

Western University

Scholarship@Western

The Organizational Improvement Plan at
Western University

Education Faculty

8-16-2020

IMPROVING THE CAPACITY FOR COLLABORATION BETWEEN ACCESSIBILITY SERVICES AND COLLEGE FACULTY

Mitra Gorjipour
mgorjipo@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

Gorjipour, M. (2020). IMPROVING THE CAPACITY FOR COLLABORATION BETWEEN ACCESSIBILITY SERVICES AND COLLEGE FACULTY. *The Organizational Improvement Plan at Western University*, 133. Retrieved from <https://ir.lib.uwo.ca/oip/133>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

Abstract

Failing to provide access to students with disabilities can have far-reaching consequences for the student, society and the higher education organization (HEO). Facilitating access is a particularly sensitive task in the context of college education, considering the reliance of college faculty on practical methods of instruction and the complex needs of academically at-risk students enrolled at these organizations. In such a setting, faculty and accessibility services need to communicate, consult and collaborate seamlessly in order to provide support and ensure access for this student population. The problem of practice addressed here concerns overcoming barriers to cross-functional collaboration between faculty and accessibility services at my college which delay accommodation-related decision making and negatively impact students with disabilities.

Following Kotter's (1996) eight step model for change and principles of distributed and servant leadership, this organizational improvement plan proposes a conflict-resolution-focused solution in the form of mediation committees to address the disputes among faculty, accessibility services and students. Furthermore, tools from the social cognitive theory are used to facilitate organizational learning around principles of accessibility and accommodation planning (Bandura, 2000). It is important to note that the challenges around access to higher education resulted by tensions between faculty and accessibility services is not unique to this college (Sokal, 2016). Therefore, the work at hand has the capacity to improve the practices of other HEOs with similar organizational structures.

Keywords: cross-functional collaboration, conflict resolution, distributed leadership, college, accessibility services, students with disabilities.

Executive Summary

The ultimate goal of this Organizational Improvement Plan (OIP) is to enhance access for students with disabilities at my place of employment, one of Ontario's five Institutes of Technology and Advanced Learning. Chapter 1 of this OIP focuses on the organizational context and problem of practice (PoP). The specific barrier to access identified as the PoP is the tension between accessibility services and faculty that hinders communication and cross-functional collaboration, slowing down accommodation-related decision making. This in turn can lead to a number of consequences for students including disruption of studies, as well as limited access to registration and financial aid services. Furthermore, failing to address this PoP can result in legal action taken on by students with disabilities, damages to our reputation as an institute of access for the community and subsequently, a drop in enrollment rates and revenues. Together, these factors act as drivers of change, turning this PoP into an organizational priority (Buller, 2015).

In Chapters 1 and 2, I describe distributed and servant leadership as the suitable approaches to realize change with regard to the PoP. Distributed leadership is an appropriate fit as the authority, influence and information required to realize change are spread across the accessibility team and faculty. Therefore, co-leaders of change selected from each unit can ensure the appropriateness of the solution and improve stakeholder buy-in (Gronn, 2010; Kezar, 2018). Furthermore, the two units' misperceptions of one another's values act as a contributing factor to the PoP. To address this, co-leaders of change can rely on principles of servant leadership and social cognitive theory tools to facilitate organizational learning around the shared values of the two units, as well as the process of accommodation planning and implementation (Greenleaf, 2008; Robins, 2003).

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

With these leadership approaches in mind, in Chapter 2 I define the goals of the change plan as the following. Firstly, there is a desire for improvements in communication between faculty and the accessibility team in the form of additional time dedicated to synchronous communication and shared professional development opportunities. These changes are expected to enhance student experience at the organization reflected by a reduction in the wait-time for accommodation-related decisions and the number of student human rights complaints on grounds of disability-related discrimination. Moreover, it is hoped that implementation of this OIP will lead to uninterrupted access to college services for students with disabilities and improvements in students' perceptions of inclusiveness of the college which can in turn address the higher than average attrition rate among this population (McCloy & DeClou, 2013; Tinto, 1997).

In Chapter 2, I propose a solution that can effectively deliver these goals. The selected solution to the PoP is the establishment of school-specific mediation committees to address accommodation-related disputes among accessibility services, faculty and students. These committees will be made up of members representing the academic schools and accessibility services. Each school-specific committee will meet frequently to provide conflict resolution support on cases brought forward by members of the community of teaching and learning. Following the distributed leadership model of this OIP, each committee will have at least three co-leaders of change comprising two faculty and the accessibility consultant(s) assigned to the school. In line with principles of servant leadership, these co-leaders will facilitate the daily operations of their committee, while designing and delivering opportunities for organizational learning in the form of professional development intended for the broader college community.

