

8-21-2019

CULTURAL AWARENESS: ORGANIZATIONAL IMPROVEMENT PLAN FOR IMPROVED STUDENT ACCOMMODATION

Katheryn Pender
kpende2@uwo.ca

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



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Pender, K. (2019). CULTURAL AWARENESS: ORGANIZATIONAL IMPROVEMENT PLAN FOR IMPROVED STUDENT ACCOMMODATION. *Dissertation in Practice at Western University*, 96. Retrieved from <https://ir.lib.uwo.ca/oip/96>

This Dissertation/Thesis is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in The Dissertation in Practice at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

WESTERN UNIVERSITY

Cultural Awareness: OIP for Improved Student Accommodation

Katheryn Pender

An Organizational Improvement Plan

Submitted to the School of Graduate and Postdoctoral Studies

In Partial Fulfillment of the Requirements for the

Degree of Doctor of Education

London, Ontario

August 21, 2019

CULTURAL AWARENESS

Abstract

Canadian colleges have the responsibility to be inclusive and diverse. The College is uniquely positioned to cater to a variety of students with varied learning needs. Concurrently, policy must accommodate students to encourage capacity to learn. The development of a campus environment that is culturally aware and that supports a comprehensive student accommodation policy is the focus of this organizational improvement plan. Through the theoretical guidance of cultural organizational and evolutionary theories, a multi-year plan is strategically developed. Capacity for the plan is through stakeholder representation and engagement. Further influence is garnered from an adaptive leadership approach that is communicated and organized through stakeholders and Network Improvement Communities. Cultural awareness will take time to develop, yet a focused communication plan along with a monitoring and evaluation plan, will maintain accountability. The evolution of a new student accommodation policy will become reality as the depth of an inclusive student population is recognized.

Key words: student accommodation, cultural awareness, college, diversity, inclusive

Executive Summary

There is an increasing demand for higher education institutions in Canada to be competitive and accessible to diverse student populations. The shift in demographics and globalization of students mandates the College to explore its culture and address a variety of learners' needs. A theoretical approach is required to ground a thorough exploration on this topic in a college that monopolizes higher education in its locale. This executive summary is a glimpse of the content detailed in the organizational improvement plan (OIP).

Chapter 1 introduces the context of the problem of practice and supportive theory. The problem of practice (POP) is the need for greater cultural awareness, in a remote Canadian college, to improve the effectiveness of the student accommodation policy. Context for the POP follows along with a description of the governance model to support decision making. Schein's (2017) cultural organizational theory and Morgan's (1986) evolutionary theory provide a theoretical foundation for this document. Leadership theory is further substantiated by adaptive leadership (Heifetz, Grashow, & Linsky, 2009) and relational leadership (Uhl-Bein, 2006) providing depth and validation of the analysis.

Chapter 2 focuses on planning and development of the change plan with frameworks to support processes. Critical organizational analysis is based around stages in Greiner's (1972) model of organizational growth allowing for chaos then adaptation of the change. Three solutions for change are presented, with the most feasible option, adaptive change, aligning with the POP. The adaptive change is a suitable solution due to the slow integration of changes, allowing stakeholders participation and autonomy. The development of a Networked Improvement Community (NIC) is integral to success of this option. The engagement of a multitude of cultural groups creates diversified representation limiting bias and resistance

CULTURAL AWARENESS

towards integration of changes. Adaptive leadership will be modelled to create an ethical basis of trust to navigate success and failure throughout the change.

Chapter 3 outlines a plan of implementation, monitoring, evaluation and communication. The College lacks an accommodation policy to aid in diverse requests to augment student learning. A larger issue is that stakeholder perception of cultural awareness in the facility possesses holistic understanding and application. An organized plan to create these changes encourages consistency and accountability for stakeholders. A logic model unites causative relationships with actionable results to guide change. Accompanied by monitoring of cultural awareness initiatives and students' accommodations, a culture of assessment is created. Coupled with an evaluation plan adapted from Markiewicz and Patrick (2016) the implementation of changes for the College integrates change emphasizing diversity, and equitability as a priority. The communication plan is integral throughout the entire change process. The participatory nature of this OIP requires various communication methods to reach stakeholders. A staged communication approach is endorsed for continuous emphasis on cultural awareness and applicable policies.

This organizational improvement plan outlines recommendations for change in a small, remote College. The context of the environment allows for the ability to integrate stakeholders to lead initiative towards mutual goal achievement. Emphasis on collaboration through an adaptive and relational leadership approach is required for success. Ultimately, the goal is to create a College environment that is diverse, culturally aware and supportive of learning for all students.

CULTURAL AWARENESS

Acknowledgements

This doctorate was completed surrounded by many special people.

The support and guidance of the Western University faculty and staff has been incredible. I offer my sincere gratitude to Paula Brooks for her keen editing and valuable feedback, which has truly shaped this document over the past year.

I am fortunate to work in a supportive environment, where personal growth and education are encouraged. Thank you to Denise Bowen for believing in me, and for cultivating this document's focus. I do not have enough words to express my gratitude toward my amazing, smart, cultured and witty work family. The pot lucks, Diet Pepsis, inquiries, laughter, memes and collective brilliance...that's what an amazing work environment is!

I must mention the honour I have to work with amazing students. I have learned from, and am humbled by, their many experiences, cultures and challenges. They are my inspiration.

To my dear friend, colleague and partner in crime, Kerry Lynn Durnford, I could not have done this without you. Let's go do wonderful smart stuff together!

Thank you to my friends. Karen, your fantastic memes, jokes and texts often got me through the day. To the rest of my wonderful friends ...thank you. I will continue to take a quick leave at social events, while appreciating the invite.

Thank you to my parents. You have instilled the value of education and knowledge that makes me thrive. To the rest of my family...your support and kind words have often carried me. I hope I have made you all proud. To Baba Buchik...I miss you.

My dear friend Michelle. We are so different. Yet the same. But you get me. You have no idea how much that means to me.

CULTURAL AWARENESS

A true comfort during the long hours working on a computer have been my pets, Blue, Harrison and Hugo. I was never alone. My sweet boys, Hayden and Bryson. I hope I have demonstrated the positive result of hard work. I love you and I promise, I will get back to cooking.

Finally, to my rock, breath and true love, Pete. You are my everything. Thank you.

Table of Contents

Abstract.....	ii
Executive Summary.....	iii
Acknowledgements.....	v
Table of Contents.....	vii
List of Figures.....	xi
Glossary of Terms.....	xii
CHAPTER 1: INTRODUCTION AND PROBLEM.....	1
Organizational Context.....	1
Leadership Position.....	4
Adaptive Leadership.....	5
Relational Leadership.....	6
Leadership Problem of Practice.....	7
Framing the Problem of Practice.....	8
Historical Overview of the Problem of Practice.....	8
Theoretical Basis of Problem of Practice.....	10
Cultural organizational theory.....	10
Evolutionary theory.....	11
Culture in Higher Education.....	12
PESTE Analysis.....	12
Political.....	12
Economic.....	13
Social.....	13
Technology.....	15
Environment.....	15
External Data.....	16
Internal Data.....	17
Guiding Questions Emerging from the POP.....	18
Leadership Focused Vision for Change.....	19
Gaps in the Organizational Context.....	23
Priorities for Change.....	23
Strategic planning.....	23

CULTURAL AWARENESS

Myth of a mission.....	24
Acknowledging mandates.....	25
Organizational Change Readiness	25
Competing Forces	26
Stakeholders	27
Summary	28
CHAPTER 2: PLANNING AND DEVELOPMENT	29
Leadership Approaches to Change	29
Motivate with Purpose	29
Inclusion.....	30
Remember Stakeholders.....	30
Understanding Power and Conflict	31
Leading the Change Process	32
Assumptions.....	32
Reactive Organizational Change.....	33
Proactive Change.....	34
Organizational Cultural Change Theory	35
Evolutionary Change Theory	35
Cultural Awareness	36
Critical Organizational Analysis.....	38
Change Path Model	38
Creativity.....	40
Direction.....	40
Delegation.....	41
Coordination.....	41
Collaboration.....	41
Cultural Assessment.....	42
Artifacts	43
Beliefs and values.....	43
Basic assumptions.....	43
Solutions	44
Solution: Adaptive Change	44

CULTURAL AWARENESS

Solution: Status Quo	46
Solution: Macro Changes	48
Plan-Do-Study-Act.....	50
Plan.	50
Do.	51
Study.....	51
Act.	51
Ethical Leadership	52
Ethics of Resistance	53
Belief in the idea.....	54
Lack of trust.....	54
Failed outcomes.....	55
Summary.....	55
CHAPTER 3: IMPLEMENTATION, EVALUATION AND COMMUNICATION.....	57
Change Implementation Plan.....	57
Connecting with the Solution.....	60
Managing the Transition	61
Stakeholder empowerment.....	63
Other supports.....	64
Implementation issues	65
Momentum.....	66
Limitations.....	67
Summary	67
Monitoring and Evaluation	68
Logic Model	68
Monitoring Plan.....	71
Evaluation.....	73
Summary	74
Communication Plan.....	74
Determine Demand	77
Build a Foundation	78
Maintain Momentum.....	79

CULTURAL AWARENESS

Engagement and Evaluation.....	79
Evolution.....	80
Milestones and rewards	80
Summary	81
Conclusion	81
References.....	84
Appendices.....	91
Appendix A.....	
Monitoring Plan	92
Appendix A1.....	
Feedback Questionnaire: Participation in Cultural Awareness Initiatives	95
Appendix A 2.....	
Survey: Awareness of the Student Accommodation Policy	96
Appendix A 3.....	
Pre/Post-Education Sessions Survey on Cultural Awareness at the College.....	97
Appendix A 4.....	
Pre/Post-Education Sessions Survey on the Student Accommodation Policy at the College	98
Appendix B.....	
Evaluation Plan for OIP	99

List of Figures

Figure 1. Organization Chart for the College..... 3
Figure 2. Diversity, Equity and Inclusion in Higher Education..... 14
Figure 3. A Cultural Change Model..... 20
Figure 4. Greiner’s Model of Organizational Growth.....39
Figure 5. Goals and Priorities.....58
Figure 6. Goals for the Strategy.....58
Figure 7. General Plan to Manage the Transition.....62
Figure 8. Logic Model.....69
Figure 9. Communication Plan.....76

CULTURAL AWARENESS

Glossary of Terms

Accommodation: An obligation to adjust rules, policies or practices enabling anyone to fully participate (Canadian Human Rights Act, 1985).

Artifact: Visible products of a culture displayed through art, architecture, clothing, history, ritual and ceremonies (Schein, 2017).

Culture: The organizational identity established by historical, modern and future construct (Manning, 2013; Schein, 2017).

Cultural Awareness: Being aware of the influence of culture on values while recognizing biases and assumptions in the differences (Rew, Becker, Chontichachalalauk, & Lee, 2014).

Discrimination: Based on “race, national or ethnic origin, religion, age, sex, sexual orientation, marital status, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension ordered” (Canadian Human Rights Act, 1985, section 3 (1)).

Stakeholders: Students, staff, faculty, community partners and investors in the College.

Staff: Faculty, program and student supports, and contract workers.

CHAPTER 1: INTRODUCTION AND PROBLEM

There is an increased demand for higher education institutions in Canada to be competitive and accessible to a diverse student population. Current demographics and the shift in students towards globalization mandates the College to address alternative learning needs of students. A theoretical basis is required to ground change to ease implementation while increasing education and engagement from stakeholders. This Organizational Improvement Plan (OIP) serves to guide recommendations for leadership and cultural awareness change as a focus for the College to embrace.

Organizational Context

The College is a higher education facility in remote Canada that provides education to adult learners in dozens of communities in the province. It is operational in three geographically separate campuses with a total of over 200 full-time students attending the main campus (The College, 2018). The population growth of students is in part-time attendance at over 500 per campus (The College, 2018). Although Indigenous students continue to comprise 75 percent of learners, 25 percent of students are interprovincial, international or local (The College, 2006). Programming ranges from trade certificates, to diplomas and degrees. The provincial government funds the College, endorsing input into programs and planning through a ministerial department of education. Although part-time staff positions are available, government job security is lucrative for full-time positions. Employment is abundant within the government and continuing education is generous for employees.

The College mission statement is focused on student success that is culturally sensitive and responsive to a diverse population. In lieu of a vision statement, values representing the

College culture include nurturing students in educational programs, honouring Indigenous cultures, supporting research and fostering excellence. The faculty and staff take pride in the programs and services provided at the College, often enhancing their education to improve the environment for students. The goal of higher education in the province is to deliver programming creating productive citizens, which meets local labour market demand (Province X, 2019). Many of the students are transitioning from small community living to a larger centre, often leaving traditional lifestyles to embrace modern society.

The provincial population experienced a seven percent growth over five years primarily in transient workers (The College, 2006). The variation in population includes over 2000 new immigrants entering the province each year (Statistics Canada, 2016). The demographics have shifted to a declining birth rate and aging inhabitants that remain in the province beyond retirement (The College, 2006). The influence on the College is an increase in students with life experience seeking alternative vocations. Educational programming may include professional, communication and life skills required for success in chosen careers. The student population ranges from high school graduates to second or third career students; usually accompanied with a role as a family member, child or as single parent status. The attainment of higher education provides an option to achieve an education relevant to demand in their community.

Governance at the College is complicated. The provincial government is the largest employer in areas of education, tourism, environment, health and justice. The College is a branch of the government. There is a discrepancy between public government messaging and operational delivery. Decision making occurs from a hierarchical senior leadership level with minimal acknowledged input from staff, indicative of a paternalistic approach (Blake & Mouton, 1964). Chapter 1 acknowledges staff at the College to include faculty, support staff and contract

workers. This power imbalance yields an air of superiority permeating to staff, creating a negative connotation of leadership at the College. Policy is communicated as outlined in the organizational chart (Figure 1) along with legislation and national recommendations such as the *Truth and Reconciliation: Calls to Action* (2015). Indigenous consultation in educational policy is lacking influence and strategic direction, yet they are rarely invited to do so. Staff are eager to engage in operational improvements to provide consistent, efficient and inclusive programming.

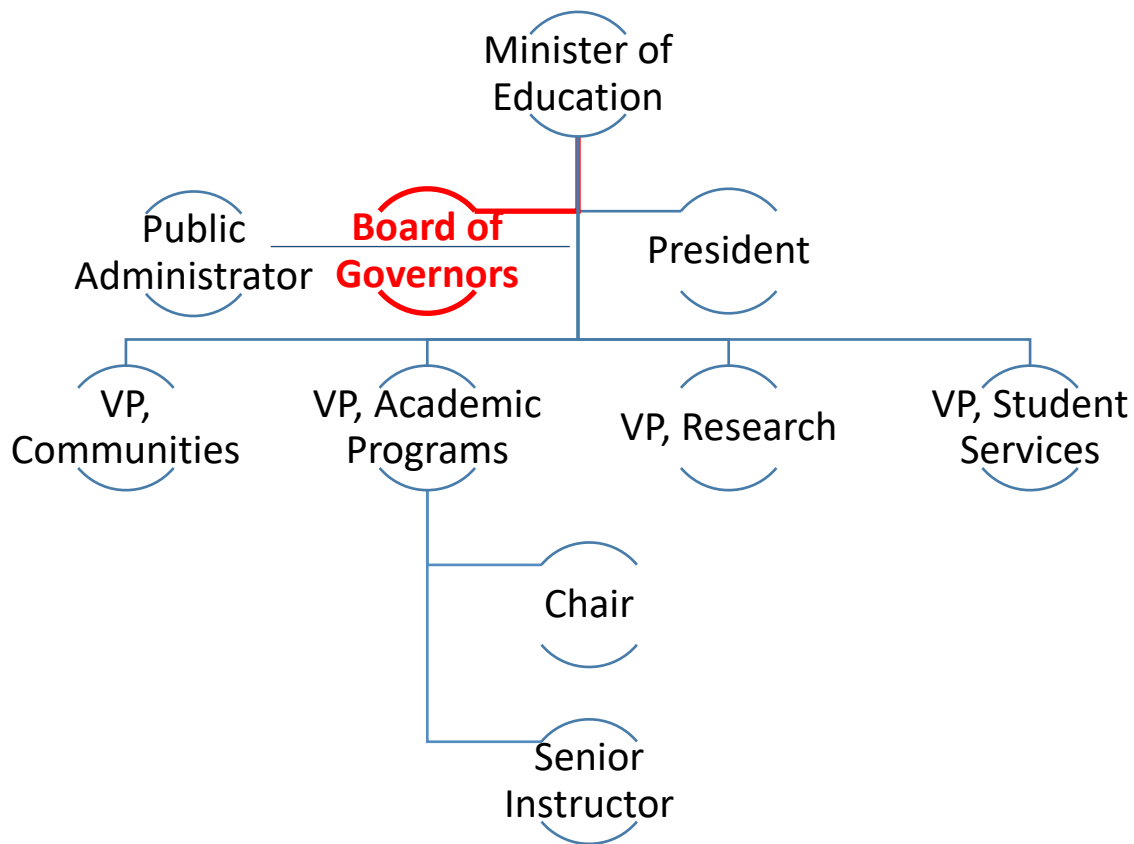


Figure 1. The current organizational chart for the College including recent changes. By K.Pender and K.L. Durnford, 2017.

Figure 1 provides a visual perspective of the College as a branch of the provincial government. Until recently, internal governance was led by a president and senior leadership team reporting to a Board of Governors, then to the Minister of Education. The Board of

Governors was recently dissolved (Figure 1 in red) and replaced with a Public Administrator in charge. Recently, the president resigned, thus creating an internal leadership gap. A foundational review was also recently commissioned by the Minister of Education to determine the efficacy and efficiency of programs at the College. The review highlighted challenges and successes of the College and is currently with the Minister for response. Multiple influencing factors contribute to discourse at the College, requiring examination and remediation as part of this OIP.

Leadership Position

The author teaches in a health undergraduate degree program. Due to the small size of the College, the ability to engage and lead change is plausible. As a frontline employee directly engaged with students, I see that the incongruence between leadership and staff is obvious. There are notable communication gaps in which staff want to be heard, yet senior leadership displays inconsistency in attentiveness. The author's leadership style includes reciprocal communication with inclusion of staff at multiple levels. The strategic direction of the College is vague due to the governmental and governance issues, thus necessitating a leader that is relational and adaptive to change. As a clinician, I anticipate solving complex problems within a team environment, in congruence with operationalizing a strategy for results. Such a holistic paradigm is equitable and unambiguous, aligning with an adaptive leadership approach (Heifetz, Grashow, & Linsky, 2009). The author also has an affinity for listening and strategizing with stakeholders to create workable solutions. The relational leadership approach includes the unpredictable direction towards solutions through engagement and visioning (Uhl-Bien, 2006). An informed and diverse leadership approach, characterized by relational and adaptive strategies, informs the author's practice. These leadership styles are analyzed in greater depth below.

Adaptive Leadership

Adaptive leadership is a recommended approach to guide the College through this organizational improvement change. Heifetz, Grashow, & Linsky (2009) identify adaptive leadership as flexible enough to focus on new challenges and environments which require motivated guidance to thrive. Adaptive leadership is based on determining a strategy, establishing areas for change, building leadership capacity and managing conflict (Heifez & Laurie, 1997). These characteristics, as a collective, are essential for a leader.

Leaders have to be able to recognize areas of challenge and strength in the organization. An adaptive leader identifies organizational characteristics by intuitively determining the underlying value of the facility based on stakeholder engagement and outcomes (Heifetz et al., 2009; Squires, 2015). Currently, the College does not have an updated strategic plan, governance is changing and reform is looming. Leadership is needed to analyze the situation to determine a strategy based on nebulous variables and to instill trust with staff.

