.

Monitoring and Evaluating Specific to Stage 3

Stage 3 focuses on sustaining the CoP and ensuring its continued success. The PDSA cycle should be completed in 12 months, but potentially continue indefinitely. The CoP will execute plans and collect data in the same manner as the previous stage. However, the CoP is expected to communicate and construct knowledge with a broader audience of faculty and staff at KU as its membership, visibility, and impact increase. At this stage, the CoP ToR and meeting

processes should be well established, core members should be proficient at facilitating meetings, and plans and actions should be aimed at increasing institutional support for the CoP.

Stage 3 Potential Revisions. In Stage 3, minor changes may be required to items on the CoP's ToR or meeting processes, but the CoP's overall goals should remain unchanged. However, the benchmarks for Stage 3 goals may need to be adjusted to account for changes in the environment, personnel, or attitudes. Clear criteria for success are important to the sustainability of decisions and agreements (Fisher et al., 2011). As the CoP's visibility and impact increase, it should aim to communicate and construct knowledge with a broader audience of faculty and staff at KU. Increased multi-directional communication will enable the CoP to better understand the needs of part-time instructors using the capabilities approach (Sen, 1999; Walker & Unterhalter, 2007), and adjust the direction or type of CoP projects as needed. An aspirational yet achievable goal for the CoP would be to seek further support from KU leadership among the administration and the faculty council.

Final Evaluation of Change Plan

As core members take over the role of facilitating meetings in Stage 3, and the CoP starts to achieve its benchmarks, I will look for more subtle indicators of progress. These include 1) a change in the nature of problems, which signifies old problems have been dealt with and new problems can be tackled; 2) members' expression of frustration about a lack of progress, as this signifies members are orientated towards making improvements; 3) issues, concerns, and progress being regularly discussed, as this means changes efforts are being monitored and attended to; and 4) events and utterances that recognize achievements and accomplishments (Burke & Noumair, 2015). Noticing these events and my own lack of intervention will signal that the change implementation plan is near complete, and the responsibility for continued efforts

to increase support and collective teacher efficacy of part-time instructors has been distributed among members of the CoP and other stakeholders within the university. In addition to these subtle signs of progress, I will confirm the achievement of benchmarks measuring the CoP's sustainability with core members, and provide support or direction (Blanchard et al., 2013) for future steps based on their individual needs or the changing environment.

Next Steps, Future Considerations of the Organizational Improvement Plan

A CoP should be designed for evolution (Wenger et al., 2002), and the long-term sustainability of the CoP at KU will be determined by its continued ability to provide value to its members and the organization while avoiding conflict or controversy. Change in any organization is challenging, as people who follow cultural norms are rewarded, while those who do not are penalized (Kotter & Heskett, 1992). There is a Japanese idiom that is often translated as *the nail that sticks out gets hammered down*, and it is easy to imagine the CoP being arbitrarily cut off from resources, such as the use of classrooms or cloud storage and file-sharing services connected to our university accounts, if it were *perceived* to be a threat. Managing perceptions is important at the conceptual and interpersonal levels, thus the emphasis on face-to-face informal consensus building (i.e., *nemawashi*), reframing of messages, and transparent documentation of CoP goals and activities discussed in the communication plan. As the CoP seeks additional support from administrative staff or faculty on the faculty council (*kyōjukai*) it will be important to manage communications to meet different people's *face needs*. Meeting *face needs* involves using the appropriate level of politeness required from the person or context to design messages that meet their needs for being appreciated, liked, honored, or free from imposition, intrusion, or threat (Littlejohn et al., 2017). From a servant leader perspective, it is

important to meet the needs of the people one serves, and meeting the *face needs* of different stakeholders will contribute to the success of the change plan.

Greater institutional support could help the CoP expand its influence by allowing it to conduct official research and professional development activities addressing the PoP. For example, a comprehensive campus-wide survey of part-time instructors and their perceptions could measure collective teacher efficacy through reliable and valid survey instruments such as the *Teacher Sense of Efficacy Scale* (Duffin et al., 2012), or the *School-Level Teacher Efficacy Scale* (Gibson & Dembo, 1984; Hoy & Woolfolk, 1993). If conducting a reliable and valid survey of this scale is not feasible for the CoP, it should aim to gather information from instructors through informal surveys on a small-scale from Stage 3. Regardless of the scale, a culturally sensitive survey using the capabilities approach (Sen, 1999) would shed light on part-time instructors' aspirations, outcomes, and restraints (i.e., *capabilities, functionings, and conversion factors*) (Sen, 1999), inform effective strategies that address the PoP, and benefit KU.

Finally, just like the collective teacher efficacy of part-time instructors, the collective efficacy of the CoP will be determined by the reciprocal relationship between personal (i.e., cognitive), environmental, and behavioral factors (Bandura, 1997). Internal conflict, changes to the university, or a lack of participation are examples of factors that could negatively impact the CoP and the self- and collective efficacy of its members. The facilitation process and meeting agenda format designed for the CoP should positively influence the attitudes and behaviors of members, and ongoing PDSA cycles should support the group in adapting to environmental changes. Just as it is crucial to recognize the needs of part-time instructors at KU, aligned with the capabilities approach (Sen, 1999), the CoP should prioritize the well-being and individual needs of all its members. Furthermore, it should strive to ensure that every participant, even

those on the periphery, feels valued and included, as participation at all levels contributes to the purpose, meaning, and value of a CoP (Wenger, 2008). Stewardship and commitment to the growth of people are characteristics of servant leadership (Spears, 2018), and I am committed to the continued evolution of the CoP, serving the needs of its broader community, and ensuring it remains focused on the shared goal of increasing support and collective teacher efficacy of part-time instructors.

Chapter 3 Conclusion

This final chapter provided an integrated plan for implementing, communicating, and monitoring and evaluating a CoP focused on learning and taking action to increase the support and collective teacher efficacy of part-time instructors at KU. The change implementation plan presented a prescriptive step-by-step framework for establishing the CoP, developing its capacity to empower part-time instructors and CoP members, and ensuring its long-term sustainability and development. The communication plan introduced the communicative strategies, processes, and skills required to launch and manage the CoP and its activities, record and share the knowledge and results of its efforts, and foster understanding and participation between and among stakeholders throughout the university. The monitoring and evaluation plan utilized PDSA cycles to systematically measure progress and success at each stage of the change plan, collect data, inform future steps, and manage collaborative projects. Finally, the chapter discussed the next steps and future considerations for the CoP. These included practical suggestions for the CoP's continued success, suggestions for aspirational goals, and considerations for using this OIP's theoretical framework for guiding the direction of the CoP beyond the confines of the change plan.

Epilogue

As a part-time instructor teaching at multiple campuses while completing my doctoral degree, I understand the impact of limited institutional support. My initial doctoral research focused on developing a framework to help part-time English-language instructors assess organizational contexts to better serve the needs of learners. However, my focus changed during the pandemic, as I saw the devastating impact of precarious working conditions on part-time instructors, with many losing jobs, and suffering from health problems, stress, and uncertainty.

When the pandemic started, I observed that each institution responded differently, with some offering paid training and support to help part-time instructors adapt to teaching online, and others burdening them with additional tasks and responsibilities without compensation or support. Adapting to changes at one university was challenging for full-time instructors, but for part-time instructors, keeping up with changes at multiple institutions was almost impossible. During this time, I became more interested in the impact of well-being on human development.

While I have heard more discussion about the *well-being of instructors* on campus lately, it is uncertain if this includes *part-time instructors*. Therefore, it is crucial for university stakeholders to recognize the significant impact part-time instructors have on student learning, and be aware of the connection between well-being, support, and collective teacher efficacy.

Educational leaders, especially faculty council (*kyōjukai*) members and other full-time faculty and staff, can shape the future of their universities by offering mentorship, advocacy, research, and increased opportunities for teaching and community building for-part-time instructors. Improving the well-being, support, and collective teacher efficacy of part-time instructors will ultimately benefit students' learning and experience on campus, which should be a priority for all university stakeholders.