Chapter 3 focuses on the implementation plan to establish these committees. As faculty at this college are divided into six academic schools, we require six school-specific committees.

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

The implementation plan will start with a pilot project with only one school-specific committee in year one, followed by college-wide engagement with the initiative in year two. This design allows us to gradually build momentum and use the successes and lessons learnt from the pilot project to secure the engagement of other schools at the college in year two. Throughout this plan, I will follow Kotter's (1996) eight step model for change which focuses on creating a sense of urgency, building a coalition, crafting a vision, securing buy-in from stakeholders, empowering stakeholders, celebrating small wins and demonstrating persistence in order to routinize the change into an organizational fixture.

In line with the PDSA model of leading change, Chapter 3 also includes different methods of measuring the success of the change plan in order to make adjustments when necessary (Saier, 2017). These measures include tools such as surveys distributed to the community of learning, as well as reviews of the underlying assumptions of the change plan to ensure its continued relevance and appropriateness (Pietrzak & Paliszkiewicz, 2015). Finally, Chapter 3 offers a stakeholder-specific plan for communication of the change initiative.

It is my hope that successful implementation of this OIP will alleviate some of the tensions between the two units and improve employee experience at this college, while simultaneously preparing and empowering students with disabilities to excel at the college and in later stages of life. It is important to note that this plan is reactive in nature and limited in removing all the barriers faced by students with disabilities in higher education. Therefore, future work on this topic should focus on proactive measures such as the *Universal Design for Instruction* which has the capacity to create an educational environment that is free from barriers for access for all members of the community of teaching and learning (Scott, Mcguire & Foley, 2003).

Acknowledgments

It is difficult to capture the long list of individuals who have supported me throughout my doctoral journey; nevertheless, the following is my attempt at this task. I'd like to begin by thanking my mother who has always been by my side and supported me unconditionally. Maman, you have taught me the value of education. Your teachings have shaped me into the person that I am today. I cannot thank you enough for everything that you have done to help me reach this point; from waking me up every morning for school to moving to a new country to provide me with better life opportunities. I also want to thank my father for always believing in my potential and pushing me outside of my comfort zone. Baba, thank you for motivating me to embark on this journey.

To my wonderful partner and spouse, thank you for believing in me. You have supported me so wholeheartedly and seamlessly, sometimes I forget all the sacrifices you have made for me to succeed. Thank you for encouraging me to prioritize this work above all else and understanding how important this journey has been to me. I know for the past three years, a common sentence at our house has been "we can't speak because I would lose track of this paragraph". I appreciate all your patience, love and support.

To my wonderful team of faculty at Western, you made this all possible. When I started this journey, I doubted whether I belonged. You have each empowered me and helped shape the way I look at the world today. This program has had such a profound impact on me and I thank each and every one of you for that. Finally, I thank my brilliant colleagues and peers in the higher education cohort who have turned the past three years into some of the best years of my life. I wish you all the very best in the next chapters of life.

Table of Contents

Abstract ii

Executive Summary iii

Acknowledgments vi

Table of Contents vii

List of Tables x

List of Figures xi

Acronyms xii

CHAPTER 1: ORGANIZATIONAL CONTEXT AND PROBLEM 1

Organizational Context 1

 Mission, Vision and Values 1

 History and Background 2

 Structure and Leadership 5

Leadership Position and Lens Statement 6

 Change Agency 6

 Leadership Lens and Position 8

Leadership Problem of Practice 11

Framing the Problem of Practice 13

 Historical Overview 13

 Theoretical Framing 15

 Recent Themes in Literature 16

Guiding Questions Emerging From the PoP 18

Leadership-Focused Vision for Change 20

 Need for Change 20

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

Desired Future.....	22
Change Drivers	24
Organizational Change Readiness	25
Overall Change Readiness	25
Readiness to Engage With This PoP.....	29
Chapter Conclusion.....	31
CHAPTER 2: CHANGE PLANNING AND DEVELOPMENT	32
Leadership Approaches to Change	32
Distributed Leadership.....	32
Servant Leadership.....	33
Framework for Leading the Change Process	36
Kotter’s Eight Step Model	39
Critical Organizational Analysis.....	42
The Gap.....	43
Contributing Factors to the Gap.....	45
Ideal State.....	47
Possible Solutions to Address the Problem of Practice	50
Upholding the Status Quo – Solution 1	50
Mandatory Course on Accessibility – Solution 2	51
Accessibility Drop-in Centre – Solution 3.....	52
Mediation Committees – Solution 4	53
Compare and Contrast of Solutions	56
Selected Solution and Justification	57
PDSA Cycle	59