Adaptive leadership depends on diversity, experimentation and taking risks by establishing areas for change (Heifetz et al., 2009; Yukl & Mahsud, 2010). Due to the intricacy of the College governance structure, new adaptations to old practices require support for staff and other stakeholders throughout the process of determining organizational identity (Heifetz, et al., 2009; Schein, 2017). An adaptive leader acknowledges areas for change, mentoring staff to embrace new experiences and mobilizes the organization to amend behaviors.

The implementation of adaptive leadership molds an environment away from reliability on one leader to empower stakeholders to embrace change as a shared responsibility.

Empowering the staff with authority spreads the division of perceived power across the

organization (Heifitz et al., 2009; Tierney, 1997). An adaptive leader invests in individual judgement and trusts the resourcefulness of staff in their roles. Authority becomes distributed encouraging critical thinking and smart decision making. The staff at the College are stagnant in their roles, eager to diminish complacency with a challenge and engage as a team.

The ability to manage conflict is unique to the organization. The vast divide between the vision and reality highlights conflict as an unavoidable hurdle. An adaptive leadership manages conflict through resolution over avoidance (Heifitz et al., 2009). Adaptive conflict management requires communication and support from leadership to encourage solutions that are actionable, while changing attitudes and behaviours (Yukl & Mahsud, 2010). A key area of leadership focus is on building relationships that are mutual and respectful

Relational Leadership

Change at the College is dependent on relationships. Uhl-Bien (2006) highlights relational leadership as based on networks of fluid interconnectedness, achieving a coordinated result that is dynamic and possibly unpredictable. The lack of process and rigidity in relational leadership yields a style aligning with adaptation and change. Relational leadership separates the manager-subordinate dyad by engaging stakeholders as leaders, spontaneously, to empower a larger membership towards leading and outcomes (Komives, Lucas & McMahon, 2013; Uhl-Bien, 2006). The ability for stakeholders to envision and transform the College's culture necessitates a leadership style deviating from prescribed autocracy to embracing social context as directionality for change.

The complex nature of relational leadership is influenced by inclusion, empowerment, ethics, purpose and process (Komives et al., 2013). The purpose supports the context and

leadership focus of the staff. The process is the outcome of the leadership involvement in the process. In contrast to adaptive leadership that is strategy driven, relational leadership is vision-driven (Heifitz, Grashow, & Linsky, 2009; Uhl-Bien, 2006). The leaders of the facility and staff promote the organization's purpose through a shared vision that is embedded in ethics, based on group empowerment and inclusive to the facility. In this way, relational leadership supports sensemaking to influence social and cultural change with stakeholders (Gioia, Thomas, Clark, & Chittipeddi, 1994; Kezar, 2014; Uhl-Bien, 2006). Sensemaking is exemplified as staff and students incorporate a new vernacular, conform to new processes and subconsciously encompass a change into their daily lives. The process and purpose are based on the need to shift the culture to one which is inclusive and supportive of diversity.

Leadership Problem of Practice

The problem of practice (POP) is the need for greater cultural awareness, in a remote Canadian college, to improve the effectiveness of the student accommodation policy. An accommodation is an obligation to adjust rules, policies or practices enabling anyone to fully participate (Canadian Human Rights Act, 1985). The current accommodation policy is limited to mental and physical disability, lacking respect to religion, race, family status, and gender. The limitation of the College policy creates an access barrier to education that is discriminatory. Discrimination is defined by the Canadian Human Rights Act (1985) based on "race, national or ethnic origin, religion, age, sex, sexual orientation, marital status, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension ordered" (section 3 (1)). The diverse student body requires an accommodation policy that addresses these additional factors.

The College student population has become more diverse over the years. The globalization of students is further enhanced by the increase in immigrants seeking employment and education in this locale. Another important factor is that The Truth and Reconciliation Commission of Canada (2015) released 92 calls to action aimed at improving access to basic Canadian rights for Indigenous people. By signing the *Indigenous Education Protocol* (2015), the College commits to incorporating Indigenous ways of knowing and learning into its curricula (Colleges and Institutes Canada, 2015). The evolving population of the College requires a culture that is responsive to the change and aligned with complementary policy. For the purposes of this document, cultural awareness is being aware of the influence of culture on values while recognizing biases and assumptions in the differences (Rew, Becker, Chontichachalalauk, & Lee, 2014). The governance structure, evolving student body and diversification of the local population demands leadership at the College to guide this change.

Framing the Problem of Practice

In this section of the chapter the problem of practice is supported by a historical overview, theoretical frameworks, current literature, a Political, Economic, Social, Technical and Environmental (PESTE) analysis and data.

Historical Overview of the Problem of Practice

Student accommodation has a historical basis in human rights and legislation at a global level. The United Nations General Assembly on Human Rights (1948) created the *Universal Declaration of Human Rights Act* as a benchmark for the global treatment of human beings. Canada was a signatory of the document pledging to abide and nationally enact the *Declaration* (1948). The thirty fundamental human rights became a benchmark for human rights laws in

Canada (1948). The Convention on the Rights of Persons with Disabilities (2008) was founded as an international human rights treaty supported by the United Nations providing a global stance on accommodation. The Convention (2008) asserts the right to accommodate a person on an equal basis as afforded to anyone, without undue hardship to the organization.

Although Canada was supporting human rights through international law, national legislation did not emerge until 1960 through the *Canadian Bill of Rights* (1960). The protection of fundamental rights and freedoms became engrained in Canadian society as norm. The *Canadian Human Rights Act* (1985) detailed accommodation and equality to residents. Failure to accommodate based on discriminatory behaviour is punishable under international humanitarian law, the *Canadian Charter of Rights and Freedom* (1982) and the *Canadian Human Rights Act* (1985). Nationally, the concept of equity and inclusion is pervasive in law and society.

Due diligence followed legislation with the creation of human rights commissions in the provinces and territories. Each commission provides guidance and education on fair and equitable treatment of citizens. Based on this, in 1994 the College created a student accommodation policy (2013). The limitation of the College policy remains biased towards students with mental and physical disability. The opportunity to seek an accommodation beyond this policy is limited. Although the College is a locus of cultures and learning, the formalization of acceptance of inclusion is minimal in policy. The College's *Code of Conduct* (2010) highlights "...committed to fair and equitable treatment of its members" (p.5) lacking direction for implementation. In order to abide by legislation, the College vision and the code of conduct, the culture shift to incorporate inclusion must be ubiquitous.

Theoretical Basis of Problem of Practice

The problem of practice is grounded in a transformative progression of culture and social context. The genesis for change is reflected in the limited student accommodation policy. Ideally, an accommodation policy is diverse reflecting a multitude of populations requiring learning support. Action bias, doing something rather than nothing, is evidenced in the College in artifacts like the mission statement, Indigenous art, commitment to the *Calls to Action* (2015), and curriculum, yet lacks true implementation (Buller, 2015). The mission statement indicates the College is “culturally sensitive and responsive to student needs” (The College, 2006, p.2) although curricula are not reflective of diversity and limited to colonial perspectives. Similarly, by signing the *Indigenous Education Protocol* (Colleges and Institutes Canada, 2015), a coordinated effort in the College to address the philosophy behind this commitment is remiss. Non-Indigenous instructors are at an impasse between cultural sensitivity and action bias (Buller, 2015). Cultural and evolutionary organizational theories provide context for change to support the problem of practice.

Cultural organizational theory. Culture is the organizational identity established by historical, modern and future construct (Manning, 2013; Schein, 2017). Schein (2017) highlights culture is learned phenomena that is primarily stable, intangible, expansive and integrated. Culture is imbedded in organizations and difficult to change as it is representative of the accumulated learnings of a group. As discussed, the College is unclear of its cultural embodiment, thereby seemingly excluding non-dominant subcultures. Indigenous cultures are the norm on campus. International or other subcultures of students (e.g. LGBTQ, nursing mothers or religious affiliations) lack a voice. An institutional culture that is constantly evolving will provide a basis for broad adaptation of the subcultures to enable change to slowly integrate

(Locke & Guglielmino, 2006). Schein (2017) encourages visioning with stakeholders as a positive process to target priorities. Policy changes presented as a shared learning environment aligns culture with the operations of an organization as a lived experience (Schein, 2017). True integration of the policy will prevail once enhanced, then implemented as common practice. Cultural organizational theory supports an adaptive leadership recommendation for role modeling, communication, resource allocation and crises management as positive characteristics in a leader (Heifitz et al., 2009; Schein, 2017). Although gradual, Schein (2017) posits that diversification, integration and creative synthesis are priorities in adapting to change that is culturally aware. The underpinnings of culture are prevalent in evolutionary theory, further supporting the premise of change for the College.

Evolutionary theory. Evolutionary theory links the environment to situational variables in an organization to evoke change (Morgan, 1986). A gradual adaptation to change is environment dependent, with minimal control over the direction or entrustment of the end result. Birnbaum (1988) supports evolutionary theory as dynamic, omnipresent and potentially influenced by governance. Clear governance, combined with supportive leadership providing directionality for profound effects on structures and policy are needed in any change process. In relation to the problem of practice, the demand for change in accommodation policy is natural as the demographic of the College is diversifying, warranting an evaluation of operational guidelines, including governance and leadership.

Culture in Higher Education

According to literature, culture in higher education is multidimensional. The breadth of inclusion expands beyond human rights. Özturgut (2017) asserts inclusive practices establish “...synergies ...between internationalization and diversity and equity initiatives” (p.88). The premise of grouping culture and inclusion with globalization is antiquated. Lumby (2012) indicates that the integrationist approach to culture, which is prevalent in higher education, is dominant. This approach is disadvantageous to populations such as the Indigenous reconciling with society as it encourages a colonial mentality in the organization. Higher education has a responsibility to empower Indigenous self-determination through addressing decolonization and the reconciling with societal inequities (Pidgeon, 2016). Further literature supports inclusion as a display of “democratic citizenship” (Kymlicka, 2001, p.101) as a necessity in organizations to curtail cultural hierarchy and exclusion. From a leadership perspective, Foucault (2000 as cited in Lumby, 2012) emphasizes changing one’s own thinking about and understanding of self to create change on an organizational level. Based on the literature, cultural awareness and accommodation are not simple concepts, thereby, necessitating diligence and strategy in higher education to address these.

PESTE Analysis

The previous section provided an institutional analysis of the POP whereas the Political/Economic/ Social/Technological/Environmental (PESTE) analysis contextualizes the current state of the College.

Political. Numerous factors influence the College. Politically, the direct link of the College to the government exudes a power influence beyond leadership. The shift in governance

from a board to a public administrator reporting directly to the Minister of Education enhanced the unidirectionality of power, minimizing leadership at the operational level. The diminished autonomy of College leadership has led to fractures in transparent reporting and to perceived deterioration in operations. This situation biases operations creating a staff culture unsure of its leadership.

Economic. Economically, as one of the few higher educational institutions in the province, the College is positioned as a monopoly. The reality of neo-liberalism has not penetrated the College as market shifts have had little influence due to predictable government core funding providing directionality for programs based on provincial labour demands (Brown, 2015). The local environment is wealthy with natural resources employing many people in government and private sectors. A major discrepancy in student recruitment is the loss of opportunity for the College in industry and community regional employers due to strategic and program delivery misalignment with stakeholders. Coordination among the College, government and industry must be contemporaneous and synergistic to address evolving labour market changes. The current College culture has remained stagnant potentially inhibiting development of strategic goals to meet these changes.

Social. The social construct of the College is embedded in the remote geographical environment and lack of metropolitan influence. The operational positioning of leadership at the College is not prepared to accommodate students with complicated lives in higher education. The diversity in the population at the College has shifted, requiring concentration on establishing structures (systems and services) to support equity and integration of a diverse student body. An imbalance in these structures is evidenced by domestic cultures prevailing, creating a marginalization of international or socially stigmatized subcultures bordering on inequality and

discrimination (Özturgut, 2017). Specifically, the Indigenous population dominates at the College yet inconsistency exists between enactment of the *Calls to Action* (2015) and indigenization of programs to reconcile systemic inequalities (Pidgeon, 2016). The minimal direction towards enacting the *Calls to Action* (2015) recommendations creates an imbalance between staff knowledge and delivery to students. This imbalance requires leadership alignment and support to consistently deliver Indigenized education. The lack of congruence between cultures is also prevalent with international students.

As can be seen in Figure 2, Östurgut (2017) highlights the contextualization of global concerns in higher education. The participatory inclusion of global issues in higher education tends to be external to local and national concerns creating marginalization and segregation of a population of international students.

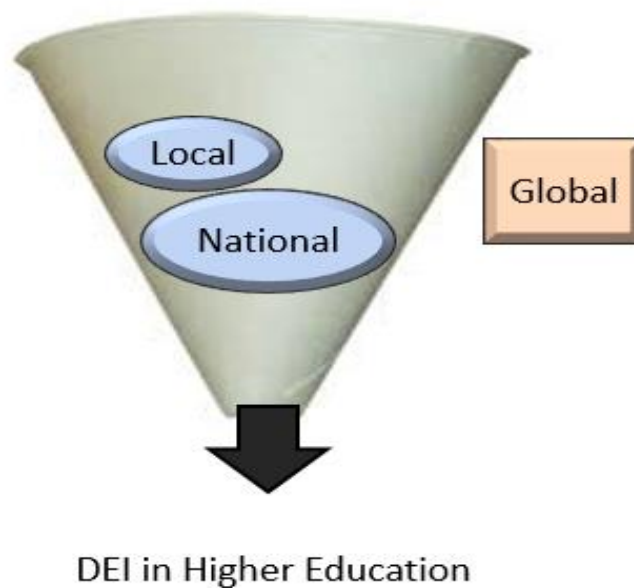


Figure 2. Current positioning of local, national and global understanding of diversity, equity and inclusion in higher education. Reprinted from “Internationalization for Diversity, Equity and Inclusion” by O.Özturgut, 2017, *Journal of Higher Education Theory and Practice*, 17(6), p.85.

A change in leadership style and visioning that is focused on addressing these concerns is essential for strategic repositioning of the College.

Technology. Program delivery and access to higher education are limited by provincial information technology. The remote environment is limited for bandwidth concerning programming by distance or video conferencing. Current private bandwidth is not unlimited and costly, impacting student access to study materials and learning aids. A student requiring accommodation utilizing specialized technology may not have that option at the College. The student information system is antiquated, lacking a formal infrastructure for capturing student data beyond an Excel spreadsheet. Concurrently, data captured is not contemporaneous to the environment or the population in attendance. The number of students receiving accommodation is unknown; also absent is information about their progress in a program or whether they have left the College. The nominal investment in information technology has positioned the College to force students to seek education at an alternative facility.

Environment. The College does not have a campus in an urban city. Designated space is leased in an apartment building converted to classrooms. The lack of available classroom and student space creates an environment that is disjointed, non-cohesive and certainly not adult-oriented. Technical programs such as nursing or personal support worker have cramped spaces to run simulations or utilize equipment. The student elevator is nonfunctional, requiring access to additional levels by the apartment building lift. Students requesting space to pray or breastfeed are placed in offices or empty space available. Glycol leaks in the building are common, adding to the antiquated infrastructure. The College does not have large testing spaces; therefore, students take exams in an adjacent church. Colonial legacies compound the historical trauma yet options are limited. For example, residential schools were often managed through a religious

sector forced on the Indigenous population. The intergenerational trauma of secular oppression over Indigenous peoples requires reconsideration during exam scheduling (Pidgeon, 2016).

Neither the physical nor the psychosocial environment at the College is conducive to teaching or learning, requiring serious attention and action. This PESTE has highlighted internal and external influences affecting the POP; a further examination of the data will support these findings.

External Data

External data supports the need to accommodate a diverse population. The Organization for Economic Cooperation and Development (OECD) (2012) ranks Canada as one of the top nations for preparation of students in the K-12 system regarding equality and scholastic achievement. Student performance is improved in a school system with priority on equity and quality (OECD, 2012). Alternatively, the inclusive nature of Canadian schools should be a national standard for higher education. Students unable to succeed in higher education face societal exclusion through unemployment and social risks (OECD, 2012). The National College Health Assessment Survey is a tool nationally delivered to college students to determine their health and well-being status. The students surveyed indicated 59 percent had experienced a traumatic event within the past 12 months (American College Health Association, 2016). Generally, students are multinational, representing 35 percent as non-white, 2.9 percent identify as non-binary, and 21 percent of students are not heterosexual (American College Health Association, 2016). Students entering higher education are burdened with multiple social, family and economic issues requiring support for success in learning. The inability to access education should not be a factor for students at the College. Internal data demonstrates further concerning discrepancies.

Internal Data

The provincial government recently commissioned a review of the College to determine the efficacy and efficiency of program delivery including economic impacts on the workforce (The College, 2018). The review emphasized needed change and modernization of operations, highlighting an urgency for the College to "...act on a new vision as the post-secondary sector is increasingly global and competitive" (The College, 2018, p.10). The current state of the institution is not competitive with similar Canadian or global colleges, resulting in a steady decline in some program enrollment thus threatening the viability of the College. Students are choosing programs as a last choice for education, not for educational quality, labour market opportunities or personal reward.

Conversely, over the next decade, employers requiring college educated workers are requesting relevant programming to match market demand or encouraging students to an alternative higher education institution (The College, 2018). The review highlights the lack of transparency in data collection for student attrition rates, access of councilors, and information regarding student experiences to support programs (The College, 2018). The discrepancy in data and trending limits the ability to identify meaningful programming, supporting the review's conclusion of a facility in peril. The foundational review is conclusive in identifying the lack of strategic direction, visioning, and identification of stakeholder and student demands (The College, 2018). Further priority must be focused on creating a competitive environment for higher education that identifies the unique needs of the labour market and the diverse student population.

Guiding Questions Emerging from the POP

Based on the problem of practice focusing on culture and accommodation, additional inquiry is warranted regarding equity and higher education. Through the exploration of literature in Chapter 1, queries are noted here.

The stagnant culture at the College and impetus to change raises a potential line of questioning *what do other Colleges of similar size do to accommodate students while maintaining a level of cultural integrity?*

Canada is a global nation representative of multitudes of cultures and lifestyles. Higher education institutions, particularly colleges, have had to adjust to shifting student demographics. The ability to assess learning assistance in a structured, non-discriminatory environment is common. The College would benefit from alignment with a similar demographic higher education institution to determine their success with integration of student accommodation as part of a cultural phenomenon. The assumption is most colleges are successful with student accommodation therefore, if a college is not successful these challenges require exploration to incorporate into OIP planning.

Another line of inquiry would be *to determine a policy or framework for cultural awareness, and successfully implement a contemporary student accommodation policy from another institution.* The author's assumption for the College is a change in organizational cultural awareness towards embracing equity and diversity will aid in policy development and implementation. A policy or framework may exist that demonstrates this or not, or a different viewpoint may exist that the author has not considered. Networking and collegial inquiry may answer these questions.

A major challenge from the POP is managing resistance. The current governance structure at the College is labile and the foundational review has identified major challenges requiring implementation to maintain operations; the integration of a culture of awareness may be embraced or ignored depending on priorities. Ideally, the recommended changes incorporate a diverse culture aligning with the foundational review to complement the improvements towards a better College. *What if a major stakeholder is not embracing the changes? How will the College deal with negative publicity? Does anyone care?* Resistance may be everywhere yet small changes can demonstrate success.

As indicated above, these are a few questions from the POP that may add or change the direction of the OIP amid or following implementation. A vision for change and priorities are discussed to address these inquiries.