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Appendix A: Instructor Capabilities and Functionings

Instructors	Issues & Challenges	Needs & Interests	Capabilities (i.e., what instructors want to be or do)	Functionings (i.e., realized achievement of capabilities)
Part-time	<p>Job insecurity Lack of a career path Low pay Lack of benefits Lack of status & visibility Irregular work hours (Crawford & Germov, 2015)</p> <p>Issues impacting the quality of teaching include last-minute hiring, contracts renewal and job security, working at multiple institutions, orientation, professional development, exclusion from curriculum design, and inadequate resources (Kezar & Depaola, 2018).</p> <p>Poor remuneration & benefits, poor working conditions and experiences compared to tenured counterparts, lack of job security, lack of career progression, lack of institutional resources and facilities, lack of whole-university support and management, limited opportunity to provide input for institutional policies, and ad-hoc or poor-quality academic development (McComb et al. 2021)</p> <p>Precarious employment causes anxiety, anger, anomie, and can lead to workers adopting strategies (such as disengagement and withdrawal) to protect themselves from precarious work environments (Kalleberg & Vallas, 2017).)</p> <p>Precarious employment affects individual health and well-being, family functioning,</p>	<p>Motivated to attend PD if topic is related to personal interest or practice, address common or long-standing problem on campus, and if a friend or someone they respect was attending. PD must fit their schedule. Food slightly increases motivation to attend (Burdick et al., 2015)</p> <p>Pay faculty for the time it takes to make materials or learn digital skills (Berens, 2019).</p>	<p>Job security</p> <p>Career path / Career development opportunities</p> <p>Paid service or research roles</p> <p>Feedback, mentorship</p> <p>Training / IT Training</p> <p>Higher pay, Pay raises</p> <p>Remuneration for non-teaching tasks (e.g., paid training, research)</p> <p>Institutional knowledge (e.g., orientation, online resources)</p> <p>Rewards & Recognition</p> <p>Transparency regarding contract renewal process</p> <p>PD relevant to their interests, and context</p> <p>PD that fits schedule</p>	<p>After 5 years able to apply for part-time annual contract</p> <p>Able to interview for full-time limited-term contract (e.g., 2 years)</p> <p>Limited positions available for tutoring students</p> <p>End of semester course evaluations, contact info for course coordinators</p> <p>Rudimentary online videos</p> <p>X</p> <p>X</p> <p>Teacher's Manual with limited information</p> <p>X</p> <p>X</p> <p>PD content depends on the presenter</p> <p>Online recordings available starting 2023</p>

	<p>community integration, and social cohesion (Chandola & Zhang, 2018; Giunchi et al., 2019; Lam et al., 2014)</p>		<p>Access to intuitional resources (online)</p> <p>Access to intuitional resources (physical)</p> <p>Greater visibility on campus</p> <p>Community</p> <p>More time and/or space for their own well-being (e.g., reduced workload, time saving innovations, pleasant workspace, incentives and opportunities to participate in campus culture)</p>	<p>Access to institutional email address & online services with registered device and 2FA (e.g., text message) for duration of contract.</p> <p>Access to photocopier at school, lounge & libraries</p> <p>X</p> <p>X</p> <p>Coffee and tea dispenser Before COVID-19 there were year-end parties for all faculty (<i>Bōnenkai</i>)</p>
<p>Foreign & Part-time foreign</p>	<p>Perceive Japanese HE is more appearance over substance, institutions are indifferent to foreign adjuncts, students lack maturity and motivation (Whitsed & Wright, 2011)</p> <p>Confusion regarding role, differing expectation of HE, lack of job security, difficulty being informed on policy, estrangement or outsider status (Nishikawa, 2020)</p>		<p>Clarity regarding roles & expectations</p> <p>High expectations of students & institution</p> <p>Sense of belonging / Integration</p> <p>Respect for professional identity & accomplishments</p> <p>Greater policy knowledge (e.g., national and institutional policies translated into English)</p> <p>Language support</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>Institutional policy information updates sent in English on a need-to-know basis as determined by faculty chair.</p> <p>KU provides a great deal of English language support compared</p>

Appendix B: Solutions and Strategies for Consideration

These are strategies and solutions considered for increasing support and collective teacher efficacy for part-time instructors at KU.

According to Crawford and Germov (2015) universities should provide part-time instructors with:

- Recognition and rewards (E.g., end of year event).
- Networking opportunities.
- Access to IT & library systems for a full calendar year with a grace period.
- Funding available for improvements.
- Access to laptops or other technology for loan.
- Orientation e-book.
- Tech support.
- Best practices for teaching (E.g., share on teaching website).
- Online learning modules.
- Peer review & mid-semester feedback made available.
- Dedicated website or online resource portal
- Develop quarterly news letter with key information for casual staff (e.g., PD, best practices, etc.)
- Utilize coordinators and program convenors (e.g., lead or manage collaborative approaches

In regard to promoting skilled and technologically literate faculty Berens (2019) suggests to:

- Pay faculty for the time it takes to make or learn digital skills.

Cressmen (2011) makes suggestions for administration and individual faculty members.

Administration and full-time faculty could provide part-time instructors with the following:

- Greater transparency, e.g., share learning outcomes and assessment results.
- A course website or section of LMS with sample syllabi, assignments, rubrics, and best practices for teaching different classes.
- Orientation (face-to-face/online) exposing them to departmental learning goals, mission, basic information about students, etc.
- Provide common space (physical/virtual) for new faculty to ask questions, share ideas, and develop social network.
- Formal and informal mentoring programs to connected part-time to experienced instructors.
- Brown bag (i.e., informal) lunch meetings where faculty explore common teaching challenges.
- Provide recognition and rewards, monetary compensation for participation in events, grant funds, e.g., for conferences, travel, creation of new course materials, etc.
- Provide PD opportunities.

Individual instructors could also initiate their own PD by doing the following:

- Reflective questions to assess student learning, e.g., Did students achieve the learning goals? Were any of the results surprising or unexpected? What concepts or skills might require additional attention or new methods in teaching for the next class period or the next time you teach the course?
- End class by asking students to write for one minute most significant thing they learned or a concept that remains confusing to them, then look for patters to address.
- Consider regular quiz focused on a single complex concept so you can monitor and quickly correct misconceptions before moving on in the course.

- Implement student self-evaluation forms, e.g., on each major assignment, asking the extent to which achieved learning goals, and class activities they found helpful.
- Conduct mid-term survey or mid term feedback (e.g., 15-minute anonymous survey) ask what is useful, what is helpful, what they can do to advance learning

Instructors can initiate PD with other instructors by doing the following:

- Email other adjuncts or full-time faculty asking for advice, could start something.
- Gathering and sharing of syllabi and assignments with other faculty to compare assignments, compare learning objectives, expectations with department, etc.
- Share and score de-identified student work to compare expectations with colleagues.
- Conduct small group analysis (SGA): Ask facilitator to identify and fix problem areas of course before term is over by facilitating class discussion in your absence. This is like a survey, but allows the facilitator to ask follow up questions and clarify points (E.g., what students liked or didn't like in detail).

McComb et al (2015) suggests institutions can provide part-time faculty with the following:

- Opportunities to work in paid service and research roles for career development.
- Paid involvement in development and delivery of professional or academic development programs.
- Opportunities for formal training for academic role of teaching, research, and service with a focus on career development
- Opportunities for more secure work, e.g., offering contracts to those demonstrating skill, and given priority over those from outside the organization.
- Policies or guidelines tailored to workplace needs of casual staff as a unique cohort.

Nishikawa (2020) makes suggestions for Japanese HEIs integrating foreign and part-time foreign instructors include:

- Implement a mentoring system for foreign faculty.
- Provides free Japanese classes for all foreign faculty new to Japan.
- Conduct orientation in relation to the local university system.
- Translate all MEXT and universities' policies into English and other languages accurately, enabling non-Japanese faculty members greater ability to participate in policy conversations.
- Reassess employment contracts, so that foreign faculty have pathway to full-time and tenure.
- Re-examine hiring process to ensure staff are qualified.
- Explicitly tell non-tenured foreign faculty that they are agents of internationalization.
- Strive to offer non-tenured foreign faculty a sense of responsibility and ownership of their classes and their role on campus.

Appendix C: Adjunct Orientation Program Talking Points

This table includes topics and important key questions to answer during adjunct orientation (Santisteban & Egues, 2014) that could be adapted to create an orientation process at KU.