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

Leadership Ethics and Organizational Change	60
The Academic Schools	60
The Accessibility Team	62
Addressing Ethical Tensions.....	64
Chapter Conclusion.....	65
CHAPTER 3: IMPLEMENTATION, EVALUATION AND COMMUNICATION.....	66
Change Implementation Plan.....	66
Goals and Priorities.....	66
Alignment With Organizational Strategies.....	72
Plan, Stakeholders and Resources.....	73
Stakeholder Reactions.....	80
Limitations and Challenges.....	82
Change Process Monitoring and Evaluation.....	84
Monitoring Change.....	84
Adjusting the Plan.....	88
Communication Plan.....	91
Communication With Change Implementers.....	92
Communication With Change-Recipients	96
Chapter Conclusion.....	100
OIP Conclusion and Future Considerations.....	101
References.....	104
<i>Appendix A: College Community Survey</i>	<i>120</i>
<i>Appendix B: Change Implementation Plan.....</i>	<i>122</i>
<i>Appendix C: A Visual Comparing Principles of Equality and Equity</i>	<i>124</i>

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

List of Tables

Table 1: Comparison of Proposed Solutions.....54

Table 2: Change Plan Goals and Priorities72

Table 3: Change Plan Milestones85

Table 4: Tools for Change Process Monitoring87

List of Figures

Figure 1: Kotter’s (1996) Eight Step Change Model42

Figure 2: Decision Making Tree for Adjusting the Change Plan91

ACCESSIBILITY TEAM AND FACULTY COLLABORATION

Acronyms

CTL (Centre for Teaching and Learning)

HEO (Higher Education Organization)

MCU (Ministry of Colleges and Universities)

OHRC (Ontario Human Rights Commission)

OIP (Organizational Improvement Plan)

PD (Professional Development)

PoP (Problem of Practice)

UDI (Universal Design for Instruction)

CHAPTER 1: ORGANIZATIONAL CONTEXT AND PROBLEM

This Organizational Improvement Plan (OIP) is intended to address an identified Problem of Practice (PoP) at my place of employment, one of Ontario's publicly-assisted Colleges of Applied Arts and Technology. The chapter at hand focuses on examining the organizational context and PoP, while proposing a vision for change and assessing the college's readiness to engage with a proposed change plan. The chapter also introduces elements of my leadership position and lens that complement the PoP and organizational context.

Organizational Context

The following is an overview of the college's mission, vision and values, as well as our history and organizational structure.

Mission, Vision and Values

This organization was originally established in the year 1967 as an institute of access for the community, intended to provide educational opportunities to marginalized and academically at-risk students (Skolnik, 2010). The central mission of the college which has endured little change over the years, defines our chief goal as supporting students in becoming responsible citizens, capable of contributing to their local and global communities (Harmsen & Tupper, 2017). As suggested by this mission statement, concepts of connectedness to community, democratic citizenship and internationalization are central to the identity of the college.

To date, the organization remains true to its original goal as we strive to recognize the diversity of our student body and their unique educational needs. Furthermore, we have been able to establish close connections with industry partners in order to develop programs and graduates that respond to the immediate and long-term needs of our community. The concept of internationalization is also well represented in the vision of the college in terms of preparing

students to become global leaders. The organization is well-situated to support this goal due to its geographic location in a large multicultural city which can be desirable for international students (Maria Cubillo, Sanchez & Cervino, 2006). At the moment, international students approximately make up twenty percent of our student population (Decock, McCloy, Steffler & Dicaire, 2016). This diversity enriches the culture of our student population and prepares students for collaboration at the global level (Cudmore, 2005).

In terms of guiding principles, equity, inclusion and innovation are central values of the college, along with academic excellence. The emphasis on the latter can be explained through the college's designation as an Institute of Technology and Advanced Learning (ITAL) which stems from the Post-Secondary Education Choice and Excellence Act (2000). This act granted a select number of Ontario colleges ministerial consent to have four-year degrees make up to 15% of their program roster, marking an increase from the 5% degree program allowance otherwise available to colleges in the province (Harmsen & Tupper, 2017). This change in the college's program roster has resulted in an organizational need to improve the credibility of our degree programs that are judged against those offered by historically undergraduate universities of the region (Harmsen & Tupper, 2017).

History and Background

In this section, I explore my organizational history and context with regards to political, economic and social elements.