Leadership Focused Vision for Change

The theories and analysis from previous sections guide a leadership focused vision for change. Amending the College policy is relatively simple; a culture of diversification and equity must be established for successful implementation. *The Cultural Change Model* for the College (Figure 3) is a process for creating a culture of awareness, aligning with legislation and the diverse community. The end result is an equitable, inclusive organization embracing its identity, able to enact a policy change aligned with the facility's culture.

A driver for change is a factor that cannot be controlled, but has significant impact on factors that can be controlled (Buller, 2015). The model begins with four change drivers at the College; *lack of diversity, leadership incongruence, stakeholder confusion* and *community disconfirmation*. The *lack of diversity* recognition at the College is evident in the student

accommodation policy. As noted, the policy does not recognize student accommodation in circumstances differing from mental or physical disability. The main issue is recognition of diversity and equity providing opportunity for everyone regardless of gender, family status, religion, culture or sexual orientation (Canadian Human Rights Act, 1985). A school which narrowly tailors its population risks resistance (Gurin, Dey, Hurtado & Gurin, 2002). *Leadership incongruence* refers to the disassociation in the various levels of governance at the College. A consistent leadership style is remiss and levels of support are unclear, necessitating ongoing clarification. *Stakeholder confusion* refers to the lack of understanding for those invested in the College and their role. Stakeholders, in this plan, represent any affiliation to the College including staff, students, faculty, community members, industry and government. Students are treated as customers rather than stakeholders. Although the philosophy towards students is not market-driven, the lack of student identity and voice is obvious (Brown, 2015).

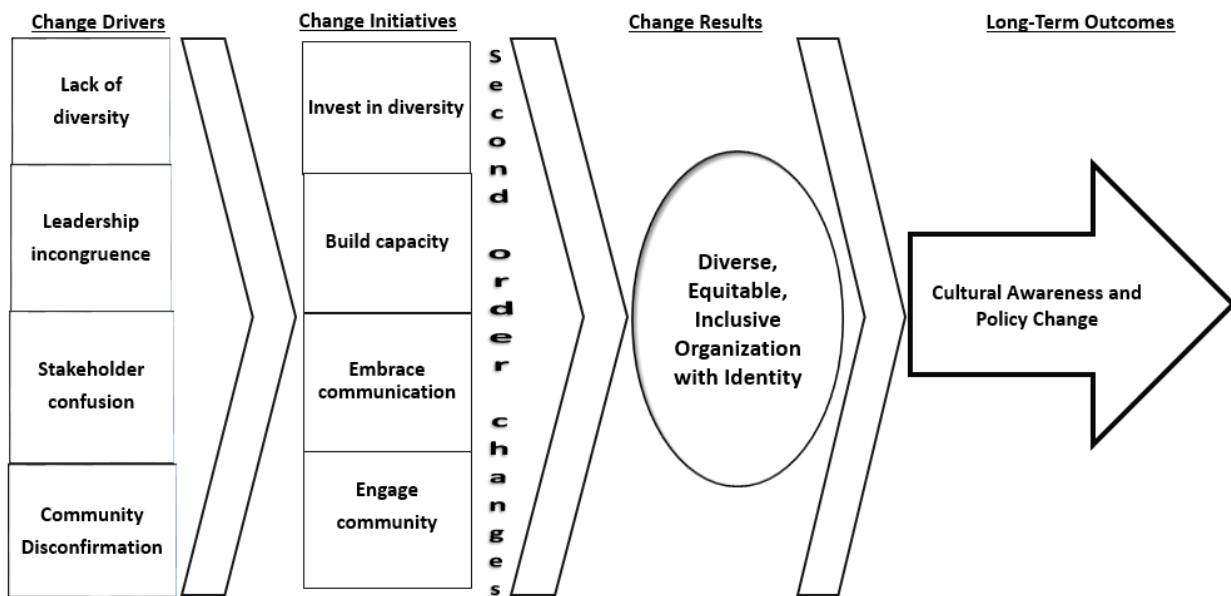


Figure 3: A Cultural Change Model representing change drivers to change initiatives to create a diverse, equitable, inclusive organization with identity. By K. Pender, 2018.

Staff, as a collective, are ancillary contributors to College planning, and the community, including the province, lacks involvement or opportunity to contribute to higher education initiatives.

A final driver for change is that the link to the *community is disconfirming*. This insinuates that the College should align with the economic needs of the province yet there is little understanding of who the community is and its role with the institution. The province is striving for a higher educational institution that repatriates members to the labour markets in their communities. At present, the symbiosis between the College and community demand is disjointed.

The Cultural Change Model (Figure 3) progresses from change drivers to four additional change initiatives to lead change. In congruence with cultural and evolutionary theory, leadership at the College will need to demonstrate the following: *investment in diversity, building capacity, embracing communication, and engaging in community* progressively to transform culture. Schein's (2017) cultural organizational theory supports an *investment in diversity* based on cultural assumptions that are historically developed. The College's fifty-year history of educating learners is not lost and can be used as a foundation for growth. Heifetz et al., (2009) support 'balcony' approach in viewing the landscape from above to determine the issues and culture. Komives et al., (2013) support the relational leadership perspective of diverse citizenship as integral to leading change. *Building capacity* involves recognizing and mobilizing stakeholders to invest in the College. Evolutionary theory supports external forces (stakeholders) to shape change (Kezar, 2014). The adaptive leader actively aligns alliances to support change initiatives, leveraging on their resources, knowledge and contribution (Heifetz, et al., 2009).

Wolf and Strange (2003) indicate that a commonality exists in rural facilities, such as the College, to develop capacity from within as a sustainable option.

The third deliverable for a leader is *embracing communication* which involves diversifying messaging to access a large audience. Koopman and Cunningham (2007) refer to this as developing a culture of customer service in every domain of the College. Adaptive leadership encourages authenticity of communication to reach an integrative solution (Heifitz, et al., 2009). Relational leadership is based on communication, particularly in responding to the reaction of those receiving the information (Uhl-Bien, 2006).

The last deliverable, *engaging in community* entails networking with community agencies as extensions of the College. Schein (2017) refers to community engagement as external adaptation. Community priorities are explored then aligned with facility goals. Adaptive leadership style incorporates the community into planning along with engaging external agencies that may initially be disinterested in the College (Uhl-Bien, 2006). These four initiatives will aid in leading change at the College.

Once the initiatives are established, a second order change evolves. Such a change is one involving the “underlying values, assumptions, structures, processes, and culture...” (Kezar, 2014, p.49). Schein (2017) supports an evolution of change by defining the change as behavioural or doing, as opposed to pure culture change. Relational leadership theory supports the installment of relationships into social order as a gradual installment into the organization (Uhl-Bien, 2006). The gradual integration of the initiatives results in an organizational culture that is evolutionary, diverse, equitable and inclusive, recognizing its identity. A diversified organizational culture yields increased awareness towards inequity in policy and practice (i.e., the current lack of accommodation). A supportive learning environment removes the

disequilibrium between diverse groups, creating a community of empowerment and engagement (Gurin, Dey, Hurtado, & Gurin, 2002).

The integration of all factors (change driver, initiative deliverables, and leadership actions) results in an organizational culture change and influences policy. The confusion between the role of the College in government, as a higher education institution, and as a leader in the province has created an organization without an identity. The evolution of cultural change continuously presents challenges and identifies focused areas for improvement.

Gaps in the Organizational Context

The population of the College requires a culture that is responsive to the change. Such a responsive change of culture will require a change of policy. The governance structure, diverse student body and diversification of the local population demands leadership at the College to guide this change. Gaps between the present and future state of the College are demonstrated through supportive frameworks.

Priorities for Change

The recent foundational review of the College recommends significant change. Operations at the College require renewal (The College, 2018). The gravity of the changes are vast presenting an insurmountable task for completion. In order to balance stakeholder and organizational interests, three priorities have been identified: strategic planning, mission development and mandates.

Strategic planning. The College has a strategic plan that is generalized, nonoperational and irrelevant to stakeholders. The success of strategic planning should conclude with alternatives for success. Engagement of stakeholders in scenario planning provides a detailed

examination of scenarios focusing on worst-/best-case, drivers for change, predictive outcomes and destructive behaviours, (Buller, 2014). A deviation from the norm, scenario planning focuses thought on one topic, minimizes generalization, is measured over a brief period of time and incorporates contingency planning (Buller 2014). The totality of scenario planning highlights areas of focus to direct strategy, encourage a culture of innovation and diversification for this OIP of accommodation (Cadle, Paul, & Turner, 2010). Scenario planning also provides an opportunity to gain awareness of the multitude of cultures on campus. Engagement in scenario planning with stakeholders is meaningful as their role in the organization is clearly identified.

Myth of a mission. A mission statement is a representation of the organization's values, community and vision. The cumbersome process of strategic planning is shaped around the genesis of the mission statement. Buller (2015) supports Mintzberg (1994) adding that, the lack of a methodology for planning and a generic mission statement, are overwhelming and impossible to achieve. The College does not utilize its mission statement as an identity. There is no prescriptive direction or implementation for decision making gained from the College mission statement (Kezar, 2014). Engaging stakeholders to identify their needs and limitations is required to form an identity. Through development of a strategic compass, the College could have a statement representative of values, strengths, and community (Kezar, 2014). The compass will highlight areas of focus for the College to direct resources. Stakeholder involvement in a strategic compass exercise is paramount to understand the strengths of this College, the benefit of those strengths, correlation of identity to resource direction and to encourage innovation and culture without damaging the College's identity (Buller, 2015). A student accommodation policy would benefit from a strategic compass activity as students must self-identify as requiring learning assistance but are limited by the constraints of the policy in application.

Acknowledging mandates. Another approach to change for the College is honoring the recommendations of the *Truth and Reconciliation Commission (TRC)* (2015). Recognition of an Indigenous majority student base requires attentive programing, policy and operations highlighting this population. Current attempts to integrate Indigenous culture and education into the College have been inconsistent and sporadic. A separate strategic compass exercise would benefit the College to understand what they are doing well and to identify gaps in cultural awareness (Buller, 2015). Similarly, legislation to accommodate and avoid discrimination must be a priority implementation.

The integration of recommendations, legislation and mandates are first-order changes involving minor improvement or adjustments to encourage engagement (Kezar, 2014). Even grand changes to the mission and strategic plan can be simplified by small changes in operations to engage stakeholders in a renewed direction for the College. Change drivers encourage the need to change towards a new goal.

Organizational Change Readiness

The foundational review of the College highlights changes required for future success of the institution. Falconer's (2016) *Strategic Planning: Readiness Assessment Tool* provides a glimpse at potential barriers to change prior to implementation. The main domain limiting change is the right mix of individuals in leadership (Falconer, 2016). As supported by Cawsey, Deszca and Ingols (2016), trust and confidence in senior leadership is minimal due to lack of engagement with stakeholders and clear direction for the College. The credibility of leadership is diminished, creating a hindrance to advancement. The foundational review highlights the ineffectual relationship of senior leadership with governance recognizing the demand for collaboration and uniform messaging.

The above aligns with Falconer's (2016) conditions concerning the ability to allocate sufficient resources as a recognition of change readiness. The inability to determine which resources the College has in relation to the government is a longstanding dispute. A clear understanding about resources among the government, College and stakeholders is essential. The optics indicate a turf war as resources are hoarded between the three entities (Cawsey et al., 2016). The review recommends a complete restructuring of senior leadership and governance to align with successful national colleges of similar size (The College, 2018). Accountability is also lacking at the College in the form of environmental scanning, records management and auditing. The review strongly urges the College to improve its accountability system across operations. Cawsey et al. (2016) and Falconer (2016) indicate that the presence of a tracking and evaluation system can also drive change from the information gathered. Fortunately, stakeholders are invested in changing the College, providing the impetus for renewal. A change supportive infrastructure is needed to maintain momentum in information sharing, reward/support and education on change (Buono & Kerber, 2010). Based on the above observations, functionally the College is not ready to change but operationally, must change based on competing drivers.

Competing Forces

Based on Lewin's *Forcefield Analysis Model* (Bozak, 2003; Lewin, 1951), internal and external forces facilitate change. An external force compels change. In the context of the College, stakeholders' desire to change, the external foundational review and the acknowledgement of an antiquated higher education institution are the external forces to change. General policy at the College as a force requires amendment in alignment with a changing culture. Specifically, the student accommodation policy is a strong force for change. It is not representative of contemporary cultural beliefs and contradicts legislation. The educational

incentives for staff are generous, encouraging further advancement and ingenuity in career planning. As a force, staff are positioned to create and deliver change. The foundational review has identified the high-level needs for change that, if not addressed, will suppress advancement of the College as a competing facility for higher education. This force alone is an impetus to change.

A restraining force prevents change, creating barriers (Bozak, 2003). Multiple restraining forces may prevent change from occurring in the College. At this point, there has been little response to the foundational review from senior leadership. The president has resigned, leaving a team that appears to be in distress. The structure and functionality of this team is a restraining force. The connection of the College with the provincial government prevents distancing between the two entities, thereby, power struggles prevail. The new strategic planning cycle has been frozen until a stable leadership team can be developed. The direction and status of the College is unclear. Compounding these restraining factors is the lack of communication with stakeholders towards the future of the College. Staff and students continue status quo without guidance or support. The lack of confidence in leadership will confound the ability to change unless strong driving forces dominate. The role of stakeholders is a driver of change.

Stakeholders

The stakeholders for change readiness at the College are numerous. The students, are the recipients of education and require a voice in planning the future of their education. All staff at the College, not only instructors, are key to change. They are front-line with students delivering change, and molding the environment as needed. The immediate community and surrounding communities are stakeholders. The direct employability of students is dependent on the demand

in the region and industry is an important stakeholder partner. The lack of competition from other post-secondary schools in the province positions the College to have a monopoly over training in the labour market, delivering education to meet these needs. A final stakeholder is greater Canada. College students become Canada's future labour force and community leaders. The need to meet national workforce demands and remain competitive is in the best interest of the College. Stakeholders provide the direction for this College, the province and in the communities.

Summary

Chapter 1 of this OIP introduces the organizational context and leadership position of the College. The focus of the chapter is to understand the purpose and impetus of change needed. The problem of practice frames the document to guide the reader through theories and frameworks towards understanding the current and prospective future of the College. Leadership is primary to the success of the organizational improvement plan, requiring a shift in organizational culture to adapt to change. The College is ideally positioned to commence a change initiative as indicated by this chapter. The next chapter begins the discussion of how to proceed.

CHAPTER 2: PLANNING AND DEVELOPMENT

Chapter 1 highlighted the need for the College to change. Chapter 2, focuses on planning and development of this change including frameworks to support processes. As the College transforms, the leadership and governance model must continuously reassess priorities. Cultural and adaptive theories support the premise of change for the College as outlined in the problem of practice.

Leadership Approaches to Change

As described in Chapter 1, the chosen leadership approaches will be guided by adaptive and relational theories. Adaptive leadership is based on determining a strategy, establishing areas for change, building leadership capacity and managing conflict (Heifetz & Laurie, 1997). Uhl-Bien (2006) highlights relational leadership stems from collaborative interactions generated through the emergence of social order. An examination of change in leadership practice to achieve a new vision is discussed through key commonalities in each theory.

Motivate with Purpose

To transition the College to change, a clear vision is needed. An adaptive leader must embrace the passion of purpose, as a driver for his/her leadership style. Heifetz et al. (2009) highlight the impetus for change is for a leader to have an orienting purpose. As opposed to a single goal, an orienting purpose is leader specific, focusing on areas the leader may wish to expose to peril or improvement as a key element. This concept involves the leader embracing this method of purpose through an abstract lens, enabling self and others to view situations from alternative perspectives (Elton, 2010). Failure may occur, but then, the organization is redirected to try another endeavor. Relational leadership supports a purposeful vision as a source of self-

esteem for the leader and the staff (Komizes et al., 2013). A vision is motivating, providing direction for leadership and the organization. For this College to change, leadership is required to motivate with a purpose to provide staff with the direction for change.

Inclusion

Chapter 1 described the lack of inclusion at the College as a driver for change. This level of ownership must penetrate leadership levels throughout the organization. A key trait of relational leadership is inclusion from the perspective of “multiple views, approaches, styles, and aspects of individuality” (Komizes et al., 2013, p.108). An inclusive perspective builds unity and a shared purpose. In alignment, an adaptive leadership perspective inspires people through ownership of the issue and emotion (Heifetz et al., 2009; Squires, 2015). Judgment is silenced encouraging multiple voices and opinions to surface. In contrast to the present, true inclusion encourages subgroups to express themselves without overshadowing by the dominant culture (Locke & Gugliemino, 2006; Schein, 2014). Stakeholders in this OIP represent groups of the College community that is often overshadowed and underutilized.

Remember Stakeholders

The current environment at the College presents stakeholders as an afterthought, not as a member of the organizational team. A change in leadership approach would align these stakeholders with the directionality of the organization, along with, a clear understanding of their contributive role. Adaptive leadership advocates for role clarity of all stakeholders throughout the organization including leaders (Elton, 2010; Heifetz et al., 2009). Although stakeholders may not be as invested in organizational challenges, their perspective provides value as an experienced member of the team. This comes through relational leadership which encourages supportive coalitions with stakeholders to gain new views on issues and future changes (Carsten

& Uhl-Bien, 2013; Komizes et al., 2013). The inclusive, contributory role of all stakeholders is required to move the College towards change.

Understanding Power and Conflict

The current leadership style at the College is conflict avoidance with an authoritative perception of power. The governance model is confusing, overshadowed by government expectations for a higher educational institution. A relational leadership approach would embrace power as a cooperative adjunct towards results (Komizes et al., 2013; Uhl-Bien, 2006). The perspective of empowering others at the College through mentoring, educating, resource distribution and action-based work shift the ownership of power from the government to others throughout the organization. Conflict and power often compete in organizations, creating a divide. Adaptive leadership encourages the orchestration of conflict as a method of moving an organization through change (Heifetz et al., 2009). This leadership approach creates a shared understanding of working together while naming the challenges to be overcome, exactly what is needed in this OIP.0

The ability to change an organization is not limited to one individual. Adaptive and relational leadership approaches engage others through empowerment and ownership in their organization towards a common vision. Both approaches emphasize a level of leadership authority but the distribution of power is dispersed with open communication and inclusion as ubiquitous goals for stakeholders. How an organization transforms is dependent on multiple factors related to the specific context to engage implementation.

Leading the Change Process

The approaches to proposed change at the College are comprehensive and time-intensive. A reactive approach to culture change is required to alter the College's direction to avoid crises (Buller, 2015). Although protectionist, reactive change involves deliberate vigilance towards strategic organizational challenges aligned with contingency planning for support. As discussed in Chapter 1, cultural and evolutionary theories provide substantiated support to lead change at the College. As a form of social cognition reprogramming, these theories structure clarity on the depth of change required for a proactive organization (Crowe, 2010). A further examination of this change and general assumptions are required to contextually orient the change proposed.

Assumptions

The basic assumptions of an organization create a consensus of decision making that is often not challenged (Schein, 2017). It is assumed there is a process to educate staff and stakeholders on the intricacies for change before implementation. The lack of immediate change for this OIP may limit compliance resulting in stagnation or maintenance of the status quo. Another assumption is that leadership is motivated, patient and knowledgeable enough to navigate the complexities of this needed culture change. An assumption is made that the provincial government is aligned with proposed changes, suggesting momentum at a political level.

As a simple academic need to improve an environment appears inherent, the ability to change is not always accepted nor anticipated (Locke & Gugliemino, 2006). At this College, based on the Indigenous artifact and verbal and written commitment to recognize Indigenous practices, the assumption is this acceptance and honouring is ingrained in the culture of the school. A further assumption based on the mission statement espousing cultural sensitivity is

that the College recognizes a multitude of groups acknowledged throughout their educational journey specifically international, LGBTQ+, to name a few.