Topic	Important Questions to Answer
Adjunct faculty role and responsibilities	1. What is the chain of command when dealing with any administrator, course, faculty, or student issue? 2. Which issues are reportable, and what is the process of reporting? 3. What is the meaning of faculty academic freedom and how does it acceptably manifest itself? 4. What are the departmental and institutional bylaws, policies, and procedures pertaining to how adjuncts are expected to contribute to the work of the department? 5. What are the departmental and institutional reappointment, teaching, tenure, scholarship, and service bylaws, policies, and procedures? 6. What may faculty expect in terms of training and support in the classroom, clinical, digital platform, and simulation areas?
Student-related policies	7. What is the dress code and how is it reinforced? 8. What is the policy regarding classroom and clinical attendance in the form of absence/lateness/withdrawals? 9. What are the degree and institutional requirements of program advancement, enrollment, graduation, leave, and withdrawal?
Student evaluation	10. What is the proper process for filling out and filing forms? 11. What is the process for anecdotal note taking and supplying documentation that is supportive? 12. How are clinical/classroom learning and skills evaluated? 13. How are office hours, test review, and testing used/handled?
Setting up clinical experience	14. How are student assignments and supervision determined? 15. How is the use of high-impact learning/teaching practices supported? 16. How are optimal learner situations provided? 17. What clinical practice/training opportunities do the institution and the department offer students and faculty?
Clinical site information	18. What are proper forms of identification and uniform codes? 19. What are facility requirements as to contact information? 20. What orientation, testing, and training is needed prior to start of clinical?
Clinical setting documentation	21. What examples exist of clinical documentation? 22. What is the process of pre- and post-clinical instruction? 23. What are the instructions regarding clinical documentation collection and evaluation procedures? 24. Where is clinical documentation housed, and who is charged with storage of clinical documentation? 25. For how long is clinical documentation stored?
Classroom setting access and management	26. How do adjuncts gain access to information related to the use of digital or open teaching platforms in classrooms? 27. How are syllabi, with lecture/case studies/tools, used in the classroom setting to help adjuncts to reinforce materials covered in the classroom? 28. What contributions may adjuncts make to course syllabi?
Simulation experiences	29. What experiences exist regarding learning, practicing, debriefing, and feedback in simulation for adjunct faculty? 30. How much input is adjunct faculty permitted with simulation scenarios?
Self-assessment	31. What opportunities do adjunct faculty have to experience self-assessment through a peer observation and evaluation? 32. What opportunities exist for mentorship?
Institutional issues	33. What opportunities exist for adjunct faculty to experience access to and reinforcement about institutional telephone, e-mail, open digital platform, general technology, identification, office space, library, research, grants, personal and professional development, and human resources issues? 34. What are the rules that provide guidance in setting workloads for adjunct nursing faculty? 35. What are the licensure, teaching experience, current knowledge and clinical expertise, and degree requirements for employment? 36. How often are policies updated, who is charged with policy oversight, and how is access gained to policies?

Appendix D: Evaluation of Possible Solutions

Evaluation of Solutions: High potential = 2, some potential = 1, limited or no potential = 0

	Solution 1: Orientation & Resource Guide	Solution 2: PD for Part-time Instructors	Solution 3: Instructor Led CoP
Collective Teacher Efficacy: Does the solution enable the following?			
Advanced teacher influence	0	0	2
Goal consensus	2	2	2
Teachers' knowledge about one another's work	1	1	2
Cohesive staff	1	2	1
Responsiveness of leadership	1	1	1
Effective systems of intervention	0	1	1
Capabilities: Does the solution increase part-time instructors' potential for the following?			
Job security	0	0	0
Career path / Career development opportunities	1	1	1
Paid service or research roles	0	0	0
Feedback, mentorship	0	1	2
Training / IT Training	0	1	1
Higher pay, Pay raises	0	0	0
Remuneration for non-teaching tasks (E.g., paid training, research)	0	0	0
Institutional knowledge (E.g., orientation, online resources)	2	1	2
Rewards & Recognition	0	0	1
Transparency regarding contract renewal process	1	0	0
PD relevant to their interests, and context	0	2	2
PD that fits schedule	0	2	2
Access to intuitional resources (online)	2	2	2
Access to intuitional resources (physical)	1	1	1
Greater visibility on campus	0	2	2
Community	0	1	2
More time and/or space for their own well-being (for foreign part-time instructors)	2	1	2
Clarity regarding roles & expectations	2	0	1
High expectations of students & institution	1	1	1
Sense of belonging / Integration	0	0	1
Respect for professional identity & accomplishments	0	1	1
Greater policy knowledge	2	1	1
Language support	1	1	1
Total	20	26	35

Appendix E: Overview of the Integrated Change Plan

This chart shows a brief overview of the integrated change plan, which is divided into 3 stages, and consists of the change implementation plan, communication plan, and monitoring and evaluation plan. For each stage, it shows the primary goal of the implementation plan, the phase and direction of the communication plan, and the focus of the monitoring and evaluation plan. In addition, the developmental stage of the CoP is noted for each stage.

Stages of Change Plan	Change Implementation Plan: Primary Goals	Communication Plan: Phases & Direction of Communication	Monitoring & Evaluation Plan: Focus of Evaluation	CoP Stages of Development
Stage 1: Establish Foundation for Change	Establish CoP	Pre-Launch: Internal (among CoP core members)	Direction of CoP (PDSA Cycle 1)	Emergence
Stages 2: Empower the Organization	Demonstrate value of CoP through action	Launch Diagonal (between CoP and select KU faculty)	Progress of CoP (PDSA Cycle 2)	Incubation
Stages 3: Implement and Sustain Change	Sustainability of CoP	Post-Launch: Multi-directional (among and between CoP and all KU faculty)	Value of CoP (PDSA Cycle 3)	Maturation

Appendix F: Change Implementation Plan

The change implementation plan is based on Kotter's eight-step plan (KESP) and organized into 3 stages: Stage 1: Establish Foundation for Change; Stages 2: Empower the Organization; and Stages 3: Implement and Sustain Change.

Stage	KESP	Actions Required	Implementation Notes
Stage 1: Establish Foundation for Change Primary Goal: Establish CoP Timeframe: September 2023 to March 2024	Step 1. Establish sense of urgency Sub-goal: Inform colleagues of rewards of CoP (and risks of not addressing PoP). Timeframe: September 2023	Change agent compiles research to create concise report underscoring the link between support and collective efficacy, and its impact on students. Change agent shares content of report through informal one-on-one and small group discussions with KU colleague (e.g., other part-time instructors, and lower and mid-level leadership such as course coordinators and department head, etc.) Change agent keeps note of colleagues' questions, feedback, and level of interest.	Requires 1-2 hours a week of change agent's time. Focus on face-to-face and one-on-one communication. Email used for follow-up, or at change agent's discretion.
	Step 2. Create a guiding coalition Sub-goal: Establish CoP core members. Timeframe: October 2023	Change agent recruits initial CoP core members based on expressed interest and level of commitment. Change agent & core members use email and online scheduling tool determine meeting availability. Reserve empty classroom(s) on campus for CoP weekly or monthly meetings. Change agent confirms general outline of goals and activities for CoP and invites their collaboration.	May require 1-2 hours for change agent to follow-up with potential CoP core members Aim to have first CoP meeting in early October.
	Step 3. Develop a vision and strategy Sub-goal: Establish CoP goals and parameters. Timeframe: October 2023 to March 2024	Change agent facilitates initial CoP meetings, and shares proposed vision and plan for change with CoP core members (e.g., CoP terms of reference). Change agent as facilitator collaborates with CoP core members on the following in order this order: <ul style="list-style-type: none"> • Adjust vision and plan for change according to established parameters (i.e., addresses PoP and instructor well-being, includes plan for CoP to grow and productively develop and share knowledge); • Negotiate CoP rules, roles, responsibilities, processes. • Initiate PDSA cycle focused on CoP group project (e.g., resource guide). CoP core members meet regularly and complete group project(s). CoP maintains record of activities (e.g., agendas, project notes)	CoP should meet once a month for one hour at minimum during this stage after terms of reference and meeting processes are established. Change agent will take on role of facilitator in Stage 1, and other roles as needed. ¥15,000 JPY (approx. \$150 CDN) is available for external data storage. Complete and share results of any completed CoP group project(s) before new semester in April 2024 if possible.
Stages 2: Empower the Organization Primary Goal: Expand membership and influence	Step 4. Communicate the change vision Sub-goal: Gain understanding and commitment	Change agent / facilitator reviews and confirm communication strategy with CoP core members. CoP shares knowledge and resources resulting from CoP efforts to KU part-time instructors through the following communication channels in order: <ul style="list-style-type: none"> • Informal and small group interactions with colleagues. • Email requests to course coordinators and hiring manager. 	KU course coordinators able to forward or direct messages to all part-time instructors teaching compulsory classes through email and online announcements using KU intranet. KU scheduling manager can forward or direct new