Political and economic. As we depend on public funding controlled by the provincial government, regional politics have a significant impact on the budget and finances of the college (McMillan & Baxter, 2011). The recent tuition cut imposed by the provincial government on Ontario's publicly-funded higher education organizations is one example of such impacts

(Ministry of Colleges and Universities [MCU], 2019). On the surface, this mandate appears to improve access to colleges and universities, providing opportunities for Ontarians to realize their full citizenship potential (Busch, 2017). A deeper look at the matter, however, reveals the negative impacts of this mandate including the constraints it places on colleges and universities. These pressures can force the HEOs in the province to engage in protective financial practices such as hiring halts, expanding class sizes and an overreliance on standardized testing to make-up for limited faculty time; practices that over time can damage the quality of the education offered at the organization (Busch, 2017; Lasher & Greene, 2001).

Fortunately, we have been able to mitigate this financial pressure by increasing our program roster and enrollment rates. The unique geographic location of the college has contributed to this success as it allows us to attract international students (Decock et al., 2016). In addition, the applied degree programs offered by the college have been quite attractive for prospective students. Designed to provide students with industry experience, these degrees have been associated with higher post-graduation income and employment rates, compared to the traditional undergraduate degree programs offered by local universities (Statistics Canada, 2019). These elements, paired with college-wide efforts to improve the credibility of our degree programs, have turned this college into a competitive higher education organization in the region, reducing the impacts of the provincially proposed tuition cuts on our operations.

The relative financial stability of the college contributes to a positive institutional atmosphere where morale remains high as units are not functioning under undue fiscal pressure (Lasher & Greene, 2001). The college administrators continue to dedicate funding to employees' professional development, avoid heavy reliance on part-time and sessional workers and remain capable of responding to increased service demands by way of increasing human resources.

Together, these factors have led to an organizational culture of engagement where employees are ready to explore change and are committed to realizing institutional goals.

Social tensions. While the picture depicted above is promising, there are issues worth exploring at the organization. In particular, our goals which can be described as rather ambiguous have resulted in some tensions (Manning, 2018). The Post-Secondary Education Choice and Excellence Act (2000) not only resulted in changes in the make-up of the college's program roster, it also shifted our main alliance from industry to academia (Skolnik, 2010). As a result, the organization has become overly protective of academic excellence in an attempt to improve measures related to degree credibility (Harmsen & Tupper, 2017). This impact goes beyond degree programs and affects diploma and certificate programs that are part of transfer pathways (Skolnik, 2010).

Yet, the college remains true to its original goal of providing higher education access to students from the community (Skolnik, 2010). As a result, the academic capabilities of students admitted to our programs are often significantly and negatively impacted by challenges such as financial and parental responsibilities (Lopez-Rabson & McCloy, 2013). In order to support this student population, we require flexible methods of teaching and assessment that are unlike the traditional style of university instruction. The latter has been recently embraced by the college in response to mimetic and isomorphic institutional pressures to replicate practices common to universities (Harmsen & Tupper, 2017; Morphew, C. (2009).

In the absence of the above pressures, values of academic excellence and inclusion can be upheld simultaneously (Haezendonck, Willems & Hillemann, 2017). However, these values become contradictory when innovative approaches to college education are replaced by the rigidity of university instruction (Harmsen & Tupper, 2017). Examples of college-specific

instructional methods include flexibility around due dates and missed assessments in support of parental responsibilities or employment; a practice that has been fading at this college as of late. Conversations with our faculty often reveal sentiments of being pulled in many directions, unsure of which values to prioritize in the case of a conflict.

Structure and Leadership

Decision making at this college is decentralized and distributed leadership prevails as power and authority are well represented at different points of the organization (Gronn, 2010). Each department has an extensive level of decision-making autonomy with a mandate to remain in line with the central values and vision of the college. This in turn has resulted in a strong support for grassroots initiatives, believed to be a necessary tool for innovation (Buller, 2015). An example of this support is visible at the college's annual conference to showcase innovative initiatives undertaken by college employees. Additionally, the college provides funding for grassroots research and innovation as a way to support bottom-up change. However, it is worth noting that a clear preference is given to aiding faculty in advancing their initiatives, and in contrast limited attention is paid to support staff. This frequently leads to tensions and a cultural rift between the two groups (Bergquist & Pawlak, 2008).

The binary between faculty and academic administrators is less visible at the college, thanks to the extensive history of most of these leaders having held teaching positions in the past. This has led to a strong support for the collegial management model among academics at the college (Alleman, Allen & Haviland, 2017). However, support staff often complain about their administrators, many of whom closely follow the rigid structures and tenets of the bureaucratic organizational model (Bergquist & Pawlak, 2008; Morgan, 2006). The practices of non-academic leaders at the college that contribute to these tensions include elements of micro-managing,

controlling information and limiting employee authority (Morgan, 2006). It is in this atmosphere that I strive to lead and realize change.