Schein (2017) supports examining broader assumptions regarding an organization that is often historically embedded and requiring time to shift before a change is completed. For example, divesting in determining if the College stakeholders recognize the inequity between cultures and exploring the assumption this should change. Hopefully, the College can disengage from a reactive to a proactive state of organizational change with stable, adaptive leadership. The current state of the College is discussed to provide a baseline of future changes anticipated.

Reactive Organizational Change

Change often occurs due to uncontrolled circumstances with reactive change as a response to these often uncontrolled external drivers (Buller, 2015). The governance structure at the College reflects a change that is conflicting due to operations and leadership being bound to decisions at the Minister's level. The recent foundational review has created an environment of reactivity encompassed in negative feedback from reviewers. The organizational culture at the College is in peril as the compounded future changes seem insurmountable.

The foundational review (The College, 2018) provided insight into areas of the College in critical distress. The release of the review prompted the resignation of the College president along with a shift in senior leadership. Although a reactive change the leadership and governance structure has been dysfunctional therefore, immediate restructuring foreshadows future collaborative relationships between government and College. The shift from a unicameral to a bicameral governance system was recommended (Sporn, 2007). And although reactive, this change is not only contemporary but predictive of a future state for the College.

Proactive Change

The proposed culture shift advocated for in this OIP is a proactive change. The College is accustomed to reactive changes in response to culture. For example, the *Calls to Action* (2015) prompted the College to sign the Colleges and Institutes of Canada *Indigenous Learner's Protocol* (2015), committing to enhancing learning for Indigenous people at the College. Although in good faith, marginal training for staff and opportunities for students have presented to enact this promise. To remediate this situation, the College should undertake proactive measures to become more aware of student needs such as an Indigenous student assessment to identify services offered, lacking and required to determine future compliance with the mandate.

To refocus the culture at the College, other proactive changes towards a culture of awareness are required. First, the College must focus on what it does well and understand the current student body (Kelly, 2013). This occurs by embracing the cultural, socioeconomic and physical setting as a positive characteristic. The student population is shifting towards greater internationalization. A diverse lifestyles policy to encourage students to express their beliefs in a safe environment is proactive and equitable. Many of the directives at the College have been reactive responses to governance direction. For example, the president released a statement that no children were allowed in the classroom. The socioeconomic status of some students is that they cannot afford a babysitter thereby, on a rare occasion a child is in class so the parent can continue to engage in learning. A student accommodation policy including family status that provides space for students to take a child while still attending class is needed. Such a collaborative, student-centered approach is proactive and contemporary to the changing demographics of students at the College. A culture change is required supported by a theoretical basis to guide implementation for future change.

Organizational Cultural Change Theory

Chapter 1 introduced the organizational culture change theory by Schein (2017). As a proactive approach to change, this model concludes from experience to inform future decision making in a change process. Stakeholders are pivotal to advancing changes at the College, requiring support and advocacy towards their contribution to the planning and implementing. Schein (2017) emphasizes that learning about aspects of organizational operations changes over time therefore, past practice does not dictate the future. The cultural organization change model for this OIP is committed to diversity along with exposing stakeholders to a broader spectrum of approaches towards awareness in higher education (Paul, 2003; Schein, 2017).

Finally, due to the second-order change that must occur to adjust to new organizational culture, this organizational change theory supports a systems approach, anticipating potential effects to implement actions (Kezar, 2014; Paul 2003). The implications of change for the Indigenous and subgroup cultures is relevant regarding adaptation and acceptance within the learning environment resulting in impactful reactions (Locke & Guglielmino, 2006). As a leading theory for this OIP, the cultural organizational theory provides a template of concepts supporting change that aligns with the problem of practice.

Evolutionary Change Theory

Another theory represented in this OIP as a framework for leading change is evolutionary change theory by Morgan (1986). This theory supports change as proactive, representing calculated, experienced decision making to prevent the organization from disruption. Proactive changes have been discussed earlier in this chapter. Strategic choices require preplanning as last-minute responses. The crux of this theory is to create a mindset for change that can respond to

crises in a calculated, calm manner due to precautionary planning (Gumport & Pusser, 1995). As stressed in this OIP, the support and engagement of stakeholders necessitates culture change at the College. Evolutionary change theory emphasizes stakeholder participation as critical to engagement and operational functionality (Cameron & Smart, 1998). The development of internal capacity throughout the organization will maintain the changed strategic direction (Abel & Sementelli, 2005). The lack of immediate decision making and current response to chaos at the College is supported by the gradual implementation of change acceptance (Morgan, 1986). Evolutionary change theory lacks immediacy while incorporating organizational learning and context-based adaptation supporting the problem of practice and OIP.

Cultural Awareness

The creation of a basis for culture is required at the College. The awareness of the influence of culture on values, while recognizing biases and assumptions, is cultural awareness (Rew, Becker, Chontichachalalauk, & Lee, 2014). A remedial foundation while navigating culture, yet necessary to understand. Lee and Yu (2004) indicate the strength of an organization's cultural values are directly correlated to organizational performance. Currently, culture is dispersed throughout the College without a structured plan to form a strategic identity. The creativity and innovativeness of subcultures may be stifled due to lack of awareness of the diverse populations at the College (Locke & Guglielmino, 2006).

Cultural awareness is required to augment change. Due to the inconsistency of information collected on students, a true cross-section of cultures and subcultures requires identification. For example, an understanding of the number of Muslim students attending classes influences the course schedules and social activities allowing for prayer and food limitations. Further awareness is required with visitors or guest speakers to the College. Often

Indigenous guests are invited to share their knowledge with students. The region is represented by nine Indigenous languages along with various customs (The College, 2016). The offering of tobacco to the Indigenous guest is a sign of respect yet, offerings vary based on the specific region and tradition (Wilson & Restoule, 2010). How is this information known? The LGBTQ+ population lacks representation or a voice on campus. The government encourages participation in employee inclusivity training and gender-based assessment certificates as voluntary professional development. Taylor (2015) highlights the engagement of the LGBTQ+ population on campus decreases stigmatization and increases mental health for this fragile population. The question becomes, *is the College addressing the needs of the student population? And what are the needs?*

For the College to create a culture of accommodation and diversity, the student population must be understood. The foundational review indicates the depth of the student population is unknown therefore, student recruitment and retention efforts lack focus (The College, 2018). Understanding the beliefs and values at the College permeates the curricula, creating inclusive programming further attracting students to a diversified environment (Özturgut, 2017). The further awareness of one's organizational cultural composition influences institutional policy, practice, pedagogy, research and operations (Anderson, 2012). At this point, the College lacks awareness of the student cultures in attendance or for future recruitment.

The College must have a theoretical basis and process to change. Schein's (2017) cultural theory and Morgan's (1986) evolutionary change theories support the College in reestablishing a contemporary identity, representative of the population served. The iterative change process, challenges, and successes, of this OIP, must be embraced to develop a future

state of cultural awareness that reflects services delivered. The ability to change will not occur without thoughtful implementation and consideration for stakeholders.

Critical Organizational Analysis

The main limiting factor for the College to change is the leadership and governance structure. The lack of policy aligned with strategic direction creates a barrier for change. The ability for stakeholders to engage with leadership and governance to create a collaborative relationship benefiting the institution and the economy is missing at the College. The foundational review supports the inability for the institution to move forward without distinct direction. These gaps are further explained through a supportive framework by Greiner (1972).

Change Path Model

Chapter 1 highlighted change drivers and sources for change. This section furthers that discussion by examining what needs to be changed. Greiner (1972; 1998) focuses on the future success of an organization as embedded in the development and history of its past. *Greiner's Model of Organizational Growth* (1972) was chosen for its emphasis on slow, incremental changes that are easier to plan and execute along with a pragmatic and simplistic approach. In the context of this OIP, *Greiner's Model* supports evolutionary leadership theory through gradual, adaptive changes that are not cumbersome or time-consuming (Cawsey, Deszca, & Ingols, 2016; Morgan, 1986). Each phase of the *Model* emphasizes an adaptation to culture change further substantiating the choice of this model (Mainiero & Tromley, 1994; Schein, 2017). The College requires a culture change that challenges the status quo, creating tension to evoke clarity in the current organizational situation. It is prudent to recognize that transformation takes time and is measured by trial and error.

Figure 4 provides a framework determining what needs to change at the College. The urge to change and what to change is somewhat unclear thereby *Greiner's Model of Organizational Growth* aids in understanding this concept. Although the College is not a new institution, it must reestablish identity, aligning with contemporary practices in higher education as a form of regrowth. The evolutionary stages of growth this change path model (Figure 4) indicate change; the revolutionary stage indicates revolution or adaptation to change. The framework provides untimed steps to undertake to determine foundational changes required.

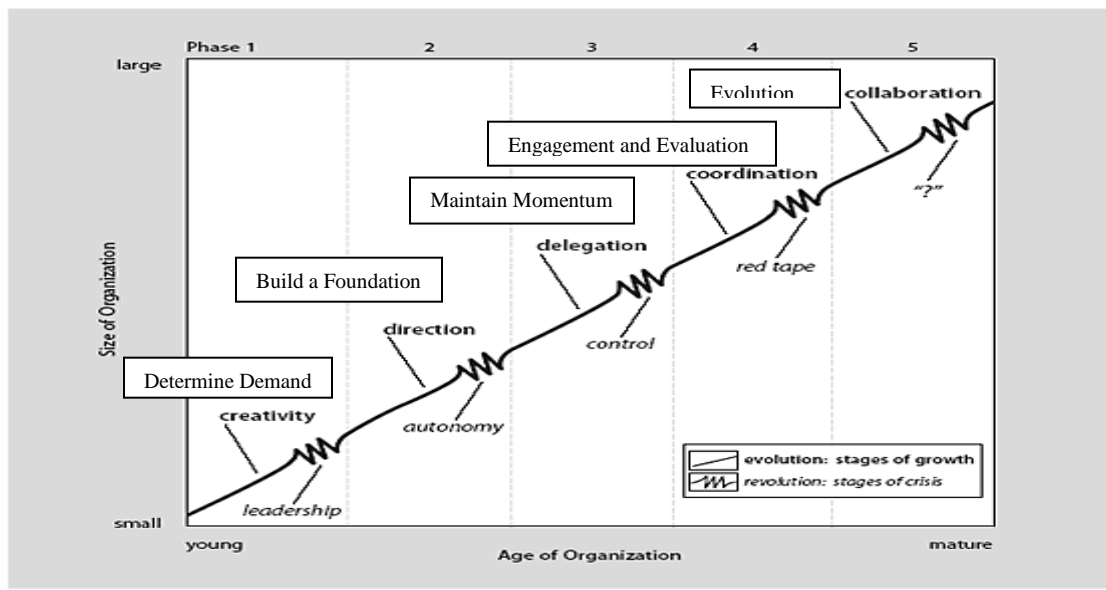


Figure 4: *Greiner's Model of Organizational Growth* representing five phases of growth in an organization. Adapted from *Evolution and revolution as organizations grow* by L.E Greiner, 1972, *Harvard Business Review*, 50(4), p.11

Figure 4 highlights the phases of organizational growth as a generality. As an established higher education organization, it is anticipated the College will progress through these stages as transformation and equilibrium of change are balanced and reestablished. The five evolutionary stages of creativity, direction, delegation, coordination, and collaboration will be examined in context to this OIP. The boxed labels, *Determine Demand*, *Build a Foundation*,

Maintain Momentum, Engagement and Evaluation and *Evolution* are representative of stages further explained in Chapter 3.

Figure 4 highlights, the *Creative* phase begins the integration of new leadership. The *Direction* phase includes a shift in governance; providing independence to the leadership team to determine operational requirements and direction. The *Delegation* phase reflects the College decentralizing direction from government to function as a true higher educational facility. The *Coordination* phase links the changes in the previous stages to policy and operations. The final stage, *Collaboration*, is imperative to the success of a new identity. Detailed discussion into each phase is examined.

Creativity. The creative stage is the realization that change is needed. The College is currently acknowledging that change is needed without the depth of realization of the change. As indicated, the leadership structure and function is struggling at the College. Greiner (1972) refers to this stage as a “crisis of leadership” when applying a revolutionary lens (p.5). The inability for leadership to step aside and abandon past practices is paralyzing advancement of the College. The ethical basis of current leadership is fading yielding a lack of trust and negative imagery from staff (Carsten & Uhl-Bien, 2013; Elliott, 2015). For example, the current strategic plan is on hold and policies are not advancing due to the future polytechnic status. This inhibition leads to lack of communication to the staff as initiatives and input are not collaborative creating a patriarchal structure in the organization. The College celebrates fifty years of education but in comparison to the environmental and socio-cultural context, this is antiquated. The time is ideal to establish a new identity.

Direction. A new identity requires governance that is supportive and distant. Direction, the next stage, is provided as autonomy is given to leadership (Greiner, 1972; Greiner &

Metzger, 1983). Governance is determined by a minister and involves decisions and oversight on the structure and function of the institution; leadership guides the operationalization of this direction. This responsive governance mode is primarily directive over consultant (Sporn, 2007). The foundational review (The College, 2018) highlights the lack of clarity between the role of governance and leadership. The reporting relationships between the Minister of Education, Department of Education, Board of Directors/Public Administrator and the College president are vague. This reality highlights a lack of understanding of role accountability and responsibility.

Delegation. In the context of the College, the delegation phase requires the College to decentralize operations providing stakeholders equity in the organization. The coordination of staff allocates human resources into efficient and functional units disseminating responsibility throughout the organization (Greiner, 1998; Mainiero & Tromley, 1994). The impetus to shift decision making to the staff decentralizes roles into shared accountability providing a strategic commitment to a purpose that is often overshadowed by leadership (Tierney, 1997).

Coordination. The College requires focus to strategize and coordinate operations to encourage change. The current strategic plan is outdated, pending a change in governance. Policies are stagnant as the direction of the facility is vague. The demand for administrative processes and direction is paramount to solidify organizational identity (Sporn, 2007). A structure to support programs and processes is required to frame the purpose of the organization (Greiner, 1972; Mainiero & Tromley, 1994).

Collaboration. The final phase of evolutionary change involves stakeholder collaboration. The College has not aligned itself with industry stakeholders to maximize programming or investment in the greater economic community. Collaboration builds on a flexible, behavioural approach to management, capitalizing on stakeholder knowledge (Greiner,

1998). The perspective of internal and external stakeholders provides an opportunity to participate in lending valuable context for supporting or resisting change (Cawsey, Deszca & Ingols, 2016). The foundational review determined there is incongruence between stakeholder and College vision for education delivery (The College, 2018). Through the investment in stakeholders, the College can reconnect its identity to a fundamental purpose.

The revolutionary stages of crises are as integral as the stages of growth. The crisis may embody a drastic change requiring the organization to shift priorities. For example, the resignation of the College president left the stakeholders at the College directionless and faltering. This state of crises did equalize as the new norm, alternative leadership was introduced and operations maintained functionality.

Overall, the College is marginally aligned with any of these change phases due to the very recent review which has created a situation of crisis and inactivity due to government leadership and decision making. Much remains stagnant and unsolved regarding this OIP, and thus in limbo.

Cultural Assessment

The operational and directional gaps described in context to *Greiner's Model of Organizational Growth* (Greiner, 1972; Greiner & Metzger, 1983) provide perspective on the College as a whole. The problem of practice focuses on enhancing culture awareness to impact policy, creating a culture of diversity at this College. A cultural assessment is prudent to determine gaps and opportunities for improvement. Schein (2017) indicates artifact, beliefs, and values and basic assumptions of an organization determine the essence of the culture of a facility.

Artifacts. Artifacts are the visible products of a culture displayed through art, architecture, clothing, history, rituals, and ceremonies (Schein, 2017). The “climate” is often a manifestation of culture (p.17). The College is decorated with Indigenous art including an ornate table at the entrance of the facility. The perspective is one of an engrained Indigenous culture. The presence of students from many cultures dispels the perception of a single culture warranting consultation with the subgroups to determine gaps (Locke & Guglielmino, 2006).

Beliefs and values. Another part of the cultural assessment is the beliefs and values that guide practice and decision making for the facility. Beliefs and values distinguish culture from other organizations through operations, functionality and general vibe of the facility (Schein, 2017; Sporn, 2007). As mentioned in Chapter 1, the College mission is broad, applicable to all students. Staff are encouraged to adapt to the environment and teaching to individual student needs. On a small scale, the College is responsive to student needs. From a broad perspective, the College is trying to be everything to everyone thus lacking focus and vision (The College, 2018). Although accepting of cultures and lifestyles, the College lacks focus on its shared knowledge, engaging in multiple perspectives and assumptions without direction.

Basic assumptions. Finally, the basic assumptions of an organization establish a consensus of decision making that is often not challenged. At the College, based on the Indigenous artifact and verbal and written commitment to honouring Indigenous practices, the assumption is this is ingrained in the culture of the school. A further assumption based on the mission statement espousing cultural sensitivity is the College recognizes a multitude of groups acknowledged throughout their educational journey. Schein (2017) supports broader assumptions regarding an organization are often historically embedded requiring time to shift. Another assumption is the members of the organization are competent and motivated to change. As a simple human need

to improve an environment appears inherent, the ability to change is not always accepted nor anticipated.

Major gaps in leadership, governance, operations, policy and process and stakeholders are contributing factors in a higher education system that is flawed. Greiner's (1972) staged process will eventually guide the evolution of change supported by Schein's (2017) theory of culture. Although the context of change has been identified, solutions are pending for a realistic plan for the future of the College.

Solutions

Achievement of the future vision for the College is through an exploration of three solutions. These solutions are meant to examine alternatives to adapt to the future of higher education in the province. Each solution is described, an advantage provided, possible shortcomings and analysis. One "best" solution is chosen based on the evidence provided. An evaluative component follows the solutions with the *Plan-Do-Study-Act* model as a framework.

Solution: Adaptive Change

The option of adaptive change was introduced earlier in Chapter 2. Greiner's (1972) *Model of Growth* (Figure 4) phases change through an adaptive staging process allowing the change to support and/or create revolt or turmoil in the organization before acceptance. This option capitalizes on organizational history and examines the internal issues as opposed to reacting to external pressures (Greiner, 1972; Greiner & Metzger, 1983).

Implementation of this approach takes time. Societal pressures for immediate results are not pragmatic when changing a culture (Schein, 2017). The staged integration of change through the *Model of Organization Growth* (Figure 4) (Greiner, 1972) allows for a period of difficulty,

adaptation, and acceptance. Greiner's model configures the age and size of the organization as influential on change. The speed at which an organization experiences evolution and revolution is related to its market environment and local industry (Mainiero & Tromley, 1994). It is unknown how long growth and change will occur for the College; it is known that it will happen.

In alignment with the problem of practice, this solution is a viable and preferred option. Changing a culture requires time and resources that this model incorporates. At the beginning of this journey is the realization the leadership style must change. Chapter 1 highlights the importance of shifting from an autocratic to an adaptive and relational leadership style of practice. Adaptive leadership supports incremental change to generate new norms to build an organizational capacity to adapt (Heifetz et al., 2009). Integration of stakeholders into College consultation creates an investment in the internal environment by staff and external agencies (Baldrige, 1980). The pivotal benefit to these major changes is recognized (Figure 4) by the flat upward, evolutionary line indicating the integration of a major change while allowing the time for change to become acculturated. During this process of adaptation, revolution or turmoil may occur (Greiner, 1972; Greiner & Metzger, 1983). Change is difficult, often inciting power struggles and competition (Schein, 2017). The integration of an early leadership change (as needed at the College) provides a basis of stability during the phases of revolution.