<p>of the CoP through projects centered on PoP</p> <p>Timeframe: April 2024 to March 2025</p>	<p>from colleagues.</p> <p>Timeframe: Ongoing from April 2024 until goals achieved</p>	<ul style="list-style-type: none"> • Posts on KU Intranet business communication platform channels. • Posts on the CoP's own KU Intranet business communication platform channel. <p>CoP core members invite and recruit new core members at their discretion.</p>	<p>instructors' knowledge and resources.</p>
	<p>Step 5. Empower employees</p> <p>Sub-goal: Demonstrate ability to bring valuable knowledge and resources to part-time instructors.</p> <p>Timeframe: Ongoing from April 2024 until goals achieved</p>	<p>CoP empowers part-time instructors throughout KU through the following actions:</p> <ul style="list-style-type: none"> • Directing them to existing supports available • Sharing new knowledge and resources • Responding to comments and questions on KU Intranet. • Expanding CoP participation (e.g., active and peripheral) <p>Change agent empower CoP core members through the following actions:</p> <ul style="list-style-type: none"> • Expand CoP core member skillset and participation (e.g., taking facilitator role, project manager role, etc.) • Maintain and highlight record of progress and achievement (e.g., meeting agenda, evidence of complete projects). • Encourage use of formal structure for managing collaborative work with measurable results (e.g., PDSA cycles) • Adjust CoP meeting processes or terms of reference to fit the needs of core members. <p>CoP core members invite and recruit new core members at their discretion.</p>	<p>Utilize course coordinators, scheduling manager, and announcements on KU intranet to reach part-time instructors.</p> <p>Restrict CoP core membership to those able to attend regular meetings during Stage 2.</p>
	<p>Step 6. Generate short-term wins</p> <p>Sub-goal: Create and record the results of project(s).</p> <p>Timeframe: Ongoing from April 2024 until goals achieved</p>	<p>Change agent / facilitator encourages CoP to prioritize projects that have visible and tangible results (e.g., knowledge or resources).</p> <p>Establish website and/or shareable database with a record of CoP activities in order to serve as both a resource and a visible record of achievement that can be shared among CoP members.</p> <p>Change agent / facilitator provides surveys CoP core members to assess their satisfaction with the CoP and acquire feedback.</p> <p>Before moving on to Stage 3, change agent / facilitator leads CoP through a systematic review of the CoP's direction and progress (e.g., using survey data, document review, and discussion).</p>	<p>Back up records of all CoP activities on KU cloud storage.</p> <p>Back up records on external cloud storage service, being careful not to upload sensitive data (e.g., about KU students, or policy).</p> <p>CoP should aim to share with part-time instructors before or during the semester if possible, rather than the end.</p>
<p>Stages 3: Implement and Sustain Change</p> <p>Primary Goal: Implementation of sustainable CoP and CoP projects</p> <p>Timeframe: April 2025 to March 2026</p>	<p>Step 7. Consolidate gains and produce more change.</p> <p>Sub-goal: Refine CoP and increase impact.</p> <p>Timeframe: Ongoing from April 2025 until goals achieved</p>	<p>Based on results of Stage 2, change agent / facilitator leads CoP through collaborative process to refine CoP (e.g., goals, vision, or other items on the terms of reference, meeting processes, etc.)</p> <p>Core members take over facilitator role.</p> <p>Expand and encourage participation in CoP by:</p> <ul style="list-style-type: none"> • Asking core members to invite new core members. • Regularly maintaining CoP discussion forum on business communication platform channel. • Look for opportunities for collaboration among channel participants (i.e., active members). • Share meeting agenda/notes online for peripheral members to see. • Open invitation for all instructors, especially part-time instructors, to attend CoP meetings. 	<p>Change agent should allow other core members to act as facilitator, and only step in if CoP strays from its parameters.</p>
	<p>Step 8. Anchor new</p>	<p>CoP core members continue to collaborate to refine the CoP, increase its visibility and influence, and plan for the future.</p>	<p>CoP dedicated online platform should allow core members to:</p> <p>1) organize online and face-to-</p>

	<p>approaches in the culture</p> <p>Sub-goal: Increase membership, visibility, and sustainability of CoP.</p> <p>Timeframe: Ongoing from April 2025 until goals achieved</p>	<p>Change agent and CoP core members continue to manage CoP and look for opportunities to increase impact and participation.</p> <p>Change agent and CoP core members discuss topic of CoP through informal one-on-one and small group discussions with KU colleague, especially with administrators and professors on faculty council (<i>kyōjukai</i>) in order to secure resources for future activities (e.g., access to technology, permission for research, funding, etc.).</p> <p>Open invitation for all instructors, especially part-time, to participate in CoP.</p>	<p>face meetings; 2) share and distribute records, knowledge, and resources; 3) allow opportunities for asynchronous collaboration; & 4) allow for greater participation and communication between all CoP members (core, active, and peripheral).</p>
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Appendix G: Proposed Terms of Reference for CoP at KU

What is a CoP?

Communities of practice (CoP) are ‘groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.’ (Wenger et al., 2002, p. 4). The structural elements of a CoP are domain, community and practice (Wenger et al., 2002):

- The knowledge domain is the specific set of issues or topic that brings the community members together and drives their joint learning.
- Community refers to the people who care about the domain.
- Practice refers to the specific knowledge the community develops, shares and maintains; the shared practice of the community members that they are developing in order to be effective in their domain (e.g. frameworks, ideas, tools, styles, stories).

A CoP provides a space for members to ask questions, share knowledge and experience, build relationships, and collaborate on projects that contribute to the advancement or benefit of their organization or community as a whole.

Why a CoP at KU?

Theory suggests that the well-being, support, and self- and collective efficacy of instructors are connected and positively impact students.

In the DELC at KU, individual instructors’ personality, choice of learning materials, and limited knowledge and utilization of school facilities can negatively impact students’ motivation in English language courses (Kikuchi, 2013), and students’ long-term motivation and achievement in English language learning are greatly influenced by their level of motivation in their first-year English courses (Ushioda, 2013). A team of instructors’ shared perceptions of collective efficacy is a great predictor of student success (Hoy et al., 2002).

Part-time instructors teach the majority of compulsory English courses in KU’s DELC. Part-time instructors face many hurdles that can negatively impact the quality of teaching and learning in the university classroom, such as last-minute hiring, contract renewal and job insecurity, working at multiple institutions, and inadequate resources (Kezar & Depaola, 2018). These can result in negative outcomes for students, including lower rates of graduation and retention (Kezar & Depaola, 2018). Foreign instructors also face challenges unique to their roles and identities in the Japanese university context (Brown, 2019; Chien 2022a, 2022b; Kelly & Adachi, 2019; Nishikawa, 2020). These challenges, combined with isolation and a lack of support can harm teachers’ self- and collective efficacy (Bandura, 1997).

Supporting part-time instructors is crucial for improving their well-being and teaching, which in turn can benefit students.

The CoP at KU is centered on the interconnected topics of instructor well-being, support, and collective teacher efficacy of part-time instructors. Its members care about this topic and are committed to developing individually and as a group to increase the support and collective teacher efficacy of KU part-time instructors for the benefit of KU, and all its students, teachers, and staff.

Our CoP Vision Statement

Our CoP envisions a KU where part-time instructors form into a team, with a supportive network of colleagues, aligned with a common vision for best pedagogical approaches, dedicated to developing their capacity to positively impact students, and becoming recognized as an integral part of the university. Furthermore, part-time instructors have an increased awareness of their role and of existing support available to them, greater access to information and resources they perceive as valuable to their role in the university, and increased opportunities for professional and career development. Through our collective efforts as a CoP,

we aim to increase the support and collective teacher efficacy of part-time instructors, while striving to ensure our efforts do no harm, be voluntary, improve well-being, and be attentive to the needs and interests of part-time instructors.

What topics (domains) will we focus on?

The three initial CoP topics (domains) are as follows:

- Self- and collective efficacy of teachers
- Support and well-being of part-time instructors
- Effective transfer of knowledge or resources that directly increase the support, well-being, and/or collective teacher efficacy of part-time instructors at KU's DELC.

Who can participate in our CoP?

Any and all KU instructors are able to participate in the CoP at some level depending on their membership as a core, active, or peripheral member.