Leadership Position and Lens Statement

Leaders often have a significant impact on their organizations, ranging from the lived experiences of employees to the effectiveness of the organization as a whole. Therefore, an ethical approach to this important task requires leaders to be intentional in their position, agency and practice. Here, I define my agency and leadership position.

Change Agency

Every attempt at leadership requires a change agent or agents who play a central role in initiating and formulating a change plan (Baer, Duin & Bushway, 2015). This change agent(s) then collaborates with other organizational members to execute the plan and realize change (Baer et al., 2015). To define my agency in any proposed change plan, it is important to note that I have no oversight of other employees at the college. As a result, I am an informal leader engaging with a bottom-up and grassroots initiative (Kezar, 2018).

At first, I was discouraged by my role as an informal leader with limited access to change tools such as resource allocation and policy adjustment (Kezar, 2018). However, the emphasis in the literature on the importance of informal institutional leaders inspired me to revisit my agency, power to realize change and scope of influence (Hongseok, Labianca & Chung, 2006; Miner, 2013). Power and influence are the factors that allow one to motivate change, realize plans and mobilize teams (Bótas & Huisman, 2012; Morgan, 2006). While situational authority is connected to and at times a catalyst for power and influence, Birnbaum (1991) suggests this correlation is not always guaranteed. This is especially the case in higher education where elements of collegiality and academic advocacy push against corporate managerialism (Busch,

2017; Morgan, 2006). As a result, we often observe the creation of a politically-charged *organized anarchy* that is selective in participation and resistant to unquestioned subordination (Clark, 1985). In such political environments, members tend to engage with leaders based on the leaders' level of organizational power and influence, and not their situational authority alone (Pusser, 2003). A grassroots initiative led by an influential informal leader has the potential to be well embraced by organizational members in such an environment.

As the most recent addition to my team and a relatively new employee at the college, initially the scope of my power and influence were minimal and questioned. Political theories explain this phenomenon by highlighting the importance of one's history with the institution as a predictor of their level of influence (Oreg, Vakola & Armekanis, 2011). In particular, Manning (2017) builds upon Baldrige's (1971) political theory on higher education to suggest that organizational history allows one to accumulate power and influence through networking. This influence gained through "associations of the past", can then be exchanged for future favors in decision-making, resource allocation and beyond (Manning, 2017, p. 166).

While my scope of influence was originally limited at the time I joined the organization, I have since used the following networking strategies to build a certain level of power, trust and influence among my colleagues. First, I chair our departmental committee on professional development. In the flat and collegial structure of the department, this position has granted me the opportunity to showcase my leadership skills. This role has also allowed me to build strong alliances with prominent leaders across the college due to the collaborative nature of the work. As a result, I have been able to gain political influence and trust through association and alliance (Ellis, 2016).

Furthermore, as a steering committee member for the Canadian Association of College and University Student Services (CACUSS), I have represented my team at a broader platform, acting as the liaison between our college and other national HEOs. This role has legitimized my agency through association with an external professional body (Manning, 2018). Finally, my strong presence at the academic union as a member and the nature of my work that extensively relies on interactions with professors have helped me create a working history with many faculty and a positive reputation among them; factors that increase the acceptance of my role as an informal leader for change among faculty (Kezar, 2018).

I provided the above history to explain the reasons why my agency in a change initiative may be embraced by my colleagues. However, revisiting the concepts of power and influence are pertinent to this discussion. Placing power and influence with a limited number of individuals is a colonial way of being and thinking that needs to be contested in order to realize equity and empower the voices of those who have been oppressed and marginalized (Bacchi & Goodwin, 2016; Blakesley, 2008). Yet, as Gronn (2010) suggests, in the absence of leadership even the most capable and exemplary individuals can fail to mobilize collectively. To lead change, an agent requires some level of power and influence among their team (Kezar, 2018). With this in mind, I have come to accept agency and influence as a necessary requirement for change leadership (Baer et al., 2015). Nonetheless, I continue to remain mindful of the responsibilities that are associated with power and influence to ensure equity and representation.

Leadership Lens and Position

To lead with intention, one needs to clearly define their leadership position. In this section, the principles of distributed and servant leadership that inform my work are explored.

Distributed leadership. Heroic notions of leadership with a single visionary leader at the heart of an initiative have been challenged by scholars such as Eddy and Van Der Linden (2006), Brown and Hosking (1986) and Yukl (1999). As a leader, I take inspiration from Gronn's (1954) work on distributed leadership, defined as an approach that recognizes power and agency to be distributed in a network and not solely available to the change leader (as cited in Gronn, 2010). It is relevant to note that this type of leadership does not question the central position of the leader (Bolden, 2011). Instead, it highlights the importance of co-leaders who need to take on managerial and leadership tasks in order to realize change (Brown & Hosking, 1986; Yukl, 1999).