There are numerous benefits to this option. Over time, the culture will change to reflect a new leadership style and its molding of the environment. The governance powers will be balanced as new bicameralism is integrated. The shift from a bureaucratic to a dynamic process will create a separate identity for the College (Hogan & Trotter, 2013). The engagement of stakeholders provides input into programming that is economically supported in the community. Cultural dominance will fade as subcultures are integrated into decision making (Schein, 2017).

The establishment of new policies and processes consolidates strategy into operations (Jones, Goyan & Shanahan, 2004). The increase in the diversity of accountability throughout the College enables ownership to develop into an organization that is contemporary and diverse representation of society.

There are shortcomings to this option. It is resource intensive requiring an investment in new leadership takes time and fiscal commitment. Schein (2017) believes examining the existing culture than making changes strengthens the accountability and respect for leadership. Ideally, a bicameral system for governance will be adopted and a senate established for academic decision making while the legislative issues reside with a corporate governing board (Jones, Goyan & Shanahan, 2004). Again, this shift in power politics is not immediate. The multiple periods of revolution create difficulty in adapting to change potentially causing staff to leave or become disgruntled. Changes in policy and organization structures may illicit unidentified costs impacting base funding over the years. Unexpected yet, an adaptive adjustment to forecast over the years.

This solution incorporates adaptive change as a viable option for the College. Change is slowly integrated, allowing stakeholder participation and autonomy. The changes are multiple yet, allow time to integrate and resolve the chaos. The pivotal basis of this solution is a complete transformation in the delivery and structure of leadership. Although the change would be gradual, the least amount of disruption and maximal success for the College is predicted with this option.

Solution: Status Quo

A solution to maintain status quo or to remain the same is also an option. The College has maintained a stagnant state of existence for decades. Operations have continued without

progression or adaptation to contemporary higher education processes. The ability to continue operating at the current level is simple. Status quo is fiscally neutral as changes to funding are not required.

An advantage of this perspective does not necessitate additional resources as there is no change. The governance model continues to be driven by politics which ensures consistent funding. The fear and anxiety of change are dismissed as status quo limits any movement. The ambiguity of the future for the College will remain.

There are multiple shortcomings with remaining in a status quo state. The *Colleges Act* (1988) is in place guiding the Minister of Education, the authoritative power for the College. The board, public administrator and president are ancillary to the Ministers final decisions. The impact of this unicameral governance model is that control is centered on the minister's political agenda from faculty or stakeholders (Jones, Goyan & Shanahan, 2004). The level of true leadership decision making remains tied to the government. With that said, the leadership model at the College is opportunistic to remain as status quo. Current leadership qualities appear to emphasize assigned leadership perspectives (Northhouse, 2016). Although not formally communicated, a person is assigned the position with the debatable skill level to occupy a senior position. The College is not bereft of Indigenous culture, thereby, the incorporation of the *Truth and Reconciliations* (2015) recommendations into multiple domains of the College can continue.

There are multiple consequences with this option. Although there is Indigenous cultural history at the College, the incorporation of additional subcultures will continue to be limited. A fragmentation of cultures will divide the facility, resulting in a dominating culture displacing subcultures and affecting enrollment (Lumby, 2012). The inability to provide an education service that is diverse and equitable will force students to choose an alternative locale for

learning. Leadership will continue to appear directionless as governance determines the direction based on the foundational review (The College, 2018). The lack of advancement of policy and operations to compete with other higher educational institutions will be obvious and not a centre of choice for students or staff.

The solution to maintaining status quo is not a viable option. The lack of contemporary advancement in alignment with other higher educational institutions is missing to a detriment of the College. The inequalities at the College do not support legislation and a progressive society eager to accommodate diversity.

Solution: Macro Changes

The final solution for this OIP is *Macro Changes* as adapted from the foundational review recommendations (The College, 2018). This solution is based on multiple, grand changes to create a new institution. A complete rebranding of the College is the result. The review supports a bicameral governance model for decision making in alignment with changes to the *Colleges Act* (1988) to realign authority and power. A grand change is the establishment of a university to replace the College (The College, 2018). This involves a complete restructuring of the higher education model for the province in a timeline of five to seven years (The College, 2018). The current option for a degree at the College is only four years with both received from the support of a degree-granting university. These changes are monumental, resource-intensive with a large investment from the community.

There are many shortcomings to this solution. The resource investment is large and unknown. From architecture to staffing, the costs are endless and ubiquitous. Effective leadership would be transformative over adaptive. The brief amount of time to change all operations and processes requires a leader committed to the vision with actions directed towards goal achievement

(Nordin, 2012). The relational and adaptive qualities of gradual change give way to the saturation of corporate values and culture (Nordin, 2012). The fast pace of rebranding the College may leave out internal stakeholders with historical investment in the organization. Although the impetus for change is to establish an identity that is diverse and equitable, this option is shifted from a governance model to a market mode of operation. As the College emerges into a public university submerged in a market cost comparison with other similar facilities, managerialism, globalization, and constant resource mobilization to operate, the focus of the facility shifts (Varghese, 2012). Skilled human resources will be difficult to attract to the unique positioning of the community, with few employees educated to deliver the level of service of a university. The entrance requirements may be beyond the ability of the local education system thereby limiting admission to interprovincial applicants. The advantages of this solution are also grand.

The main advantage of this solution is a completely new identity, rebranding, and leadership for the College as a university. These actions would compete with each other as they are implemented in unison. The College would finally be an aspiring, modern higher educational institution. Students would competitively apply from across Canada and globally to participate in programming. This influx into the community would boost the economy and demand for the College. Varghese (2012) supports the emergence of knowledge production as the new university would create to boost the economy and enhance capacity in the population. In five to seven years the university would replace the College as the new higher education facility for the province (The College, 2018). This quick turnover and reform would reshape education in the province.

This is an excellent option but lacks alignment with this OIP and problem of practice. The true sense of culture and collaboration is replaced by corporate objectives. The problem of the lack of cultural awareness to address operational issues will reemerge once the university is

established. Tierney (1997) eloquently states, “culture is not simply the sum of the tasks that occur in the organization” (p.5). Ideally, culture is based on the artifacts, assumptions, and beliefs (Schein, 2017). Although the emergence of a new culture will occur with the university, the perspective of replacing old with new is not a fix but rather a temporary and unknown solution. For these reasons, the *Macro Changes* solution is not a viable option for the College.

The adaptive solution is the most appropriate for change to increase cultural awareness and policy at the College.

Plan-Do-Study-Act

The selected solution, *Adaptive Changes*, requires structure to implement coupled with a quality improvement component for efficacy. As an early intervention tool to plan preliminary direction for change, the Plan-Do-Study-Act (PDSA) model provides these supports. The PDSA model is a multi-use tool based on consistency, ease, and simplicity of use. As a cyclical model, the steps provide a basis for early monitoring and continuous quality improvement (Morelli, 2016). The monitoring and evaluation section provides more advanced tools for comprehensive analysis.

Plan. The *Plan* phase is specific to the objective from which questions and predictions are defined (Morelli, 2016). The who, what, where, when and how are incorporated into this phase. This phase contains a level of detail and data collection for the successful execution of the objective. The College will have multiple planning phases concurrently operational when a change plan is implemented. For example, in alignment with Greiner’s (1972) model, a change of leadership is recommended and anticipated. A collaborative approach to develop a plan addressing this change requires depth, research, and stakeholder engagement. This option

requires the collaboration of government and College leadership team to create a new vision and strategy for the College. The incorporation of scenario planning (Chapter 1) replaces strategic planning for a focused examination of an issue in relation concerning the setting (Buller, 2014). This stage of the cycle is lengthy, detailed and informative.

Do. The *Do* stage focuses on the implementation of the change plan while collecting data to support decision making (Morelli, 2016). This stage is eagerly anticipated as a working phase. The objectives outlined in the Do stage are a guide for application such as direction, delegation, and coordination. Greiner's (1972) stage of revolution may occur as stakeholder's revolt against changes in these phases. The focus remains on implementation and the collection of data to provide support for the continuance of the objective (Ragsdale, 2005). The data may include surveys or statistics in alignment with the objective.

Study. The *Study* stage involves examining the objectives for success along with corresponding metrics. The cyclical aspect of the model is engaged in which the Study stage is compared to the Plan stage predictions (Morelli, 2016). A detailed examination of the objective is undertaken to determine the successes and challenges encountered. Redesign of the original change objective may occur at the stage as the cycle reenters a new phase (Ragsdale, 2005). The improved objective is enacted in the next stage.

Act. The final stage supporting this change culminates in determining the next cycle of planning. The implementation of the objective may require amendments which occur at this stage (Morelli, 2016). The previous stages position the objectives to experience a cycle of implementation. *Act* is an evaluative stage examining successes and challenges experienced (Ragsdale, 2005). Continuance of the objective is determined by the results of the previous stages.

The PDSA cycle is an advantageous planning tool for this OIP. It is simple with ease of use. The challenge with this tool is it is not implemented in isolation requiring the engagement of collaborative teams for success. Knowledgeable leaders are required to guide the cyclical process to fruition. As indicated, the objectives are detailed and evolving. The PDSA cycle must become integrated into the strategic process as success is not immediate.

Overall, the options to engage in adaptive changes reigns as ideal in an economical and educational climate that is unique to the province. The tenuous situation of governance and leadership provides little leverage for immediate success without political intervention. The immediacy to change is not aligned with a successful culture change. A model for planning proves beneficial to guide slow, thoughtful implementation. Change is remiss without the examination of an ethical foundation to guide decision making.

Ethical Leadership

Ethics is the basis for leadership. The hierarchy of leadership at the College is sensitive, requiring purposeful behaviour and decision making. The ability to engage stakeholders and establish trust is imperative to goal achievement (Northhouse, 2016). Adaptive leadership is ideal for this OIP as change is ubiquitous as the College navigates the establishment of a new identity (Heifetz et al., 2009). Adaptive leaders often tackle change anticipating failure. To ethically navigate processes and outcomes is value based. A connection to the core purpose and key stakeholders grounds an adaptive leader in the face of failure (Heifetz & Laurie, 1997). Similarly, the ability of a leader to provide stability and emotional assurance creates a supportive basis for stakeholders (Schein, 2017). Ethical leadership is also relational engaging a leader and stakeholders in a relationship of trust. Relational leadership includes the responsive capacity to predict and address needs aligning with the social context (Liu, 2017; Uhl-Bien, 2006). The

ability to recognize traditional values as integral to an organization while implementing change exemplifies ethical leadership.

Ethical leadership is also grounded in humanistic core values. Believing in a vision, establishing trust and navigating failure are integral to leadership survival. The behaviours and responses to each of these values separate an ethical from an unethical leader, thus curtailing resistance. A relational and adaptive leadership style can navigate ethical drivers towards success (Carsten & Uhl-Bien, 2013). The integration of cultural diversity creates an inclusive environment that is collaborative and communicative, not necessarily agreeable. Since trust is a priority of ethical leadership, stakeholders and leaders must demonstrate their capacity to navigate success and failure as a cooperative and anticipate challenges along the way.

Ethics of Resistance

Ethical leadership is mandatory to engage in change at the College. Due to the precarious governance platform for higher education, trust and participative collaboration from leaders is crucial. Resistance is the outcome of unethical leadership. Establishing a coordinated vision, trustworthy relationships and navigating failures are based on ethical leadership decisions with potentially monumental impact (Carsten & Uhl-Bien, 2013). The incorporation of relational and adaptive leadership styles guides ethical behaviour as it relates to this OIP.

The magnitude of the change required at the College may be met with ethical disparity and resistance. This pivotal construct involves assuring ethical considerations are addressed to mitigate turmoil and distrust. Dean, Brandes, and Dharwadkar (1998) indicate the lack of belief in the efficacy of an idea, lack of trustworthiness on the part of the change agents, and the existence of prior, failed change are outcomes from a lack of ethical exploration.

Belief in the idea. For the College to change, the new vision must be shared. Although the depth of stakeholder vision will vary depending on the position in the organization, a final, shared destination is desired by all parties. Dean et al., (1998) indicate a lack of belief in the efficacy of an idea equates to narrow goals that lack understanding by all shareholders. Engaging stakeholders requires multiple meetings, levels of communication, and respect for priorities to avoid conflicts of interest. The organizational culture at the College requires revamping to be inclusive and diverse yet not prohibitive of established groups currently engaged on campus. A conundrum ensues whether to change beliefs and values or behaviours to manage change. Ethically, due process requires leadership to connect with stakeholders to establish baseline awareness before engaging in change (Schein, 2017). Coercion into believing the prescribed belief in ethical results in disgruntled, resistant stakeholders and potential failure of the vision (Northouse, 2016). Culture change will occur if the new behaviour is understood, supported and efficacious to stakeholders (Schein, 2017). A coordinated approach to determine general vision and beliefs is inclusive and more apt to be adapted over a narrow set of interests.

Lack of trust. The unethical practice of leadership in establishing the change in a facility diminishes stakeholder trust. A resistant aura presents as proposed changes are disregarded or minimally attempted due to lack of trustworthiness in the change process (Dean et al., 1998). To evolve into a diverse environment, subgroups must value each other and understand differences towards a cultural understanding (Schein, 2017). Unethical or divisive behaviours from leadership erode stakeholder compliance towards goals. Trust is also established from the perceived fairness of leadership actions (Ferrin & Dirks, 2002). At the College, the implementation of the *Calls to Action* (2015) has been segmented and incomplete, potentiating a notion of leadership's lack of commitment to Indigenous people. The ethics of ignoring a dominant cultural group is significant

and discriminatory. Along with eroding trust in leadership, the lack of commitment to the vision of the College fosters creating resistance and discourse amongst cultures. A lack of trust is based on demonstrative ethics that determine engagement and relationships at the College.

Failed outcomes. Change is not without failure. The process of failing and rebounding to experience additional change is a leadership skill (Deal et al., 2002). Planning and coordination ground change. The inability for either to occur places stakeholders in an ethical situation. Changing a culture requires multiple levels of planning, communication, and collaboration with stakeholders. The lack of constructive outcomes creates resistance impairing goal attainment (Deal et al., 2002). It is unethical to place stakeholders in precarious situations for the organization and experience failure without leadership support (Carsten & Uhl-Bien, 2013; Schein, 2017). For example, the College accommodation policy is limited to physical or mental disability yet excludes requests for assistance with gender, race, family or socioeconomic status, impeding access to learning. The current policy is appropriate for the limited population indicated but is unethical for anyone else seeking accommodation, forcing staff to create work-around situations to retain a student in the class. Ethically, this places the staff member in a delicate situation. This failure in policy represents the inability to address accommodation on a diverse level. The inadequacy in recognizing and addressing failure is unethical, diminishing trust while creating resistance (Reichers, Wanous, & Austin, 1997). The ability to ethically lead is grounded in leadership theory.

Summary

Chapter 2 has focuses on planning and development of the problem of practice change in alignment with the OIP. Undoubtedly, the solution to engage in adaptive changes to create a reformed cultural identity at the College is favourable. Multiple hurdles encourage the

foundational support of cultural and evolutionary theory along with adaptive leadership guidance. Change at the College will not be in isolation but through comprehensive, stakeholder engagement. The next chapter further elaborates on the preferred solution with a focus on implementation, monitoring and evaluation, and communication plans.

CHAPTER 3: IMPLEMENTATION, EVALUATION AND COMMUNICATION

The College as a higher education institution is committed to supporting students in their learning journey. The College lacks an accommodation policy to aid in diverse requests to augment student learning. A larger issue is the stakeholder perception of cultural awareness in the facility lacks understanding and application. An organized plan to create these changes encourages consistency and accountability for those involved. The process of monitoring and evaluating are pivotal to determine efficacy in changes. A communication plan assumes equitable access to information and diversification of messages delivered. The priority towards students requires a change implementation plan that is simple in delivery and engagement.

Change Implementation Plan

As indicated in Chapter 2, the selected option for change is an adaptive process with gradual culture change. This aligns with the problem of practice to create greater cultural awareness at the College to improve the effectiveness of the student accommodation policy (Figure 5). Although the development of a future polytechnic university to replace the College is in the distant future, the implementation of immediate changes creates a stronger college for the future. The extent of change to occur on an organizational and governance level is beyond this OIP. However, the ability to create a culture of accommodation and cultural awareness is within the purview of the author. Figure 5 provides goals and objectives to structure the plan.

POP	The need for greater cultural awareness, in a remote Canadian college, to improve the effectiveness of the student accommodation policy		
Goal	To amend the policy to accommodate diverse student learners.		
Objectives	To create Network Improvement Communities to identify issues for student accommodation and cultural awareness.	To identify stakeholder learning gaps and requirements regarding cultural awareness and student accommodation.	To initiate discussions on cultural awareness at the College amongst stakeholders.

Figure 5. Goals and priorities for planned change. By K.Pender, 2019.

As per Figure 5, the goal highlights a gap in the current culture at the College. Schein (2017) indicates culture is “a pattern or system of beliefs, values, and behavioural norms that come to be taken for granted as basic assumptions...” (p.6). The College is guided by the mission statement which emphasizes focused learning that is culturally sensitive and responsive to a diverse population is debatable (The College, 2018). To embed cultural awareness into College operations, the goal and priorities require implementation on a collaborative and adaptive basis. Figure 5 is representative of challenges the author can undertake with ease and access to leadership. Figure 6 further emphasizes the general timeline, goals, and objectives to solidify Figure 5. Figure 8 in Chapter 3 provides details anticipated from each goal aligning with monitoring and evaluation.

Length of Goal	Goals/Objectives/Tasks	Comments
Determine Demand Short-term- First 3 months	Introduce the concept of a culturally aware campus to stakeholders. Engage leadership in discussion about identified gaps in the student learning environment.	-Highlight deficiencies in policy and throughout the school. -This may be anecdotal

	<p>Provide literature to support the change strategy.</p> <p>Survey students and stakeholders regarding the current student culture, services and resources provided.</p> <p>Analyze survey results to determine themes.</p> <p>Obtain approval from leadership to form a Network Improvement Committee (NIC).</p>	<p>Provided examples of programs from other schools.</p> <p>-Celebrate successes throughout</p>
<p>Build a Foundation</p> <p>Medium-term- First 6 months</p>	<p>Form a NIC.</p> <p>Draft an implementation plan for leadership approval.</p> <p>Present to leadership for amendment and approval.</p> <p>Introduce implementation plan to stakeholders.</p>	<p>-Celebrate successes throughout</p>
<p>Maintain Momentum</p> <p>Long-term -From 6-12 month</p> <p>Engagement and Evaluation</p> <p>After 12 months</p>	<p>Omit the approval process.</p> <p>Stakeholders are provided with educational opportunities to create and maintain momentum of the strategy.</p> <p>Stakeholders are implementing culturally aware initiatives of inclusion.</p> <p>Conduct an evaluation on implementation efforts.</p> <p>Evaluation results will be analyzed for gaps, improvements and successes.</p> <p>Write a report for stakeholders.</p> <p>A culture of cultural awareness is forming.</p>	<p>-Achievable as the author has been asked to draft a new version.</p> <p>-Education will be recursive to ensure consistency of messaging and outreach to stakeholders.</p> <p>-This may be Student Services open during non-class times or a private room for prayer or nursing mothers. Further interest groups are formed such as an international student committee or LGBTQ+ interest group. Incorporation of relevant celebrations such as Pride or Eid may occur. Rotating Indigenous Elders are on campus representing each local culture.</p>

<p>Evolution</p> <p>After 2 years</p>	<p>Utilization of the new student accommodation policy is frequent and capturing diverse accommodations.</p>	<p>-Directly related to cultural awareness and the student accommodation policy.</p> <p>-This includes monitoring data currently remiss at the College.</p> <p>-Celebrate successes throughout</p>
---	--	--

Figure 6. Short-, medium-, and long-term goals for the strategy. The simplicity of the goals encourage success and continued engagement. By K.Pender, 2019.