- Core members: The most active members of the CoP who meet regularly and contribute significantly to the group (e.g., attending and organizing regular meetings, initiating discussions and projects, sharing resources, etc.)
- Active members: They participate regularly in the CoP, but are not as involved (e.g., attending meetings, contributing to discussions or projects, using or offering feedback on resources, etc.)
- Peripheral members: They are the least active, but benefit from access to discussions, resources, or knowledge that result from the CoP (e.g., occasionally attending meetings, learn by observing discussions or the results of projects, and accessing and using CoP resources, etc.).

These different levels of membership are not clearly defined, and you can move fluidly between them. If you attend every meeting and contribute to the direction and efforts of the CoP, you are a core member. If you occasionally read a message, ask a question, or download a document made by the CoP, you are a peripheral member. If you are somewhere in between there

What will we do?

- Meet at least once a month to manage CoP activities (e.g., set and decide project goals, timelines, and responsibilities, etc.)
- Collaborate on projects aimed at increasing the support and collective teacher efficacy of part-time instructors at KU (e.g., s
- Offer support and share knowledge and resources to other instructors through face-to-face and online meetings, discussion forums, and events (e.g., professional development opportunities).

Why should stakeholders participate in our CoP?

- To learn, develop professionally, and have access to information and resources
- To network, build relationships, and develop a sense of belonging and community.
- To share their knowledge, skills, and desire to improve the quality of teaching, learning, and life for all KU students and instructors alike.

What is different about our CoP?

Participation in the CoP is voluntary, and we believe it should also be meaningful. We are aware that time is a precious resource, and we don't want to waste your time or ours. Agendas and facilitators act to manage time effectively and ensure CoP meetings are both cordial productive. Core members are expected to meet once a month to manage the group, but active and peripheral members are free to come and go as they need or wish depending on whether not and to what degree they value the content of CoP meetings, discussions, projects, and other activities.

How will our CoP operate?

Let's go over details about how our CoP will operate at KU.

Budget for our CoP

We are currently a self-funding CoP. However, members are not obligated to pay anything unless they agree to upon consultation. Likewise, the CoP cannot cover any expenses you may incur unless agreed upon in advance (e.g., transportation fees to campus).

Currently, a few members with research budgets have generously offered to cover the expense of external data storage.

If funding is required or procured in the future, core members will meet to discuss and decide what our budget can and cannot cover, and how it will be administered.

Timeframe and Criteria for CoP

The CoP will be established in fall 2023 and be divided into three stages.

- Stage 1: Pre-Launch and Establishing a Foundation for Change: During this stage, the CoP will be limited to its core members who will negotiate and refine the goals and vision of the CoP.
- Stage 2: Launch and Empowering the Organization: During this stage, the CoP will be in its incubation phase, and core members will focus on refining CoP goals and processes while collaborating on projects and activities related to the CoP goals and objectives. New members may be added at the discretion of core members.
- Stage 3: Post-Launch and Implementing and Sustaining Change: During this stage the CoP goals and process should be well established, and efforts will be made to actively expand CoP membership and influence.

The CoP will continue to exist as long as it continues to deliver value for its members and serve its overarching goal of increasing support, well-being, and collective teacher efficacy for part-time instructors.

Responsibilities of the CoP

In order to ensure it serves both its members and goals, the CoP will do the following:

Before initiating a collaborative project or activity, CoP core members must first agree whether or not the project aligns with the CoP goals (i.e., it can contribute to increasing support, well-being, and/or collective teacher efficacy of part-time instructors).

Once a collaborative project or activity has been justified, specific objectives and responsibilities will be determined through a participatory process during CoP meetings. Those involved are free to negotiate the specifics as to how that project or activity is managed and completed. For example, through the use of plan, do, study, act (PDSA) cycles or specific, measurable, achievable, relevant and timely (SMART) goals.

Plan, do, study, act (PDSA) cycles will also be employed to monitor and evaluate the progress and impact of the CoP across its development.

CoP meeting agendas and meeting notes will be recorded and saved digitally to maintain a record of the CoP's activities.

The knowledge and results of CoP activities and projects should be shared in order to maintain a record of CoP achievements and empower CoP members and KU part-time instructors.

Ways of working

CoP core members will meet once a month regularly to manage and/or work on CoP activities and projects. As a general rule, these meetings should be face-to-face and on campus in order to build relationship, enhance communication, and allow access to resources. However, core members can negotiate the use of virtual or hybrid meetings.

CoP members collaborating on individual activities and projects outside of the meeting time are free to use any tools or methods at their disposal.

CoP members can collaborate and share information through face-to-face meetings, virtual meetings, email, shared cloud storage accounts, business communication platform.

All digital records will be periodically backed up on an external hard drive. All digital records of CoP resources that do not contain sensitive information (e.g., student names and numbers, KU internal policy documents, etc.) will be periodically backed up in an external cloud storage account so that it is available to instructors who are unable to sign-in with a KU email address (e.g., past instructors who are no longer working at KU).

Reporting

The CoP is not required to report to anyone. However, the knowledge and resources that result from CoP projects and activities should be shared regularly within the CoP and with KU part-time instructors and the wider KU community.

Communication and Knowledge Sharing Strategy

The CoP must share the knowledge, resources, and results of its efforts with KU part-time instructors and other KU faculty and staff. Specific CoP projects and activities may require communication plans customized to reach target audiences. However, in order to increase visibility of the CoP and its capacity to reach part-time and other instructors at KU, the CoP should regularly update and share links to a dedicated website or business communication platform channel using KU's instructor intranet.

Responsibilities of Core Members

- We will participate in the CoP with the same rights as any other member of the CoP or KU.
- At least one member will be the facilitator and/or note taker during regular meetings.
- We will actively manage, monitor, and evaluate the direction of the CoP, its processes, its progress and impact.
- We will seek feedback and participation from all CoP members.

NOTE: A CoP is designed to evolve, and we can negotiate these terms of reference together.

Appendix H: Communication Plan

Appendix H outlines the CoP's communication strategy, the specific communications required to implement the change plan at each stage of the change plan (Tables H1, H2, and H3), and aligns with the CoP's knowledge transfer strategy (Appendix I).

CoP Communication Strategy

Project: KU DELC Part-Time Instructor Community of Practice

Timeframe: September 2023 to March 2026

Project Partners: <removed for the purposes of this OIP evaluation>

Project Leaders: Philip Gurney and <removed for the purposes of this OIP evaluation>

Overall Goal: To establish a community of practice (CoP) focused on increasing support and collective teacher efficacy of part-time instructors teaching in KU's DELC.

Objectives:

To create communications that:

- Inform part-time instructors of existing support and resources available to them at KU.
- Introduce evidence-informed research on the link between well-being, support, and self- and collective efficacy.
- Increase participation in the community of practice (CoP).
- Share knowledge and resources that results of the CoP's projects aimed at increasing support and collective teacher efficacy of part-time instructors (e.g., help with challenges, professional development, networking, etc.).
- Promote the expansion and influence of the CoP and its activities.
- Foster an environment that recognizes and addresses both the needs and contributions of KU's part-time instructors.
- Create a visible record of the CoP its activities in order to build and sustain the momentum, commitment, and enthusiasm.

Target Audiences:

- Part-time instructors
- Full-time limited-term instructors
- Select full-time instructors (e.g., course coordinators, hiring manager, and department chairs)
- Full-time instructors (i.e., members of the faculty council)
- Administrative staff

Note. The communication plan has been conceptualized and visually represented to closely align with the change implementation plan introduced in the previous section.

Table H1*Pre-Launch and Stage 1: Establishing a Foundation for Change*

Methods	Timeframe	Audience	Key Message	Measurement of Success
Face-to-face, one-on-one communication (i.e., <i>nemawashi</i>)	Ongoing from September, 2023 to March, 2024	Select KU DELC instructors and course coordinators. Hiring manager and Department head.	A CoP can increase collective teacher efficacy of part-time instructors. The well-being, support, and self- and collective efficacy of instructors are connected and positively impact students.	Qualitatively rate instructors' level of interest and commitment.
Follow-up email	Early October, 2023	Instructors who expressed interest and commitment (i.e., potential core members of CoP)	You are invited to collaborate on a CoP focused on increasing support and collective teacher efficacy of part-time instructors.	A positive response from the hiring manager, and/or at least one course coordinator, and one or more part-time instructors would be a success.
Email & Online survey	Early to Mid-October, 2023	Instructors who expressed interest and commitment (i.e., potential core members of CoP).	Confirm your availability and interested in meeting to discuss the CoP. Let's do something this semester!	100% response rate would be a success.
Face-to-face meeting on campus, agenda, proposed CoP terms of reference	Late October, 2023	Potential core members of CoP	Let's meet to negotiate the vision, plan, and structure of the CoP (e.g., CoP terms of reference).	Success would be at least 3-4 instructors coming to a consensus regarding the vision, strategy, and meeting schedule for the CoP..
Face-to-face meetings on campus, agenda, updated CoP terms of reference	Ongoing meetings at least once a month from October 2023 to March 2024	Core members of CoP	Let's meet regularly to build connections, momentum, and plan and complete projects.	CoP core members attend regularly, appear enthusiastic, and meetings result in completed project(s) or knowledge that can be shared with peers.