To elaborate the importance of this approach to my work, I should highlight that successful implementation of change initiatives often requires stakeholder buy-in from different departments. Due to the political environment of this college, employees are more likely to engage with initiatives led by leaders with perceived political power and influence (Pusser, 2003). While the accessibility team accepts me as an informal leader with the skillset and scope of influence to realize change, other members of the college community may not share this perception. Therefore, it is important for me to collaborate with other influential co-leaders from different departments across the college to realize organizational change (Gronn, 2010).

This approach is supported by Baldrige's (1971) political theory on higher education which highlights the importance of a leadership coalition as the *powerbase* to realize change in the political environment of HEOs. Through this approach, one can create a distributed leadership network that is capable of influencing all the stakeholders involved (Eddy & Van Der Linden, 2006). The diversity in the make-up of a leadership coalition can also ensure different perspectives are reflected at different planning stages, improving the effectiveness of the plan as a whole (Beer, 2015).

While distributed leadership appropriately fits the political backdrop of my work, it does not offer many specific tools for leading change among change-recipients. Instead, this leadership style heavily focuses on the ways that the task of leadership can be divided among co-leaders of change. In order to address this shortcoming, I follow the tenets of servant leadership to access specific tools in working with recipients of change. It is important to note that servant leadership on its own is also insufficient in leading change at my college. This is the case as servant leadership does not specifically respond to the political environment of the college or the need for diversity of opinions among change leaders (Pusser, 2003). The following is a description of servant leadership, as well as an exploration of its fit to my organization.

Servant leadership. Servant leaders act as facilitators for change, constantly seeking to determine whether team members have access to resources and the information necessary to equitably participate in the change process (Sergiovanni, 1994). This type of leadership brought to light by Greenleaf (2008), prioritizes team learning and individual growth. Considering this emphasis on learning, elements of the social cognitive theory can serve as a foundational framework for servant leadership.

As highlighted by Bandura (2000), organizational members can learn new behaviors and strategies through social cognitive tools. Examples of these tools include modeling of the desired behavior and training sessions focused on cultivating a sense of mastery that would increase the possibility of engagement with the new behavior (Bandura, 2000). Other social cognition change tools such as sense-making and data presentation can also be used as part of servant leadership strategies to support employee development (Albert & Spears, 2012). Finally, social cognition tools can facilitate shifts in perceptions by providing stakeholders with learning opportunities to better understand each other's perspectives (Greenleaf, 2008; Wood & Bandura, 1989).

Another element of servant leadership that is of particular interest is the emphasis it places on the ethics of decision-making and member involvement in the change process (Sendjaya, Sarros & Santora, 2008). Having an ethical and reflective approach to leadership is central to this work. As formal and informal leaders embrace dynamics that place the decision-making power with a certain few, it becomes crucial for these leaders to acknowledge the impact of their work on team members who are not in leadership positions (Blackmore, 2013). Yet, employee voices are often silenced as a way to ensure the initiative follows its originally planned path. Examples of the latter are visible in literature on change resistance that paint the leaders as visionary and the resistant followers as road-blocks that need to be overcome (Armenakis & Harris, 2009; Buller, 2015).

Leaders who suppress employee feedback in response to change, risk severing the bond between employees and the organization, as well as negatively impacting the quality of life of these members (Kaur & Kaur, 2014). This is particularly the case as employees often spend the majority of their waking moments at their jobs. It is difficult to imagine that employees engage in this kind of behavior solely to make a living (Morgan, 2006). Instead, many seek higher meaning in their contributions and a sense of connectedness to their organization (Kaur & Kaur, 2014; Kezar, 2018). With tenets of servant leadership as my guiding principles for this work, I strive to further cultivate this sense of connectedness by remaining sensitive to the voices of those who are involved in the change process (Albert & Spears, 2012).