A further emphasis on goal attainment is supported through the celebration of successes (Figure 6). Rewarding successes may be in the form of donuts at a coffee break or a publication in the campus paper. Leveraging on the solution determined in Chapter 2, further implementation of the change plan emerges.

Connecting with the Solution

The lack of cultural awareness at the College is unintentional yet prevalent. The College is located over three floors of a building which should create a comforting, small community, in reality, each level functions in isolation. A community-centered approach to cultural awareness, incorporating Indigenous culture, is needed with a primary understanding of the population of students served to dissipate cultural incongruence that may occur (Bacevice & Dunkley, 2018; Locke & Guglielmino, 2006). This approach disassembles the power differential between students and faculty or staff creating an environment of potential, positivity, and holism (Tangney, 2014). Mutually, this approach would encourage student subcultures to express their needs and interests

in an environment which currently focuses on dominant culture. For example, international students experience an incongruence in services because faculty and staff lack acknowledgment and understanding of different learning options. This change plan highlights inconsistencies in the College environment and culture that includes accommodating diverse learners incorporating student feedback and raising awareness of the need to improve service delivery.

The solution is for cultural change at the College. A participatory approach to cultural awareness and student accommodation will consistently highlight the asymmetrical representation of different cultures requiring attention in the presence of an atmosphere of mutual reciprocity (Gonzalez, 2002). Students will have a voice to identify their marginalization in process and policy. A new organizational chart is not required at this time in the change process.

For this change to be effective, stakeholders will be involved in collaborative efforts to address issues associated with educational and organizational culture change. Stakeholders will be invited to engage in active participation to identify issues affecting student accommodation and cultural awareness towards this change. The collaborative integration of the community and organizational participants benefit the implementation of this strategy with the author leading delivery.

Managing the Transition

Managing the transition from status quo to change entail a committed level of leadership involvement and participation. Ideally, the author engages departmental leadership at the College (chairperson of departments) to encourage stakeholder involvement and a level of priority. The magnitude and level of priority entails long-term commitment and consistent

support from leadership for success. The utilization of stakeholders currently involved in the College is recommended. Figure 7 highlights a general plan for managing the transition.

Group/Item	Issue/Factor	Action	Other Considerations
I. Stakeholders - Students - Faculty - Staff - Community Agencies	-Understanding of cultural awareness -Recognition and highlighting student needs and interests -Define inclusive Culture	-Understanding and interest in Networked Improvement Communities -Communication throughout College -Survey/focus groups to understand needs and issues -Initiate group gatherings	Accommodations not occurring due to lack of awareness for student diversity.
II. Other personnel -Cultural organizations -LGBTQ+ group -other colleges	- Lack of awareness about marginalization of populations in the College	-Integrate community populations as education for staff	Builds awareness of communities and social needs
III. Supports/Resources - Political - Economic - Social - Technology - Environment	- Political mandate may not align with OIP - Lack of insight of educational and vocational alignment by students - Marginalization of subculture populations - Lack of online education on student accommodation and culture awareness - Limited space for privacy (prayer, breast feeding, meditation)	- Invite political representatives onto NIC - Invite organizations to showcase employment opportunities - Determine interests of these populations - Determine programs other schools use - Designate times and space for privacy in rooms available	Lack of student information software to collect data on student profile and accommodation requirements
IV .Implementation issues - Buy-in	- Understanding the need to change the organization culture to accommodate students	-Highlight deficiencies in the current student culture in a presentation to staff	

Figure 7. General plan to manage the transition to a culturally aware higher education facility. By K.Pender, 2019.

The dominant culture at the College is Indigenous. There are artifacts, signed documents, declarations of belonging and visible investments in this culture throughout the physical

environment. The gap between the current situation and the future organizational state is reflected in subcultures attempting to establish a presence encounter a power differential. For example, each program is encountering international students with English as a second language. There is no international student association at the College, although the student association is welcoming to interested participants. The number of international students is unknown or unavailable. Coordinated programming services to aid these students are lacking. A change in stakeholder awareness is needed to identify knowledge gaps in different cultures and student language accommodation needs at the College. Figure 7 advocates for this diversity.

The plan (Figure 7) is based on a proactive approach to change identified by the lack of diversity in student accommodation (Buller, 2015). The argument towards a reactive approach is negotiable as the student population is underserved by the current policy and stakeholders lack insight into the intricacies of the cultural void at the College. The plan is achievable, and culturally congruent, in alignment with student success goals for the facility.

Stakeholder empowerment. Stakeholder engagement to enhance a culturally aware approach and student accommodation policy utilization at the College are pivotal. Throughout the building, cultural artifacts are not inclusive marginalizing and alienating subcultures (Schein, 2017). Similarly, the student accommodation policy is underutilized as the extent and types of accommodation are not acknowledged by all; it is exclusively limited to physical and mental disability. Most stakeholders lack acknowledgment of the depth of discourse between culture and policy, creating a gap in learning success for students.

Creating a network of stakeholders to achieve the envisioned future state is vital to the success of this OIP. Cultural theory supports the utilization and talents of personnel to positively contribute to organizational goals despite a limited role in the facility (Schein, 2014). The

formations of network improvement communities (NIC) brings together diverse expertise invested in student success (Russell, Bryk, Dolle, Gomez, Lemahieu, & Grunow, 2017).

Reactions to this significant change will vary by type of stakeholder. But gathering a diverse group of players is anticipated for proactive engagement to identify change (Locke & Guglielmino, 2006). Some stakeholders will embrace the work of change wholeheartedly; others may be skeptical about the reason, viability, or sustainability of their involvement. The plan will be adjusted throughout implementation as resistance or concerns are expressed (see Implementation Issue below and Communication Plan in a later section). From a broader perspective, a NIC provides focus towards a common goal, guides understanding of population and improvements, and coordinates interventions for integration (LeMahieu, Grunow, Baker, Nordstrum & Gomez, 2017). Each NIC examines one subject for change, for example, a NIC on cultural awareness; a separate NIC focuses on student accommodation. The NIC functions to determine gaps, highlight progress and challenges then connect stakeholders to improve the efficacy of a dilemma (LeMahieu et al., 2017).

A prevalent factor in a NIC is for stakeholders to reflect on their role with students to further question and improve operational delivery to enhance services (LeMahieu et al., 2017). As a quality improvement initiative, this NIC will help determine actionable initiatives to address problems in the organization. Stakeholder focused organizational culture will provide the NIC with direction for development and refinement of interventions for integration (Russell et al., 2017). Additional supports provide validation or recommendations to encourage successful implementation of the plan.

Other supports. Creating a sense of community on the College campus involves external supports and College resources. The integration of cultural and community

organizations on the campus minimizes both the physical and psychosocial distance between individuals and groups (Harris, 2006). For example, the College lacks an option for accommodation for students with English as a second language (ESL), an organizational gap. The ESL student must self-identify their deficit then request document readers or additional time to complete tests. The impact of this on ESL students influences relationships with their peers, instructors, and learning. Educating stakeholders about ESL students and their cultures minimizes stress for the student encouraging remediation for change within a supportive environment (Hansen, Shneyderman, McNamara, & Grace, 2018). This is contingent on education and communication for stakeholders to comprehend the importance of the plan.

A positive, receptive approach to change encourages all stakeholders to participate. The recruitment of diverse participants requires interest and ownership in the plan that entails trust and outcomes beneficial to the community. Active support from leadership endorses the change providing support, and aiding in the recruitment of participants of the NIC and this change process. The government is focusing on cultural awareness and equality as themes throughout the province, a political endorsement is positive and encouraging. Implementation of the plan may encounter challenges that are difficult to navigate.

Implementation issues. A concerning implementation issue is an inability for stakeholders to understand the importance of the plan. There may be resistance influencing attempts to initiate change (Dean, Brandes, & Dharwadkar, 1998). Some stakeholders may believe cultural awareness is acknowledged. To disprove this belief requires tact and diplomacy to avoid degrading personnel engaged with students. The focus of change should be collaborative and unified to benefit students. Maintaining a compelling positive vision for improvement

articulated to all stakeholders potentially negates naysayers and thus encouraging the majority to engage.

Ongoing implementation of the plan is a potential issue. Many new initiatives have support in the early stages; maintaining momentum is sometimes difficult. It is important to celebrate small successes while focusing on the long-term goal (Buller, 2015). The current student accommodation policy requires a student to self-initiate. Ideally, a new policy with identification of accommodation across a broad spectrum of circumstances, paired with education about student success, would cue staff to approach a student who appears to have an accommodation need. Positive role modeling of actions and outcomes requires ongoing communication.

Momentum. The difficulty with this plan is in building and maintaining momentum. The engagement of supports encourages voluntary participation in a mutually agreeable cause, thus building momentum in the event of implementation concerns. The tenets of adaptive leadership throughout the OIP remain; and a long-term solution to a problem requires time (Heifitz et al., 2009; Squires, 2015). The goals represented in Figure 6 are recommended to maintain momentum, build capacity and form networks for improvement in the College.

The goals in Figure 6 outline the simplicity of the plan and minimal resources required. Student accommodation and cultural awareness focus on policy and operations is an achievable goal to maintain. The celebration of small successes maintains momentum and engagement in the strategy. Multiple limitations may curtail the plan at any stage and will be addressed by the author or NIC.

Limitations. The limitations and challenges to this plan may hinder implementation or continuance. The formation of a NIC may not receive leadership approval requiring a contingency plan for implementation. The human and time resource for a NIC may require downsizing to a committee, thereby, altering the implementation timeline and delivery. The potential workload involved for stakeholders may provide a challenge in an environment with limited resources. There may not be a total endorsement from leadership to initiate the strategy. Government and College leadership may also indicate that a similar strategy will coincide with the building of a polytechnic university in 5-7 years (The College, 2018). The dominant cultural group may resist change or demand focused attention without acknowledging the need to diversify or acknowledge subcultures. The scope may be too broad given limited College resources of stakeholder's time and energy in the face of other priorities. Also, there may not be the political/academic will to undertake such enormous challenges. Finally, "the butterfly effect" alludes to the notion that some environmental events elicit impacts too vast and varied to capture (Kelly, 2013), therefore limitations and challenges will occur regardless of the presence of planning. As a contingency, the plan would remain stagnant until the polytechnic is built. Amendments to the student accommodation policy are required in compliance with legislation, although the depth of change may vary.

Summary

The simplicity of the change implementation plan highlights the basic priorities students require in a higher educational institution. Student success is contingent on a supportive atmosphere. Students want their interests and challenges to be heard and addressed for a successful and satisfactory learning experience. The author, with key stakeholders and College leadership endorsement, are positioned to form a network improvement committee to develop

and enhance student accommodation and cultural awareness operations. This change plan advocates for a learning environment that is inclusive and responsive to student personal and academic development. To further solidify the plan, monitoring and evaluation plan is required as a quality improvement measure.

Monitoring and Evaluation

The process of monitoring and evaluation is required to track the efficacy and outcomes of initiatives. A monitoring plan tracks progress against program targets, providing critical information regarding the initiative. An evaluation plan culminates with data about the plan's value. Through a logic model, the organization of strategies and mapping of goals is outlined for this OIP.

Logic Model

In support of the problem of practice, an updated student accommodation policy and a culture of awareness at the College are anticipated outcomes. The utilization of a program logic model provides a visual representation progressing to these desired outcomes (Markiewicz & Patrick, 2016). Each category is representative of a relationship influencing the subsequent category, a logical progression. Figure 8 portrays cultural awareness and accommodation policy changes for the College through stages of outcomes.

Monitoring and evaluation are further supported in this OIP by contextual theory. Schein (2017) supports the process of creating motivation to change (logic model), learning new concepts as trial-and-error implementation (monitoring) and internalizing and incorporating these concepts into change (evaluation). The Logic Model (Figure 8) supports the

Implementation Plan (Figure 6) as interconnected providing a detailed approach as the plan advances to consider monitoring and evaluation.

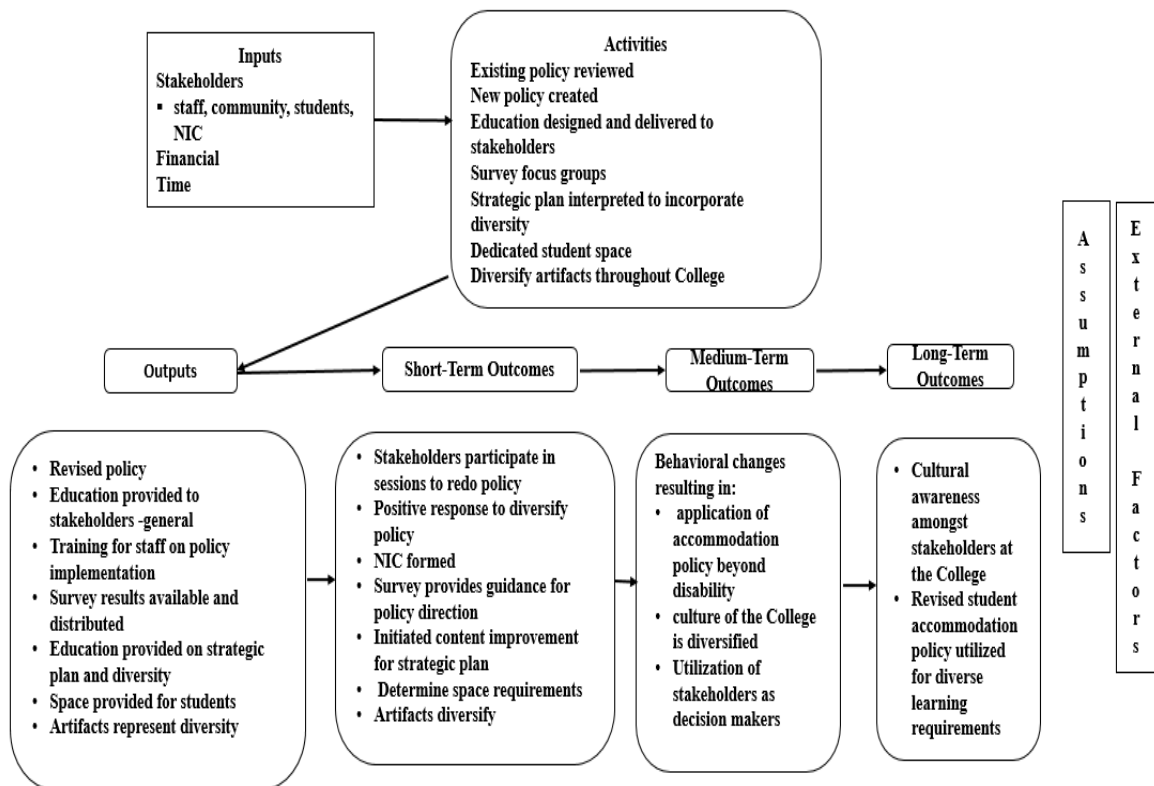


Figure 8. Logic model for Cultural Awareness and Accommodation Policy Change at the College. Adapted from *Developing, Monitoring and Evaluation Frameworks* (p.77) by A.Markiewicz and I. Patrick, 2016.

*Artifacts are observable as in what is seen, heard and felt during time spent in an organization e.g. wall art, murals, language posters, clothing style (Schein, 2017).

This model is indicative of a causative relationship between each category representing an action to results. To progress to the next category (indicated by arrows), the previous category must be completed. The model commences with inputs as the impetus to deliver the outputs and influence change (outcomes). The inputs are represented by stakeholders, time allotment and financial commitment. Stakeholders will commit time to deliver the plan and program outputs influencing the outcomes or change. A fiscal input requires the commitment of

College leadership to acknowledge potential equipment or construction divestment. The activities represented in the logic model contribute to the outputs. For example, an updated student accommodation policy as an activity influences acceptance and implementation for student accommodation towards the utilization of diverse learning requirements as an outcome. The outcomes are representative of change delivered over a short-, medium- and long-term outcome progression.

Consideration towards the change are assumptions which provide an understanding of operations that are internal to the College (Markiewicz & Patrick, 2016). For example, an assumption is stakeholders want to enhance their understanding of cultural awareness to improve the student accommodation policy. These assumptions are linked by connections that Markiewicz & Patrick (2016) refer to as the "...causative links between what the program does and its results" (p.76). The College's connections are its responsibility to provide an educational basis for stakeholders to understand the implementation of a cultural awareness plan and student accommodation policy to further improve learning outcomes for students. The College also has a responsibility to provide a diverse learning environment, free from discrimination and equitable to access. The assumptions and external factors are represented to the side of the logic model representative of influencing variables that are omnipresent, dynamic and too exhaustive to list, dependent on the circumstance presented. External factors may detract from the success of the plan potentiating negativity influencing the delivery of the change plan.

External factors are an inevitable influence to consider in the program logic model (Markiewicz & Patrick, 2016; Schein, 2017). The antecedent requires the acknowledgment of future risk to the program coupled with remediation. The continuity of stakeholders empowered to deliver this OIP to fruition is unknown. The lack of participatory engagement erodes the

ability to develop a culturally aware campus. As indicated in Figure 6, maintaining momentum during this change plan requires a collaborative, engaged approach achieved through investing in stakeholders. Although strategically, the College is positioned as inclusive and culturally aware, leadership may decline further engagement in OIP initiatives as unnecessary at this time. Figure 8 predicts this external factor, incorporating leadership engagement early in the change plan to influence with data, education, and discussion. Another external factor is the foundational review which has the College environment unsure of its future and direction resulting in requests to change policy or processes potentially curtailed until the polytechnic university is built. The College has limited additional space, impeding the expansion of accommodation requests beyond a classroom. The lack of modern information technology equipment and access may hinder the ability to collect data or deliver online programming relating to the goal. The change plan addresses these external factors creating an opportunity to monitor and evaluate implementation for future improvements.

Monitoring Plan

The monitoring plan substantiates and complements activities to evaluate. Stakeholders require information on the efficacy of student accommodations and culture awareness activities. Monitoring provides a method of tracking and reporting progress on plans and activities for these accommodations and culture awareness activities. Appendix A provides a plan to guide the monitoring process to address the problem of practice. Monitoring of cultural awareness initiatives or accommodations is currently absent lacking quantification of efficacy or delivery of actions. The information gathered will be utilized during this monitoring phase to improve the planning and/or deliverables of both initiatives. An evaluation provides validation of the efficacy of the initiative.

Appendix A represents a proposed monitoring plan for this OIP. The difficulty in measuring cultural awareness is recognized. Student participation in accommodation can be quantified; cultural awareness in a population cannot. Appendix A provides a draft monitoring plan focused on concepts from this document. The *Evaluative Questions* are a guide for focused monitoring categorized into sections representing *Appropriateness, Effectiveness, Efficiency, Impact, and Sustainability of the Content* (Appendix A). Ideally, each NIC, consensually, determines content to measure, the focus of monitoring, indicators, targets, and monitoring data sources (Markiewicz & Patrick, 2016; Schein, 2017). The goal is to determine facts and trends in cultural awareness and student accommodation at the College. Reporting the information received is pivotal in determining the directionality of each goal, thereby, realigning implementation as needed.