Note. During the pre-launch phase, communications and knowledge are primarily transferred within the CoP between core members.

Table H2*Launch and Stage 2: Empowering the Organization*

Methods	Timeframe	Audience	Key Message	Measurement of Success
Face-to-face, one-on-one communication (i.e., <i>nemawashi</i>)	Ongoing from April 2024 to March 2025	Select KU DELC instructors and course coordinators. Hiring manager and Department head.	Share vision and activities of CoP.	Qualitatively rate instructors' level of interest and commitment. Receive feedback, information, or support from colleagues.
Face-to-face meetings on campus	Ongoing from April 2024 to March 2025	Core members of CoP	It is important for us to meet regularly to maintain connections, build momentum, and plan and complete projects. So, let's make meetings work for us!	CoP core members attend regularly, appear enthusiastic, and meetings result in completed project(s) or knowledge that can be shared with peers.
Email. KU Intranet (i.e., Business Communication Platform)	Ongoing from April 2024 to March 2025	All KU DELC instructors, course coordinators, Hiring manager, Department head.	(Email) Please direct part-time instructors to the knowledge and/or resources created by the CoP. (Intranet) Part-time instructors should look here to find help, ask questions, and get information.	Any feedback or response from colleagues. Evidence of downloads, comments, or reactions on the KU Intranet (i.e., Business Communication Platform).
Email and follow-up discussions (one-on-one or group)	Mid-May 2024	CoP core members	Review and adjust communication plan to tentatively gather feedback, information, support, and (with discretion) new members.	Communication plan is adjusted or maintained with the consensus of CoP core members.
Email & Online survey	August to September 2024	CoP core members.	End of term review: Check-in with CoP core members to measure their level of satisfaction with the CoP, seek feedback, and share ideas for the new semester.	100% response rate would be a success.
Face-to-face meeting on campus	Late-September or early-October 2024	CoP core members.	Establish goals and priorities for the new semester.	Success would be at least 3-4 instructors coming to a consensus regarding the vision, strategy, and meeting schedule for the CoP.
Email & Online survey	March 2025	CoP core members.	End of year review: Check-in with CoP core members to measure their level of satisfaction with the CoP, seek feedback, and share ideas for the new academic year.	100% response rate would be a success.

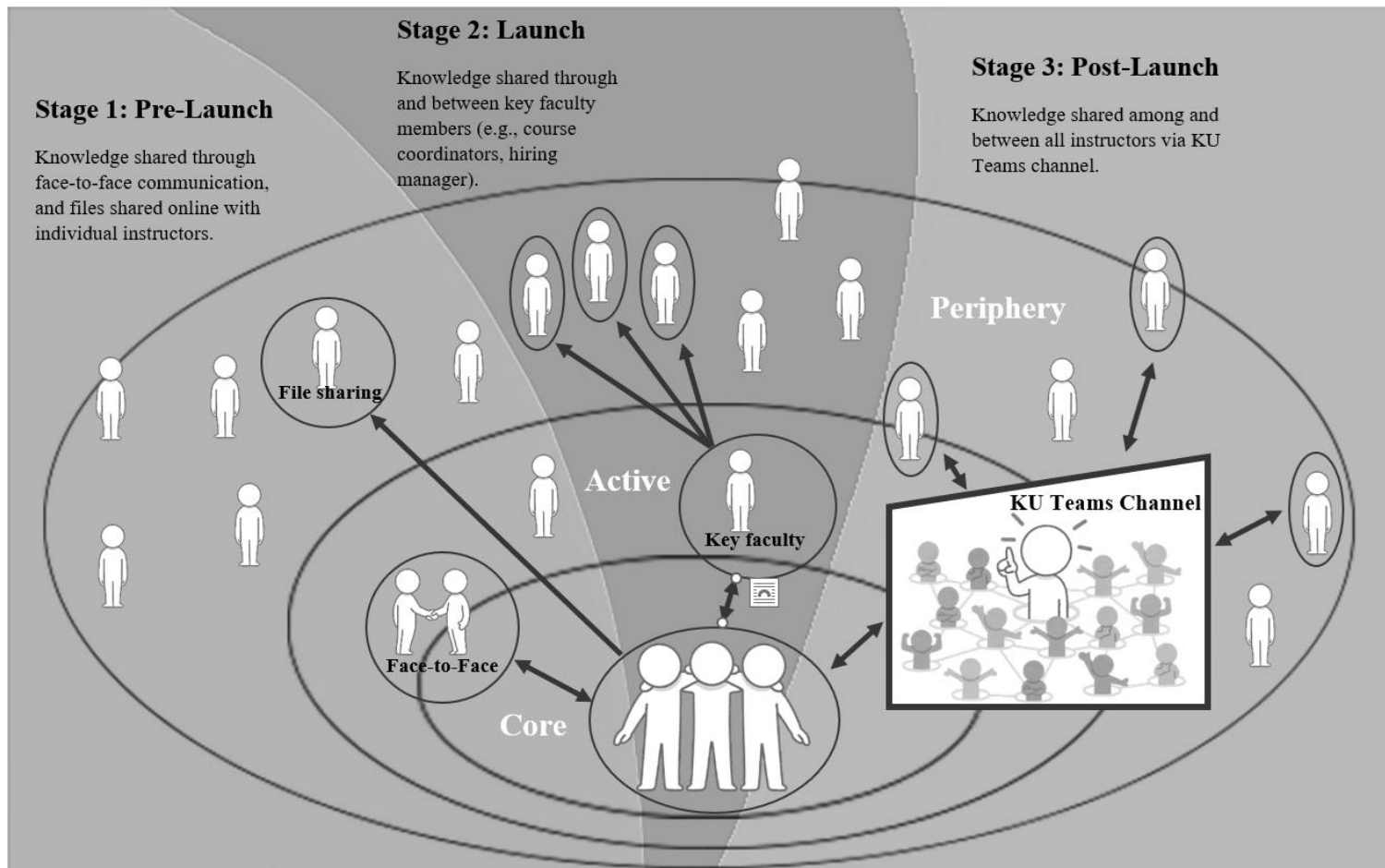
Note. During the launch phase, communications and knowledge continues to be transferred among CoP core members, but also begins to increasingly directed outwards to part-time instructors and particular faculty and staff.

Table H3*Post-Launch and Stage 3: Implementing and Sustaining Change*

Methods	Timeframe	Audience	Key Message	Measurement of Success
Face-to-face, one-on-one communication (i.e., <i>nemawashi</i>)	Ongoing from April 2025 to March 2026	Select KU DELC faculty and staff, especially members of the faculty council (i.e., <i>kyōjukai</i>)	Share vision and activities of CoP.	Qualitatively rate instructors' level of interest and commitment. Receive feedback, information, or support from colleagues.
Face-to-face meeting on campus	Early-April 2025	CoP core members.	Review and refine CoP vision, rules, roles, responsibilities, processes, and establish goals and priorities for the new academic year.	CoP core members reach a consensus.
Face-to-face meetings on campus.	Ongoing from April 2025 to March 2026	Core members of CoP	Meet regularly to maintain connections, build momentum, and plan and complete projects.	CoP core members attend regularly, appear enthusiastic, and meetings result in completed project(s) or knowledge that can be shared with peers.
Email, KU Intranet (i.e., Business Communication Platform)	Ongoing from April 2025 to March 2026	All CoP members, and KU faculty and staff.	Part-time instructors should come to the CoP for support, share knowledge, and collaborate with colleagues.	Any feedback or response from colleagues, active discussions. Evidence of downloads, comments, and reactions on the KU Intranet (i.e., Business Communication Platform).
Email and follow-up discussions (one-on-one or group)	Mid-May 2026	Department head	Request that the Department head advocate for the CoP in order to receive formal support from technology and/or financial support from the KU's Administration.	Department head responds positively, and/or proposes further discussion.
Email & Online survey	August to September 2026	CoP core members.	Check-in with CoP core members to measure their level of satisfaction with the CoP, seek feedback, and share ideas for the new semester.	100% response rate would be a success.
Face-to-face meetings on campus. Email. KU Intranet (i.e., Business Communication Platform).	Ongoing from Late-September or early-October 2026	All CoP members and KU instructors.	Announce and invite all KU instructors to view and participate in the CoP's online platform (e.g., notice board, forum, resources, etc.) Direct instructors to CoP meeting schedule, meeting records, and resources are openly available.	Success would be an increase in instructors attending meetings, actively communicating with core members, and evidence of downloads or reactions on the KU Intranet (i.e., Business Communication Platform).
Email	Ongoing from Late-September or early-October 2026	Course coordinators and hiring manager.	Request to direct new and returning part-time instructors to CoP.	Success would be an increase in participation from part-time instructors.