Leadership Problem of Practice

As an accessibility consultant, I work closely with students and faculty to recommend academic accommodations that remove the barriers faced by students with disabilities. Our approach to accommodation planning is similar to our community of practice; a task primarily

left to the accessibility team who have limited exposure to instruction (Killean & Hubka, 1999; Weis, Dean & Osborne, 2016). Therefore, accommodation plans often overlook elements such as faculty's resistance to certain accommodations or the bona fide learning outcomes of courses that should not be modified by accommodations (Sukhai & Mohler, 2017). Retro-fitting of accommodation plans can lead to long and at times heated conversations between the accessibility team and faculty, negatively impacting students and jeopardizing the timeliness of this process (Ontario Human Rights Commission [OHRC], 2003). Complexities resulted by the distribution of authority and power pertaining to this matter have led to a lack of ownership, leaving formal leaders uninspired to improve our current circumstances (Günzel-Jensen, Jain & Kjeldsen, 2018). This has created a demand for a bottom-up change initiative by informal leaders such as myself (Jones, Lefoe, Harvey & Ryland, 2012). The identified PoP concerns the tensions between faculty and the accessibility team that negatively impact their communication and collaboration, limiting the college's ability to support students with disabilities. In particular, how might we improve communication and conflict resolution capacity between faculty and the accessibility team at this college?

Lack of trust and competing pressures placed on each group are some of the barriers in the way of collaboration between the two units. Faculty, pressured to improve academic excellence, oppose accommodations that seemingly make the education easier for students with disabilities (Harmsen & Tupper, 2017; Sukhai & Mohler, 2017). The accessibility team, concerned with facilitating equitable access, question faculty's empathy for persons with disabilities and their level of concern for student success (Beilke & Yssel, 1999). As outlined previously, the two units do not have access to many opportunities to address these tensions until they engage in conversations around specific student accommodation requests. It is not

surprising that these conversations are often sidetracked by arguments on the values held by each unit, inappropriately slowing down the process of accommodation planning.

Ultimately, these tensions impact students with disabilities by creating long-wait times in responding to accommodation requests. This is especially the case considering the growing complexity of accommodation requests and the subsequent need for innovative institutional responses to these requests (McCloy & DeClou, 2013). As Buller (2015) suggests, innovation and creativity do not occur in isolation, and instead require systems thinking and collaboration between the parties involved. Yet, this PoP hinders consultation and collective planning. Furthermore, students often interpret the tensions between the two units as faculty's lack of support for their accessibility needs. The latter can erode students' sense of trust and belonging to the organization.

Framing the Problem of Practice

This section focuses on the identified PoP and the need to act. I begin the section by reviewing the factors that have contributed to the current gap, followed by the organizational theories that further explain this PoP. I then conclude the section by presenting the drivers of change that turn an improvement plan to address this PoP into an organizational priority.

Historical Overview

The *Vision 2000* report was published in the year 1990 to provide future direction to the Ministry of Colleges and Universities (Pascal, 1990). This report has played an important role in the history of accessibility services in Ontario. One of the report's areas of focus was the limitation of special education at colleges, later inspiring the province-wide establishment of formal disability service offices on HEOs' campuses (Pascal, 1990). In the absence of these offices, accommodation planning at publicly-assisted colleges was a matter left to be resolved

between students with disabilities and their professors (Lindsay, Cagliostro & Carafa, 2018). This required the student to tell and retell their life stories to each faculty, resulting in a state of *story-telling fatigue* (Prince, 2009; Sukhai & Mohler, 2017). Furthermore, this design left the students quite exposed as they were required to share the most intimate details of their health and disability with faculty they barely knew in order to access accommodations (Lindsay et al., 2018).

At the time, students with disabilities likely refrained from requesting accommodations from faculty who did not openly express their support for accessibility and inclusive education (Wright & Meyer, 2017). Students' limited negotiation and self-advocacy skills paired with the stigmas associated with disability conditions could have also played a role as barriers to access in a system that lacked a central disability services office (O'shea & Kaplan, 2017; Palmer & Roessler, 2000). Finally, it is feasible for issues around security of sensitive documentation and confidentiality of records to have discouraged students with disabilities from requesting accommodations directly from their professors (Sukhai & Mohler, 2017). The *Vision 2000* report recommended for post-secondary institutions to receive special funding in order to offer services in support of persons with disabilities (Pascal, 1990). Little is documented around the decision-making process that later led to placing disability services under the broader umbrella of student affairs.

Since then, most colleges in Ontario have rebranded their disability offices as accessibility services, as we have come to embrace social models of disability that recognize lack of access as a consequence of environmental barriers and not the disability condition itself (Haegle & Hodge, 2016). However, higher education organizational structures that include accessibility services as part of student affairs continue to be prevalent to date. Based on my

experience working in this field for the past eight years, this structure leads to positive outcomes including the impartiality of accessibility services as they remain separate from the academic units. Furthermore, this structure allows a central approach to accommodation planning across all academic units, leading to higher consistency in practice, stronger infrastructure and improved confidentiality measures. A negative outcome of this structure, however, is that it separates the accessibility team from faculty leading to limited opportunities for communication and shared professional development.