A concern is the ability to monitor the unmeasurable. Cultural awareness is difficult to measure due to the lack of concrete results. Buller (2015) recommends monitoring metrics yielding outcomes, build a foundation for cultural awareness. For example, Appendix A highlights *Monitoring/Data Sources* often utilize surveys and questionnaires. Distributing a survey after an information session or a simple questionnaire asking the knowledge base of the stakeholder regarding cultural awareness provides a baseline to determine change. Data collected through the Student Services department provides student demographics. For example, data indicating an increase in Inuit students and single mothers highlights either, programming has targeted that population or, an influencing factor has attracted these students. It is pursuant of the NICs' to further analyze this information to identify trends and diversity in the student population. Resources may require realignment based on missed populations; student

subcultures requiring recognition as unique (Gurin, Dey, Hurtado & Gurin, 2002). Regardless, the need to monitor throughout this OIP is imperative to understand the population served.

Evaluation

An evaluation must be aligned with monitoring activities throughout the OIP. The PDSA (plan-do-study-act) model was not used as a monitoring or evaluative tool based on the demand for in-depth analysis and multiple phases of focus. A more appropriate plan based on Markiewicz & Patrick (2016) is included in Appendix B (with proposed instrumentation).

Although iterative, this OIP ideally engages stakeholders at the College to become accustomed to a culture of assessment. This involves decisions based on services and processes planned that “...maximize positive outcome and impacts for ...stakeholders” (Lakos & Phipps, 2004, p.352).

The evaluation further determines if initiatives are successful or require a change to realign with goals. Appendix B presents a similar format to Appendix A Monitoring except for veers towards attendance and implementation to answer *Evaluation Questions*. The broad categories of Appendix B represent *Evaluation Questions, Summary of Monitoring, Focus of Evaluation, Evaluation Method, Method Implementation, Responsibility* and *When*. This OIP requires stakeholder input to determine if initiatives are changing the culture. For example, if the revised accommodation policy continues to be student initiated, the evaluative process would indicate if a change to instructor-student dyad for learning support receives increase intake.

Engaging students, staff, and faculty in continuous monitoring and evaluation produce action-based results, orienting planning and development to the needs of the College and its students. Cultural awareness and diversity in the student accommodation policy will require ongoing feedback and participatory change for sustainability.

Summary

In summary, the measurability of culture accommodation is difficult. The logic plan provides a process to guide the change plan considering assumptions, connections and external factors. In alignment with the General Plan to Manage the Transition (Figure 7) and The Goals for the Organizational Change Strategy (Figure 6), this monitoring and evaluation plan is structured to provide feedback on successes and challenges for an improved College environment. The ideal delivery of the above plans is through an extensive communication plan that provides leeway to adapt to changing situations.

Communication Plan

Communication encourages successful teamwork. The ability to share values and beliefs is dependent on an exchange between sender and receiver. Effective communication requires unidirectional participation that may entail sending messages through varied formats. The College has limited information technology, depending mostly on email, print, social media and personal or group interactions to communicate. The participatory nature of this OIP requires communication with stakeholders that promotes cultural awareness encouraging utilization of the student accommodation policy to augment learning. The following communication plan is a guide to endorse this vision.

This OIP lacks substance without communication. Support from an adaptive leadership perspective is expressed throughout the communication plan. Stakeholder participation connects a cross-section of groups otherwise lacking this opportunity. For example, a faculty member in nursing on a committee with staff support from the mining program, students in business administration, the manager of trades and technology and the admissions clerk. Adaptive

leadership supports engagement and learning across formal and informal boundaries to achieve a goal (Heifitz et al., 2009; Yukl & Mahsud, 2010). This leadership style is mutually respectful providing the basis for creating a communication plan for this implementation plan. Figure 9 represents the *Communication Plan for Cultural Awareness at the College* indicating key audiences, leads, and channels of communication. Although not prescriptive, Figure 9 provides flexibility for change, aligning with the unpredictability embraced by organizational culture theory (Schein, 2017) and adaptive leadership (Elton, 2010, Heifitz Laurie, 1997).

The milieu of students, staff, faculty, and community organizations requires a multifaceted communications approach. Social media platforms such as Facebook, Twitter and Instagram are accessible to most students providing a contemporary model for communication. The foyer on the main floor of the campus is the main access for most classes, providing space for an information session accessible to all stakeholders. To encourage student engagement in a population with limited socio-economic status, a confection or edible is an attractive prize for participation in a survey. All personal interactions, electronic messages or meetings elicit trust creating a common focus through relational understanding towards a common goal. After leadership endorsement, the lack of intimidation with the author as the lead presenting the topics provides for uninhibited discussions and candidacy. A phased approach provides a guide for staging change and tracking progress (Figure 9).

Phase/Timeline	Lead/Channel	Audience	Objective	Key Points
<p>Determine demand First 3 months</p>	<p>Author, participants, leadership/ informal discussion, email, meeting, lunch activities, survey</p>	<p>Stakeholders</p>	<ul style="list-style-type: none"> -Communication the concept of cultural awareness through campus discussions -Presentation to engage leadership support -Survey stakeholder knowledge of cultural awareness -Identify gaps in cultural awareness on campus from survey -Determine services provided for students requesting accommodation based on anecdotal and policy direction 	<ul style="list-style-type: none"> -Highlight deficiencies in cultural awareness -Determine interest in diversifying the culture on campus -Communicate change as an opportunity to improve -Raise awareness of the student accommodation policy
<p>Build a Foundation First 6 months</p>	<p>NIC, leadership participants/ informal discussion, email, meeting, lunch activities, survey</p>	<p>Stakeholders</p>	<ul style="list-style-type: none"> -Advertise and recruit members to NIC -Demonstrate leadership are engaged to improve cultural awareness through messaging and presencing -Communicate a vision for cultural awareness -Disseminate a draft implementation plan -Disseminate draft student accommodation policy 	<ul style="list-style-type: none"> -Disseminate updates to stakeholders via email, posters and lunch activities -Incorporate stakeholder feedback into plan and policy -Informing change through communication
<p>Maintain momentum 6-12 months</p>	<p>NIC, leadership, participants / informal discussion, email, meeting, lunch activities, survey</p>	<p>Stakeholders</p>	<ul style="list-style-type: none"> -Educate stakeholder on student accommodation policy -Implementation of cultural awareness initiatives. -Educate on cultural awareness for stakeholders. -Provide lunch time information sessions to stakeholders in the foyer -Leadership messaging supporting initiative 	<ul style="list-style-type: none"> -Emphasize legislation and evidence-based practice standards in accommodation. -Purposeful involvement of subcultures -Education on strategy and future vision encourages engagement

<p>Engagement and Evaluation After 12 months</p>	<p>NIC, leadership, participants/ informal discussion, email, meeting, lunch activities, survey, structured presentations</p>	<p>Stakeholders</p>	<p>-Evaluate cultural awareness initiatives through survey -Communicate results of evaluation to build capacity - Provide educational opportunities for stakeholders by stakeholders - Leadership messaging supporting initiative</p>	<p>-Data collection and analysis provides factual support regarding initiatives -Develop capacity through</p>
<p>Evolution After 2 years</p>	<p>NIC, leadership, participants/ discussion, email, meeting, lunch activities, survey, structured presentations</p>	<p>Stakeholders</p>	<p>-Incorporation of cultural awareness evident in College -Student accommodation policy utilized -Communicate success and challenges. - Leadership messaging supporting initiative</p>	<p>-Student accommodation policy a standard practice for students requiring learning assistance beyond disability -Cultural awareness is embedded in</p>

Figure 9: Communication plan for cultural awareness and the student accommodation policy. By K. Pender, 2019

Determine Demand

In alignment with the *Goals for the Organizational Change Strategy*, the communication plan adheres to that timeline and goals for completion. As per Figure 9, the first phase is to *Determine Demand* occurring in the first three months of focused engagement for change. This period of time ascertains organizational interest and knowledge in cultural awareness along with utilization and comprehension of the student accommodation policy. Interest and support of stakeholders are critically important focused on cultural awareness and changing the student accommodation policy. The small size and limited resources of the College allow the author to realistically engage with leadership and stakeholders to initiate the communication plan. Approval from leadership aligns with information discovery supporting gaps or interest in

cultural awareness in the facility. A formal presentation is required to “sell” the concept to the leadership team. Once approved, College email is mandatory for employees and enrolled students representing an ideal medium for communication. Surveys are the norm on campus through Survey Monkey or paper format. The compact College campus provides the ability to informally meet with departments members to encourage personal engagement with stakeholders. Lunchtime information sessions in the main foyer capture the majority of stakeholders on campus providing an opportunity to briefly deliver a survey or messaging.

This phase requires the focused participation of subcultures to interject a multidimensional perspective (Locke & Guglielmino, 2006). Communication incorporates asking difficult questions such as “which cultures are not represented at the College?” and “how is cultural awareness lacking in the College?” The first three months of the *Communication Plan* elicits stakeholder knowledge and interest in cultural awareness and accessibility. The next phase leverages on the information gathered to create a plan.

Build a Foundation

The following phase, *Build a Foundation* (Figure 9), occurs within the first six months. The previous phase overlaps with this phase to create a base for further development. The lead continues to be the author within a newly constructed Network Improvement Community (NIC). The communication style within a NIC targets constant networking amongst stakeholders to answer queries from stakeholders (LeMahieu, et al., 2017; Russell et al., 2017). The NIC collaborates through face-to-face or online meetings, conference calls, and lunch activities to elicit feedback. Data collected regarding NIC findings or messaging is regularly disseminated to support transparency and decision making (Lemahieu, et al., 2017). The NIC cooperates with stakeholders to communicate with leadership, draft an implementation plan or improve the

student accommodation policy. This phase entails informing change through a structured communication medium, the NIC (Russell et al., 2017). The initial enthusiasm to change is difficult to maintain without recognition in the next phase.

Maintain Momentum

Remaining engaged at this phase entails the NIC and the author to *Maintain Momentum* (Figure 9). This 6-12 month period relies on persistent engagement with stakeholders to maintain integration of the OIP and promote communication. This phase is representative of a distinct consciousness of cultural awareness and the student accommodation policy. The first few months captured initial thoughts, feelings, and perspectives of the plan. This phase advances to incorporate initiatives for change recommended by stakeholders. Communication entails educating stakeholders about cultural awareness through formal sessions, online education, lunchtime foyer information, and email briefs. Maintaining momentum must be overtly demonstrated by leadership for endorsement (Elton, 2010). Leadership (any level) presence at a lunchtime foyer session with the NIC or speaking to stakeholders individually consolidate messaging between the two groups. As Heifetz et al., (2009) indicate an adaptive leader models behavior and nurtures a shared responsibility for the change.

Engagement and Evaluation

After twelve months, the *Engagement and Evaluation* phase of the plan begins. Engagement through formal and informal communication methods continue. This phase evaluates then communicates the efficacy of changes to stakeholders. For example, sharing basic statistics on the utilization of the draft student accommodation policy to stakeholders will highlight gaps and challenges encountered. The NIC will further engage with stakeholders in

presentations to update changes in a collaborative partnership, learning from each other. Schein (2017) supports mentorship through role modeling, teaching, and coaching during a cultural change. The importance of feedback is essential for continued stakeholder investment. Communication strategies continue to be varied delivering updates on current and future initiatives to supplement the plan. The challenge of maintaining stakeholder engagement beyond this time period requires support and celebrating successes to guide engagement.

Evolution

The *Evolution* phase (Figure 9) occurs after two years of implementation of the plan. Communication must continue as bi-directional and accessible. The longevity of the plan creates internal integration of change resulting in familiarity with cultural awareness and the student accommodation policy (Schein, 2017). Non-verbal communication in the College demonstrates diversified artifacts and signage representative of subgroups. The momentum towards stakeholder education must not falter. Continued lunch in the foyer sessions, emails, presentations, and casual discussions are integral to maintain momentum and focus. Supportive promotion from leadership requires communication validating and praising cultural awareness and student accommodation as necessities on campus. In particular, leadership communication acknowledges challenging initiatives as learning opportunities, highlighting the benefits of trial and error (Heifitz & Laurie, 1997). This emphasizes that all activities, regardless of the outcome, have value and risk-taking is akin to a learning culture. A process of milestone achievements and rewards are well established to provide an incentive for stakeholders to continue to engage in change.

Milestones and rewards. To commemorate success, a rewards system integrated into each phase provides additional incentive for stakeholders to participate. The concept of rewards

insinuates the assumptions and values of a culture are learned (Schein, 2017). Concerning this OIP, milestones will be celebrated through reward; a snack or small gift item communicating gratification for positive effort. The milestones will be in six-month timeframes aligning with the communication plan along with additional successes that surface. An adaptive leadership style rewards effort as a whole, not individualized or segregated (Heifitz et al., 2009; Tierney, 1997). Influencing change requires stakeholders to mutually engage contributing to success. Shared insights, experiences, and lessons bind stakeholders to their culture. The lack of a reward system creates a power differential between the author, NIC leads and stakeholders disintegrating value, creating a unidirectional, authoritarian perception. A reward expresses worth and appreciation encouraging investment in the organization.

Summary

The communication plan for this OIP is simple and flexible, yet engaging. The nature of engagement with stakeholders requires casual interactions that build relationships and trust. The two-year period encourages the early adoption of cultural awareness and integration of the revised student accommodation policy. Momentum and support from leadership and the NIC positively reinforce achievements, celebrating milestones. Changing the culture to integrate cultural awareness involves collaboration and participation throughout the College campus.

Conclusion

This organizational improvement plan (OIP) responds to the need for greater cultural awareness, in a remote Canadian college, to improve the effectiveness of the student accommodation policy. Ambitiously, this complimentary problem would align to recognize a diverse campus, cognizant of cultural difference in a supportive, inclusive learning environment.

A long-term approach is required coupled with an investment in human resources and continuing education for stakeholders. Participatory engagement of stakeholders enables legitimization of this OIP to function through continuous investment in support and communication. Further success of this plan is negligent without leadership support and endorsement.

The progress of this OIP mandates a change in the leadership approach. Fortunately, the current disconnect between the provincial government and College leadership has minimal influence on the finite implementation of the plan. A theoretical analysis supports this statement providing evidence for leadership improvement throughout the document. An adaptive leadership style is paramount requiring stakeholders to participate as change agents. For example, College leaders mentor stakeholders (staff, faculty, students and affiliated community members) to build capacity and share responsibility for change. This encourages stakeholders to view themselves as part of a system, willing to make mistakes and learning from challenges. An adaptive leadership style embraces cohesive engagement of leaders with stakeholders to create a shared alliance towards a unified vision.

Ideally, the goals created to achieve cultural awareness permeate policy to increase access to student accommodation. Maintaining momentum and focusing on successes provides validation for the change. Embracing cultural awareness and student accommodation requires divestment of current assumptions and dissatisfaction to change. To improve support for stakeholders, education to reinforce goals and the vision for the College are required.

This OIP was written with the understanding that limitations may dispel ideologies of plan completion. The genesis of a polytechnic university to replace the College may create a market driven environment dictating culture as an isomorphic sibling of a southern higher educational institution. The recent hiring of senior leadership is indicative of the commitment

the government has to the university, yet communication to stakeholders indicates major changes will occur with the construction of a new institution. Fortunately, mandates dictating inclusion and equality through legislation require implementation to create change that is culturally embedded and transferable to the new locale.

The reality of creating cultural awareness and improving the student accommodation policy is materializing as reality as the writing of this OIP concludes. A federal grant application has been submitted to create a framework for the LGBTQ+ community along with a process for student accommodation to create a barrier-free College. This includes reviewing current policies, identifying best practice for inclusive higher education, review current supports for accommodation, develop a vision for inclusivity, identify capacity to lead this project, and determine recruitment and retention of cultural communities on campus. These objectives have been identified as absent in the organization requiring priority creation and implementation. Future opportunities for change abound, over time, creating an environment of normalcy regarding cultural awareness and accommodation.

In conclusion, this OIP offers realistic recommendations for change in a small, remote College. The context of the environment allows for the author to lead initiatives towards mutual goal achievement. Emphasis on collaboration through an adaptive leadership approach is required for success. Ultimately, the College endeavors to create a diverse, culturally aware environment supportive of learning for students.

References

- Abel, C.F. & Sementelli, A.J. (2005). Evolutionary critical theory, metaphor, and organizational change. *The Journal of Management Development*, 24(5/6), 443-458.
doi:10.1108/02621710510598454
- American College Health Association. (2016). *American College Health Association-National College Health Assessment II: Canadian Reference Group Executive Summary Spring 2016*. Hanover, MD: American College Health Association.
- Anderson, G.M. (2012). Equity and critical policy analysis in higher education: A bridge still too far. *The Review of Higher Education*, 36(1), 133-142.
- Bacevice, P. & Dunkley, B. (2018). Creating a sense of community on urban college and university campuses. *Planning for Higher Education Journal*, 47(1), 8-11.
- Baldrige, J. V. (1983). Organizational characteristics of colleges and universities. In J. V. Baldrige & T. E. Deal (Eds.), *The dynamics of organizational change in education* (pp. 38-59). Berkeley, CA: McCutchan.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass Publishers
- Blake, R.R., & Mouton, J.S. (1964). Paternalism/maternalism. In P.G. Northouse. *Leadership: theory and practice* (5th ed.). Los Angeles, CA: SAGE.
- Bozak, M.G. (2003). Using Lewin's force field analysis in implementing a nursing information system. *Computers, Informatics, Nursing*, 21(2), 80-85.
- Brown, W. (2015). *Undoing the demos: Neoliberalism's stealth revolution*. New York: Zone Books.
- Buller, J. (2015). *Change leadership in higher education: A practical guide to academic transformation* (pp.81-102). San Francisco, CA: Jossey-Bass
- Buono, A.F., & Kerber, K.W. (2010). Creating a sustainable approach to change: Building organizational change capacity. *Advanced Management Journal*, 75(2), 4-14.
- Cadle, J., Paul, D., & Turner, P. (2010). *Business analysis techniques: 72 essential tools for success*. London, England: British Computer Society.
- Cameron, K., & Smart, J. (1998). Maintaining effectiveness amid downsizing and decline in institutions of higher education. *Research in Higher Education*, 39(1), 65-86.
doi:http://dx.doi.org.proxy1.lib.uwo.ca/10.1023/A:1018704428790

- Canadian Bill of Rights. (SC 1960, c.44). Retrieved from Canadian Legal Institute Forum website: <https://www.canlii.org/en/ca/laws/stat/sc-1960-c-44/latest/sc-1960-c-44.html>
- Canadian Charter of Rights and Freedoms, Part 1 of the *Constitution Act*, 1982, being Schedule B to the *Canada Act 1982* (UK), 1982, c 11.
- Canadian Human Rights Act. (1985, c. H-6). Retrieved from the Government of Canada Justice Laws website: <http://laws-lois.justice.gc.ca/eng/acts/h-6/page-1.html#h-3>
- Carsten, M.K. & Uhl-Bien, M. (2013). Ethical followership: An examination of followership beliefs and crimes of obedience. *Journal of Leadership & Organizational Studies*, 20(1), 49-61. doi: 10.1177/1548051812465890
- Cawsey, T.F., Deszca, G., & Ingols, C. (2016). *Organizational change – An action oriented toolkit* (3rd ed.). Thousand Oaks, CA: Sage Publications. (pp.105-111).
- The College. (2018). *Foundational review*. [Organization website].
- The College. (2013). *Students with Disabilities*. [Organization website].
- The College. (2010). *Code of Conduct*. [Organization website].
- The College. (2006). *Strong foundations, new horizons: Continuity and change at the College 2006-2015*. [Organization website].
- The College Act*. Retrieved from [Organization website].
- Colleges and Institutes Canada. (2015). *Indigenous education protocol*. Retrieved from <https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/>
- Cameron, K.S., & Smart, J. (1998). Maintaining effectiveness amid downsizing and decline in institutions of higher education. *Research in Higher Education*, 39(1), 65-86.
- Crowe, M.M. (2010). Differentiating America's colleges and universities: A case study in institutional innovation in Arizona. *Change*, 42(5), 36-41.
- Dean, J., Brandes, P., & Darwadkar, R. (1998). Organizational cynicism. *Academy of Management Review*, 23(2), 341-52.
- Elton, L. (2010). Complexity theory: An approach to assessment that can enhance learning and, more generally, could transform university management. *Assessment & Evaluation in Higher Education*, 35(5), 637-646. doi:10.1080/02602931003782533