Note. During the post-launch phase, communications and knowledge are transferred among and between all CoP members, part-time instructors, and other KU faculty and staff.

Appendix I: CoP Knowledge Mobilization Strategy



Note. This visual illustrates the progression of the CoP's knowledge transfer strategy at KU over the three stages of the change plan. Arrows indicate the direction of communication and transfer of knowledge across and between CoP core, active, and peripheral members.

Appendix J: Facilitation Process for CoP Meetings

Prepare

- Assess situation & issues (e.g., review previous meeting notes, gather information, etc.)
- Invite participants (e.g., CoP members, guests, etc.)
- Set up logistics (e.g., time, place, tools, etc.)
- Set agenda
- Write or refer to process agreement, ground rules, guidelines, etc. (e.g, CoP terms of reference)

Start Meeting

- Greet and welcome participants
- Direct participants to agenda
- Clarify process, roles, responsibilities, goals & objectives

Manage Meeting

<p>How to manage and facilitate the meeting: Focus on process and group dynamics over content and remember the following:</p> <ol style="list-style-type: none"> 1. What is the goal or desired outcome of the session? 2. In what direction is the group actually heading? Is it toward the outlined goal or desired outcome? 3. Is there a difference between numbers 1 and 2 above? 4. If there is a difference, the facilitator may need to intervene to redirect the group's focus toward the outlined goal or desired outcome. <p>Keep group focused and directed on task ground rules, agenda, and safe environment.</p>	<p>How to manage and facilitate communication: As participants engage in dialogue and explore respective interests, positions, and goals, the facilitator can help:</p> <ul style="list-style-type: none"> • Reframe issues • Identify options • Discover common ground, shared interest, key difference • Weigh the gains and losses of each option <p>To help participants make decisions and come to a consensus, the facilitator can:</p> <ul style="list-style-type: none"> • Write single-text agreements • Encourage consensual decisions • Identify issues that remain unresolved • Determine next steps
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Close Meeting

- Keep an eye on the clock, and make sure you have time to:
- Review and call attention to meeting accomplishments
 - Reiterate connection to overall goals & objectives
 - Confirm next steps (e.g., actions plan, roles & responsibilities, timelines)
 - Schedule or confirm next meeting

Appendix K: CoP Meeting Agenda Template

Meeting Title: Time and date

Goals: Include the goal for this specific meeting

Logistics: Method (e.g., face-to-face, online, etc.), location

Participants: Facilitator, note taker, other (e.g., moderator, members, guests, etc.).

Agenda (i.e., brief overview of the meeting contents)

- Starts with greetings and orientation (e.g., go over the goals and agenda for the day)
 - Items for group work and/or discussion (e.g., brainstorming, problem-solving, decision-making, collaboration on projects)
 - Ends with Planning & Close (E.g., make an action plan for members,
-

Agenda Items and Notes (i.e., detailed breakdown of meeting contents with notes)

Greetings & Orientation

Welcome members (e.g., introductions, small talk, ice-breakers, etc.).

Confirm meeting goals and agenda items

Confirm or reiterate important rules or information (e.g., time constraints, roles and responsibilities, processes ground rules, etc.)

Item(s) for group work and/or discussion

Specific agenda items for group work and/or discussion, which specific objectives, prompts, and other important information. Common items for discussion or group work include:

- Brainstorming.
- Problem-solving & decision-making (PSDM).
- Collaborative work on projects.
- Share knowledge through presentations, workshops, or discussions

However, other items for discussion or group work include:

- Skill-building, and/or professional development activities.
 - Evaluation of CoP or CoP meeting processes.
 - Reflection on past projects, activities, or projects.
 - Networking and connecting that leads to new ideas, partnerships, or opportunities.
-

Action Plan:

Identify and plan actions that need to be taken in order to achieve CoP goals and/or objectives. Especially, the specific actions that need to be taken in between CoP meetings. The action plan can be created by:

- Identifying goals and objectives and breaking them down into specific tasks.
 - Assigning responsibilities for specific tasks.
 - Establishing times and dates for task completion.
 - Using specific, measurable, achievable, relevant, and time-bound (SMART) goals as a framework.
-

Next meeting: Set or negotiate a time or tentative time for the next meeting.

Tentative goals: Set or negotiate goals or tentative goals for the next meeting.

Appendix L: CoP First Meeting Agenda

CoP Meeting: 17:20-19:00, October 4th, 2023

Goals: Learn about CoP, negotiate CoP terms of reference, brainstorm plans

Logistics: Face-to-face, Building 7, Room 203

Facilitator: Philip **Note taker:** Charlie **Other:** Tetsuro, Kirsti, Jenny

Agenda

- Greetings & Orientation
 - What is a CoP and why have one at KU?
 - Initial questions and comments
 - Proposed terms of reference
 - Discuss and negotiate terms of reference
 - Planning & Close
-

Agenda Items and Notes

Greetings & Orientation

Welcome: Who are you and why are you here?
Confirm today's goals and agenda

What is a CoP and why have one at KU?

What is a CoP?
Why a CoP to increase support and collective teacher efficacy of part-time instructors?

Initial questions and comments

Questions? Thoughts? Gut reaction? Concerns?

Proposed terms of reference

We will go over the whole proposed terms of reference one time before discussing them in detail. Listen and highlight or make notes when you have questions, comments, concerns, or ideas.

Discuss and negotiate terms of reference

CoP and CoP vision
Topics/Domains, participation, activities
Time: 3 stages, regular meeting times, action plans
How we work: roles and responsibilities, managing the CoP, sharing knowledge
Add? Change?

Action Plan:

- Charlie: Upload CoP Meeting notes and terms of reference in shared Google Drive folder tonight.
 - Everyone: Review updated terms of reference on Google Drive, add suggestions or bring them to next meeting.
 - Kirsti: Ask Roland if he wants to participate next time.
 - Philip: Upload next CoP Meeting agenda on Google Drive before next meeting.
 - Tetsuro: Look into cost of external data storage.
-

Next meeting: 17:20-19:00, October 25th, 2023

Tentative goals: Review "terms of reference", brainstorm project ideas

Appendix M: Examples of Anticipated Negative Responses and Positive Reframes

This table includes examples of negative responses from different stakeholders at KU towards the change implantation plan that have been anticipated by the change agent based on personal experience, as well as examples of possible positive reframes.

Problem Element	Example Negative Responses	Reframed Focus	Example of Positive Reframes
Blame	<i>"It is all KU's fault. How can we work as a team if we don't even know what is going on in other classes?"- Part-time instructor</i>	Need / Interest	<i>"It would really help if we knew what was being taught in the other courses, wouldn't it?"</i>
Focus on past	<i>"I wanted to collaborate on lesson material with part-time instructors in the past, but no one wanted to meet" – Course coordinator</i>	Focus on future	<i>"What could we accomplish if we only work with instructors who are committed and attending regular meetings? Then we share the results, and teachers can choose to use them or not."</i>
Focus on blame / personal attack	<i>"Last time we collaborated on making lesson materials, and the stupid KU office staff deleted everything without telling us. They are so careless." – Full-time instructor</i>	Delete blame, focus on solving the problem	<i>"This time we are storing all the records and materials in a shared cloud storage account, and all the data is being backed up on a hard drive."</i>
Their problem, not mine.	<i>"If a part-time teacher needs information or help then they can ask"- Administration office Staff</i>	Emphasize shared responsibility	<i>"Yes. But couldn't we make finding help and information faster and easier? I think we would all rather spend that time and energy on students instead, right?"</i>
Non-negotiable demand	<i>"I don't want to waste my time with more meetings unless I am getting paid." – Part-time instructor</i>	Cast as aspiration	<i>"So, you want there to be some clear benefit for you, because your time is valuable."</i>
Too general	<i>"No matter what we do, the students don't care."- Several instructors</i>	Make it more specific	<i>"What are three things would you like to do but can't? Or see your students do?"</i>
Too specific	<i>"My situation is very different from the other instructors. I teach the TOEIC class, and we only focus on the 7 different parts of the TOEIC test and strategy, and mostly I teach in Japanese." – Japanese instructor</i>	Make more general	<i>"Yes, that is very different from the communication focused classes I am excited to explore new possibilities with you. For example, we could integrate TOEIC preparation with other language skills."</i>

Appendix N: Monitoring and Evaluation Plan

Below is an overview of the overarching goals and timeframes for monitoring and evaluation for each stage of the change plan using PDSA cycles. Each table outlines the specific benchmarks for monitoring and evaluation plan each stage, and lists the processes and outcomes used to measure the achievement of benchmarks. It can be assumed that observation and informal discussion are used as a process measure throughout the entirety for the change process, and therefore not included in the chart below.

Stage 1: Establish Foundation for Change

Goal: Establish a group of core members who have reached a consensus regarding the CoP terms of reference and meeting processes, meet regularly, and have demonstrated the willingness and ability to work collaboratively to address the PoP

Timeframe: Stage 1 PDSA cycle should be completed in 6-7 months, in the time before and after the fall semester.

Table N1

Stage 1 Benchmarks, Process Measures, and Outcome Measures

Benchmark	Process Measures	Outcome Measures
Core members reach consensus over terms of reference	<ul style="list-style-type: none"> • Discussion during regular meetings. 	<ul style="list-style-type: none"> • Completed terms of reference document. • Verbal consensus attained from core members.
Core members reach consensus over meeting processes	<ul style="list-style-type: none"> • Discussion during regular meetings. 	<ul style="list-style-type: none"> • Verbal consensus attained from core members. • Lack of conflict.
Core members attend meetings regularly and have a high degree of participation	<ul style="list-style-type: none"> • Meeting agenda/notes • Discussion during regular meetings. 	<ul style="list-style-type: none"> • Meeting agenda/notes record of attendance and engagement in action plan.
Core members able to work collaboratively on projects related to the PoP	<ul style="list-style-type: none"> • Discussion during regular meetings. • Meeting agenda/notes action plan. • Documents in shared cloud storage folder (e.g., project notes, resources, etc.) 	<ul style="list-style-type: none"> • Documents in shared cloud storage folder (e.g., project notes, resources, etc.) • Completed project(s). • Lack of conflict.

Stages 2: Empower the Organization

Goal: Demonstrate to CoP core members and select KU faculty and staff the CoP's ability to communicate its vision and garner support, provide value to its core members and other part-time instructors, and record tangible evidence of its achievements.

Timeframe: Stage 2 PDSA cycle should be completed in 12 months, over the course of two semesters, starting the week before the beginning of the academic year.

Table N2

Stage 2 Benchmarks, Process Measures, and Outcome Measures

Benchmark	Process Measures	Outcome Measures
CoP is able to share knowledge and/or resources with part-time instructors	<ul style="list-style-type: none"> Meeting agenda/notes action plan. Email. KU Intranet (e.g., business communication platform) Discussions during regular meetings. 	<ul style="list-style-type: none"> Responses from part-time instructors on KU Intranet (e.g., business communication platform downloads, reactions, comments, etc.). Access data for documents in shared cloud storage folder (e.g., project notes, resources, etc.).
CoP gains a degree of support and cooperation of KU faculty and staff	<ul style="list-style-type: none"> Discussions during regular meetings. Email KU Intranet (e.g., business communication platform) 	<ul style="list-style-type: none"> Course coordinators email and direct part-time instructors to CoP resources. Hiring manager email and directs new part-time instructors to CoP resources. CoP resources uploaded to KU Intranet (e.g., business communication platform). KU course coordinators or other faculty and staff contact CoP members about information, participation, or resources, etc.
CoP implements PDSA cycles (or other formal structure) for guiding collaborative projects	<ul style="list-style-type: none"> Meeting agenda/notes action plan. 	<ul style="list-style-type: none"> Verbal consensus attained from core members. Meeting agenda/notes action plan. Documents in shared cloud storage folder (e.g., project notes, resources, etc.).
CoP demonstrates generates a record of achievements (i.e., short-term wins)	<ul style="list-style-type: none"> Documents in shared cloud storage folder (e.g., project notes, resources, etc.). KU Intranet (e.g., business communication platform). 	<ul style="list-style-type: none"> Documents in shared cloud storage folder (e.g., project notes, resources, etc.). Record of uploads and responses on KU Intranet (e.g., business communication platform).
CoP members celebrate achievements and find CoP participation meaningful/valuable.	<ul style="list-style-type: none"> Discussions during regular meetings. 	<ul style="list-style-type: none"> CoP core members survey results. Discussions during regular meetings. Meeting agenda/notes record of regular attendance.
CoP members are satisfied with the progress and direction of the CoP	<ul style="list-style-type: none"> Discussions during regular meetings. 	<ul style="list-style-type: none"> CoP core members survey results. Verbal consensus attained from core members.

Stage 3: Implement and Sustain Change.

Goal: Refine CoP vision and processes to the extent that it can continue to produce change, increase its membership and impact within KU, and has the structures and support needed to do so sustainably.

Timeframe: Stage 3 PDSA cycle should be completed in 12 months, over the course of two semesters, starting the week before the beginning of the academic year.

Table N3

Stage 3 Benchmarks, Process Measures, and Outcome Measures

Benchmark	Process Measures	Outcome Measures
CoP processes are refined	<ul style="list-style-type: none"> Discussions during regular meetings. Updates to shared documents in shared cloud storage folder (e.g., terms of reference). 	<ul style="list-style-type: none"> Renegotiated items on the terms of reference (Tor) document. Renegotiated elements of meeting processes. Renegotiated benchmarks or monitoring and evaluation procedures. Lack of conflict. Continued evidence of collaborative work (e.g., sharing of knowledge, completed projects, action plans, etc.).
CoP opens up channels of communication between itself and part-time instructors at KU.	<ul style="list-style-type: none"> Discussions during regular meetings. Meeting agenda/notes. 	<ul style="list-style-type: none"> Establishes dedicated channel or webpage on KU Intranet (e.g., business communication platform).
CoP gains increased institutional support from KU	<ul style="list-style-type: none"> Discussions during regular meetings. Meeting agenda/notes. Email KU Intranet (e.g., business communication platform). 	<ul style="list-style-type: none"> Verbal or written recognition from department, administration, or individual faculty and staff. KU administration manages channel or webpage on KU Intranet and/or KU cloud storage. KU administration directs all part-time instructors to the CoP (e.g., through email, business communication platform, and/or Teacher's Manual). Funding or research budget. KU faculty council members promote CoP via email and KU Intranet.
CoP increases its core members	<ul style="list-style-type: none"> Meeting agenda/notes action plan. 	<ul style="list-style-type: none"> Meeting agenda/notes shows increased attendance and participation in action plan.
CoP increases its active members	<ul style="list-style-type: none"> Meeting agenda/notes action plan. 	<ul style="list-style-type: none"> Meeting agenda/notes shows increased attendance.

Table N3 (continued)

CoP increases its passive members	<ul style="list-style-type: none"> • KU Intranet (e.g., business communication platform). 	<ul style="list-style-type: none"> • Responses from part-time instructors on KU Intranet (e.g., business communication platform downloads, reactions, comments, etc.). • Access data for documents in shared cloud storage folder (e.g., project notes, resources, etc.).
Core members willing and able take on CoP facilitation role	<ul style="list-style-type: none"> • Discussions during regular meetings. • Meeting agenda/notes. 	<ul style="list-style-type: none"> • Verbal consensus attained from core members. • Meeting agenda/notes action plan. • Facilitators and core members require no or minimal intervention to redirect their focus or attention to the CoP vision and goals (e.g., the PoP).
CoP core members share the perception that CoP is sustainable	<ul style="list-style-type: none"> • Discussions during regular meetings. • Meeting agenda/notes. 	<ul style="list-style-type: none"> • Core members evaluate their sustainability using existing benchmarks or creation of “Can do” list checklist. • Verbal consensus attained from core members.