- Falconer, D.A. (2016). *Strategic planning: Readiness assessment tool*. Ontario Organizational Development Program.
- Ferrin, D.L. & Dirks, K.T. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87(4), 611-628.
- Foucault, M. (2000). Questions of method. In *Leading organizational culture: Issues of power and equity*. *Educational Management Administration & Leadership*, 40(5), 576-591.
- Gioia, D., Thomas, J.B., Clark, S.M., & Chittipeddi, K. (1994). Symbolism and strategic change in academia: They dynamics of sensemaking and influence. *Organization Science*, 5(3), 363-383.
- González, K.P. (2002). Campus culture and the experiences of Chicano students in a predominantly white university. *Urban Education*, 37(2), 193-218.
- Greiner, L. E. (1972). Evolution and revolution as organizations grow. *Harvard Business Review*, 50(4), 1-11.
- Greiner, L.E. (1998). Evolution and revolution as organizations grows. *Harvard Business Review*, 1-11.
- Greiner, L.E. & Metzger, R.O. (1983). *Consulting to management*. Englewood Cliffs, NJ : Prentice Hall.
- Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Education Review*, 72(3), 330-366.
- Gumport, P.J., & Pusser, B. (1995). A case of bureaucratic accretion: Context and consequences. *Journal of Higher Education*, 66(5), 493-520.
- Haeffner, M., Leone, D., Coons, L., & Chermack, T. (2012). The effects of scenario planning on participant perceptions of learning organization characteristics. *Human Resources Development Quarterly*, 23(4), 519-542. doi: 10.1002/hrdq.2114
- Hansen, H.R., Shneyderman, Y., McNamara, G.S., & Grace, L. (2018). Assessing acculturative stress of international students at a U.S. community college. *Journal of International Students*, 8(1), 215-232. doi: 10.5281/zenodo.1134293
- Harris, B.A. (2006). The importance of creating a “sense of community”. *Journal of College Student Retention*, 8(1), 83-105.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

- Heifetz, R. A. & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75(1), 124-134.
- Hogan, B.E. & Trotter, L.D. (2013). Academic freedom in Canadian higher education: Universities, college, and institutes were not created equal. *Canadian Journal of Higher Education*, 43(2), 68-84.
- Jones, G. A., Goyan, P., and Shanahan, T. (2004). The academic senate and university governance in Canada. *Canadian Journal of Higher Education* 34, (2), 35-68.
- Kelly, R. (2013). Appreciative inquiry: A way to a more positive future. *Academic Leader*, 29(12), 2, 8.
- Kezar, A. (2014). Context of change. In author, *How colleges change: Understanding, leading and enacting change* (pp.84-107). New York, NY: Routledge.
- Komives, S.R., Lucas, N., & McMahon, T.R. (2013). *Exploring leadership for college students who want to make a difference* (3rd ed.). San Francisco, CA: Wiley & Sons.
- Koopmans, S., & Cunningham, E. (2007). May I help you? Developing a culture of customer service. *College and University*, 83(1), 51-54.
- Kymlicka, W. (2010). *The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse societies*. Oxford, England: Blackwell.
- Lakos, A., & Phipps, S. (2004). Creating a culture of assessment: A catalyst for organizational change. *Libraries and the Academy*, 4(3), 345-361.
- LeMahieu, P.G., Grunow, A., Baker, L., Nordstrum, L.E., & Gomez, L.M. (2017). Networked improvement communities: The discipline of improvement science meets the power of networks. *Quality Assurance in Education*, 25(1), 5-25. doi: 10.1108/QAE-12-2016-0084.
- Lewin, K. (1951). *Field theory in social sciences*. New York, NY; Harper and Row.
- Liu, H. (2017). Reimagining ethical leadership as a relational, contextual and political practice. *Leadership*, 13(3), 343-367.
- Locke, M.G., & Guglielmino, L. (2006). The influence of subcultures on planned change in a community college. *Community College Review*, 34(2), 108-127.
- Lumby, J. (2012). Leading organizational culture: Issues of power and equity. *Educational Management Administration & Leadership*, 40(5), 576-591. doi:10.1177/1741143212451179
- Mainiero, L. & Tromley, C. *Developing managerial skills in organizational behaviour: Exercises, cases and readings* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall

- Manning, K. (2013). *Organizational theory in higher education*. New York, NY: Routledge.
- Markiewicz, A. & Patrick, I. (2016). *Developing monitoring and evaluation frameworks*. Los Angeles, CA: SAGE.
- Mintzberg, H. (1994). Planning and change. In author, *Rise and fall of strategic planning* (pp.172-187). New York, NY: The Free Press.
- Morelli, M.S. (2016). Using the plan, do, study, act model to implement a quality improvement program in your practice. *American Journal of Gastroenterology*, *111*, 1220-1222. doi:10.1038/ajg.2016.321
- Morgan, G. (1986). *Images of organization*. Los Angeles, CA: Sage.
- Nordin, N. (2012). The influence of leadership behaviour and organizational commitment on organizational readiness for change in a higher learning institution. *Asia Pacific Educational Review*, *13*, 239-249. doi: 101007/x12564-011-9200-y
- Northhouse, P.G. (2016). *Leadership: Theory and practice* (7th ed.). Los Angeles, CA: SAGE.
- Organizations for Economic Cooperation and Development (OECD). (2012). *Equity and quality in education: Supporting disadvantaged student and schools*. Retrieved from <https://www.oecd.org/education/school/50293148.pdf>
- Özturgut, O. (2017). Internationalization for diversity, equity, and inclusion. *Journal of Higher Education Theory and Practice*, *17*(6), 83-91.
- Paul, M.J. (2003). Double-loop diversity: Applying adult learning theory to the cultivation of diverse educational climates in higher education. *Innovative Higher Education*, *28*(1), 35-47.
- Pidgeon, M. (2016). More than a checklist: Meaningful Indigenous inclusion in higher education. *Social Inclusion*, *4*(1), 77-91. doi:10.17645/si.v4i1.436.
- Province X. (2019). *Our goals*. Retrieved from [Citation withheld for anonymization reasons].
- Ragsdale, M.A. (2005). Plan, do, study, act model to improve an orientation program. *Journal of Nursing Quality Care*, *20*(3), 268-272.
- Reichers, A.E., Wanous, J.P., & Austin, J.T. (1997). Understanding and managing cynicism about organizational change. *Academy of Management Journal*, *11*(1), 148-59.
- Rew, L., Becker, H., Chontichachalalauk, J., & Lee, H.Y. (2014). Cultural diversity among nursing students: Reanalysis of cultural awareness scale. *Journal of Nursing Education*, *53*(2). 71-76.

- Russell, J.L., Bryk, A.S., Dolle, J.R., Gomez, L.M., Lemahieu, P.G., & Grunow, A. (2017). A framework for the initiation of networked improvement communities. *Teachers College Record*, 119, 1-36.
- Schein, E. (2017). *Organizational culture and leadership* (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Sporn, B. (2007). Governance and administration: Organizational and structural trends. In: J.J.F. Forest & P.G. Altbach (eds). *International handbook of higher education*. Dordrecht: Springer.
- Squires, V.L. (2015). Tackling complex educational challenges through adaptive leadership. *Antistasis*, 5(1), 15-18.
- Statistics Canada. (2016). *Census profile, 2016 census*. Retrieved from <http://www.statcan.gc.ca/eng/start>
- Tangney, S. (2014). Student-centred learning: A humanist perspective. *Teaching in Higher Education*, 19(3), 266-275. doi:10.1080/13562517.2013.860099
- Taylor, J.L. (2015). Call to action: Embracing an inclusive culture on community college campuses. *New Directions for Community Colleges*, (172), 57-66. doi:10.1002/cc.20163
- Tierney, W.G. (1997). Organizational socialization in higher education. *The Journal of Higher Education*, 68(1), 1-16.
- Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation: Calls to Action*. Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly*, 17(6), 654-676.
- United Nations. Convention on the Rights of Persons with Disabilities. (May 3, 2008) vol. 2515 p.3
- United Nations General Assembly. (1948). *Universal declaration of human rights* (217 [III] A). Paris.
- Varghese, N. V. (2012). *Drivers of reforms in higher education*. In B. Adamson, J. Nixon & F. Su (Eds.), *The reorientation of higher education: Challenging the East-West dichotomy* (pp. 36- 49). Hong Kong, CHINA: Springer/CERC.
- Wilson, D.D., & Restoule, J.P. (2010). Tobacco ties : The relationship of the sacred to research. *Canadian Journal of Native Education*, 33(1), 29-45.

Wolfe, J.R., & Strange, C.C. (2003). Academic life the franchise: Faculty culture in a rural two-year branch campus. *The Review of Higher Education*, 26(3), 343-362.

Yukl, G. & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal*, 62(2), 81-93.

Appendices

Appendix A. Monitoring Plan.....92
Appendix A 1 Feedback Questionnaire.....95
Appendix A 2 Survey: Awareness of the Student Accommodation Policy 96
Appendix A 3 Pre/Post-Education Sessions Survey on Cultural Awareness at the College.....97
Appendix A 4 Pre/Post-Education Sessions Survey on the Student Accommodation Policy at the College.....98
Appendix B: Evaluation Plan for OIP.....99

Appendix A
Monitoring Plan

Evaluation Questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Responsibility/When
<p>Appropriateness How effective was stakeholder participation in cultural awareness initiatives?</p> <p>How aware are stakeholders of the accommodation policy?</p>	Stakeholder participation	<p>Number of stakeholders participating in cultural awareness activities</p> <p>Variety of stakeholders/ cultures participating</p>	<p>90% of staff and students</p> <p>60% of external community members</p> <p>50% are non-Indigenous</p>	<p>Feedback Questionnaire (Appendix A 1)</p> <p>Feedback survey. (Appendix A 2)</p>	Staff member/monthly
<p>Effectiveness How effective have the education sessions been for your knowledge of cultural awareness?</p> <p>How did stakeholders increase their knowledge regarding student accommodation?</p>	<p>Change in stakeholder knowledge following education sessions.</p> <p>Change in stakeholder knowledge following education sessions.</p>	<p>Difference in stakeholder knowledge before and after educational session on cultural awareness.</p> <p>Difference in stakeholder knowledge before and after educational session on student accommodation.</p>	<p>75% of stakeholders report increase in knowledge regarding cultural awareness.</p> <p>75% of stakeholders report increase in knowledge regarding student accommodation.</p>	<p>Pre/post survey for session attended. (Appendix A 3)</p> <p>Pre/post survey for session attended. (Appendix A 4)</p>	Staff member/Over many months, multiple sessions
<p>Efficiency How much cultural was the budget compared to costs for the cultural awareness</p>	Cost compared to budget.	Cost against budget.	Less than 5% variation between cost and budget.	Financial records	Finance staff member/ Staff member/regular

<p>sessions and implementation?</p> <p>How much cost was the budget compared to costs for implementing the student accommodation policy?</p>	<p>Cost incurred (no budget)</p>	<p>Cost incurred to accommodate a student represented as: -equipment or accessories -staff time -replacement or specialty staff -external stakeholders</p>	<p>0% variation in cost versus budget (estimated never tracked)</p>	<p>Financial records</p>	<p>Finance staff member/Staff member/monthly</p>
<p>Impact</p> <p>Is cultural awareness knowledge enacted?</p> <p>How is student accommodation utilized?</p>	<p>Artifacts are diversified, campus student groups are changing, the social atmosphere is more inclusive</p> <p>Student accommodations are utilized to assist learning.</p>	<p>Changes in physical and social environment of the school.</p> <p>Number of students requesting accommodation. Number of accommodations delivered. Number of accommodations declined or unable to deliver. Type of accommodation requested or seeking information on.</p>	<p>No target</p> <p>>1 per semester</p> <p>>1 per semester</p> <p>No target</p> <p>No target</p>	<p>Visual and behavioural observed data (spontaneous surveys)</p> <p>Data collected as per tracking tool for accommodations (new)</p>	<p>Varied stakeholders/regular</p> <p>Staff member/Student Services/monthly</p>
<p>Sustainability</p> <p>Is there evidence of cultural awareness</p>	<p>Stakeholder references made to culture and diversity</p>	<p>Observable or anecdotal.</p>	<p>No target</p>	<p>Visual and behavioural observed data (spontaneous)</p>	<p>Stakeholders/regular</p>

<p>beyond what is indicated?</p> <p>How is student accommodation demonstrated beyond disability?</p>	<p>Collaborate with external agencies to address unmet needs.</p>	<p>Review accommodations completed, declined and not initiated</p>	<p>90% of accommodations completed or initiated.</p>	<p>observational surveys)</p> <p>Record meetings with external agencies. Create deliverables.</p>	<p>NIC group/staff/monthly</p>
--	---	--	--	---	--------------------------------

Appendix A: Evaluation plan for OIP. Adapted from *Developing, Monitoring and Evaluation Frameworks* (p.127) by A.Markiewicz and I. Patrick, 2016.

Appendix A1

Feedback Questionnaire: Participation in Cultural Awareness Initiatives

Rate your experience with the College’s cultural activities by circling the letter of the appropriate response.

	not at all	somewhat	a great deal
1. I am knowledgeable of cultural activities at the College.	1	2	3
2. I participate in cultural activities offered at the College.	1	2	3
3. I can name 1 or more cultural activities offered at the College.	1	2	3
4. I do not participate in cultural activities at the College as my culture is not represented.	1	2	3
5. I have increased my knowledge of cultural activities at the College as a result of recent education.	1	2	3
6. I will continue to attend cultural activities at the College.	1	2	3
7. If you have not participated in any cultural awareness activities, please indicate the reason:			

Please provide additional feedback to improve the cultural activities offered at the College.

Thank you for your valuable feedback!

Appendix A 2

Survey: Awareness of the Student Accommodation Policy

Rate your awareness of the College’s student accommodation policy by circling the letter of the appropriate response.

	not at all	somewhat	a great deal
1. I am knowledgeable about the student a accommodation policy at the College.	1	2	3
2. I have accessed the student accommodation policy at the College.	1	2	3
3. I can describe students eligible to utilize the at the College.	1	2	3
4. I know who to ask for a student accommodation at the College.	1	2	3
5. I require more knowledge about the student accommodation policy	1	2	3

Please provide additional feedback to improve the Student Accommodation policy at the College.

Thank you for your valuable feedback!

Appendix A 3

Pre/Post-Education Sessions Survey on Cultural Awareness at the College

Survey (checkmark): Pre-session____ Post session____

Please respond to the questions below to the best of your ability.

1. Cultural awareness is:

2. Cultural awareness initiatives at the College include:

3. I can participate in cultural awareness activities by:

4. I know who to speak with if I feel a culture is not represented:

Please provide additional comments to improve cultural awareness at the College.

Appendix A 4**Pre/Post-Education Sessions Survey on the Student Accommodation Policy at the College**Survey (checkmark): Pre-session____ Post session____

Please respond to the questions below to the best of your ability.

4. Student accommodation is:

5. Student accommodations at the College include:

6. A student accommodation can be initiated by:

4. I know who to speak with if I feel a student accommodation is required:

Please provide additional comments to improve the student accommodation process at the College.

CULTURAL AWARENESS

Appendix B**Evaluation Plan for OIP**

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Method	Method Implementation	Responsibility	When
Appropriateness How was stakeholder participation in cultural awareness initiatives? How are stakeholders aware of the accommodation policy?	Stakeholder characteristics: -Number of participants -Status of participants (student, staff, community member) -number of stakeholders -past utilization of policy accommodation provided	Motivation of participation.	Survey (Appendix A 1)	>50% attendee's complete	Staff member	After each session
		Response to program by stakeholders.	Survey (Appendix A 2)	>50% attendee's complete	Staff member	After each session
		Reasons for nonparticipation by stakeholders	Survey or anecdotal (Appendix A 3)	>50% attendee's complete	Staff member	After each session
		Awareness of policy	Survey (Appendix A 4)	Campus wide	Staff member	After each session
		Implementation of policy by stakeholders	Tracking tool for accommodation	Inquiry or implementation of policy	Staff member/Student Services	Monthly
Effectiveness How effective were initiatives to increase stakeholder knowledge regarding cultural awareness?	Changes in knowledge from participation in sessions: -results of pre-post testing	Areas of success and lack of success of understanding.	Informal interview	Five stakeholders per session	Staff member	After each session
			Quiz (Appendix D)	All participants	Staff member	After each session
			Observation			

<p>How effective were initiatives to increase stakeholder knowledge regarding student accommodation?</p>	<p>-cultural awareness evidenced in College -utilization of policy</p>	<p>Increased cultural engagement. Areas of understanding and lack of understanding.</p>	<p>Utilization of policy</p>	<p>Random Statistics collected on utilization</p>	<p>Staff /student Staff member/Student Services</p>	<p>Random Monthly</p>
<p>Efficiency How was the cost incurred compared to the budget for the cultural awareness sessions and implementation? How was a cost incurred compared with the budget for implementing the student accommodation policy?</p>	<p>Cost against budget and variance. Costs tracked.</p>	<p>Identification of type of cost incurred. -occurrence -how often incurred? -resources required</p>	<p>Interviews with staff responsible and NIC team Team meetings with finance, staff and student services</p>	<p>Staff meeting NIC team meeting Staff meetings and team meetings</p>	<p>Staff member lead/NIC team Staff member lead</p>	<p>Monthly Monthly</p>

<p>Impact How is cultural awareness knowledge enacted?</p>	<p>Changes in artifacts in College.</p>	<p>Visual changes indicating presence of diversity</p>	<p>Observation</p>	<p>Informal engagement</p>	<p>Staff member lead</p>	<p>Monthly</p>
	<p>Change of attitude toward cultural awareness.</p>	<p>Identification of changes attributed to program.</p>	<p>Interviews with stakeholders.</p>	<p>Focus group</p>	<p>Staff member lead</p>	<p>Monthly</p>
	<p>Increased diversity incorporated throughout the College</p>		<p>Interviews</p>	<p>Random</p>	<p>Stakeholders</p>	<p>Quarterly</p>
<p>How is student accommodation utilized?</p>	<p>Changes in attitude towards policy.</p>	<p>Implementation of policy beyond disability</p>	<p>Audit policy implementation</p>	<p>Data collected on implementation</p>	<p>Student Services</p>	<p>Monthly</p>
<p>Sustainability How does the evidence represent cultural awareness beyond what is indicated?</p>	<p>Incorporation of diversity into the culture of the College.</p>	<p>Continuous emphasis and implementation of cultural awareness.</p>	<p>Workshops, stakeholder activities.</p>	<p>All participants</p>	<p>Staff lead</p>	<p>Quarterly</p>
	<p>How does student accommodation go beyond disability?</p>	<p>Student accommodation policy addresses the diversity of students requiring assistance.</p>	<p>Continuous participation, and education.</p>	<p>Monitor data. Stakeholder interviews.</p>	<p>Staff meeting</p> <p>Random cross section of stakeholders throughout semester</p>	<p>Staff lead</p> <p>Staff lead</p>

Appendix B: Evaluation Plan for OIP. Adapted from *Developing, Monitoring and Evaluation Frameworks* (p.157) by A.Markiewicz and I. Patrick, 2016.