Theoretical Framing

Baldrige's (1971) political theory of higher education provides a framework that well explains the behaviors demonstrated by employees at this organization and the stakeholders involved in the PoP. According to Baldrige's (1971) theory, employee behaviors in HEOs cannot be simply accounted for through organizational structures and policies. Instead, this theory explains organizational decision making and behavior through the following five tenets; (a) conflict is a natural and unavoidable element in HEOs, (b) each "organization is fragmented into many power blocks and interest groups", (c) most decisions are made by the group with the highest level of power, (d) individuals with informal power can overcome those with situational authority, and (e) organizational decisions are the result of negotiations between internal and external power groups (Baldrige, 1972, p. 8). These elements manifest themselves in the PoP as the accessibility team and faculty act as separate power blocks facing constant conflict. This conflict often revolves around student-specific accommodation requests and is resolved through the use of political tools such as negotiation and external influence from college administrators and the human rights office (Baldrige, 1972).

Pusser (2003) further builds upon Baldrige's (1971) theory to describe higher education as an environment in which individuals seek self-interest and group membership based on shared values. Clashing of values is an important element of Baldrige's (1971) political theory that impacts this PoP (Ellis, 2016). As the accessibility team and faculty have access to limited opportunities for discussion, over time they have formed misperceptions around the values held by one another. This has led to the rift between the two units that further limits communication. To explain this phenomenon, Baldrige (1971) proposes that cross-collaboration and communication between members belonging to opposing power blocks can lead to loss of group status for the perpetrators. In the sections to come, I highlight other elements of Baldrige's (1971) political theory that affect the PoP.

Recent Themes in Literature

The identified PoP is not a unique issue only present at our college. Similar instances have been documented elsewhere in Canada by scholars such as Sukhai and Mohler (2017), as well as Sokal (2016). In particular, Sokal (2016) proposes the following categories as the main contributing factors to this rift; concerns around fairness and appropriateness of accommodations, role ambiguity and directive communication. Hence, I now explore each of these factors in the context of this college.

Accommodation fairness and appropriateness. Some faculty at the college question the fairness of accommodation plans, inappropriately comparing students with disabilities to their peers without disabilities (Beilke & Yssel, 1999; Sukhai & Mohler, 2017). While this practice may be well-intentioned and simply resulted by lack of exposure, it also tends to ignore the unique challenges experienced by students with disabilities on a daily basis (Sukhai & Mohler, 2017; Thomas, 2000).

Furthermore, some faculty question the appropriateness of accommodation plans based on our institutional goal of graduate employability. As a cornerstone of college education, our team of faculty constantly strive to prepare students for future work. Considering the limitations of workplace accommodations in comparison to academic settings, faculty at this college often object to academic accommodations that may not be as readily available in the workplace (Skolnik, 2010; Sukhai & Mohler, 2017). Extensions and support around disability-related absences are examples of such accommodations that often lead to disagreements between the two units (Beilke & Yssel, 1999; Sukhai & Mohler, 2017).

What these objections do not take into account is the legal mandate placed on workplaces to provide accommodations to persons with disabilities capable of completing the designated task with access to accommodations (OHRC, 2017; Sukhai & Mohler, 2017). Furthermore, students with disabilities are mindful of their strengths and weaknesses, and often seek positions that provide built-in support around their disability-related needs in the work environment (Sukhai & Mohler, 2017).

Role ambiguity and directive communication. Roles and responsibilities are often left ambiguous in the field of accessibility in higher education. At our college, accommodation planning is a task assigned to the accessibility team. However, complications arise when faculty decline accommodation requests shared by the student or the accessibility team who may approach faculty on behalf of the student. In such cases, the accessibility team encourages students to connect with the organizational human rights office on campus to seek a resolution. The flaw of this design is the lack of timeliness of this process which can take up to a few months. In order to address this organizational shortcoming, accessibility consultants have informally started to police the implementation of accommodation plans through the use of

directive language. Without situational authority, this role ambiguity is often a source of conflict with faculty who object to the directive language used by the accessibility team (Sokal, 2016). In the political context of the organization, use of such directive language by the accessibility consultants can be deemed as a tactic to shift perceptions of power in order to improve their scope of influence and as a way of supporting students (Ellis, 2016; Kezar, 2018).

Guiding Questions Emerging From the PoP

When considering this PoP, six themes in questions emerge. My first question is inspired by Parker's (2000) work, as well as Oreg, Vakola and Armekanis (2011) who point out the importance of organizational history in shaping stakeholder attitudes and perspectives toward change, subsequently, determining the level of organizational change readiness. As a relatively new employee with only four years of experience at this college, I believe learning about the organization's history can improve the possibility of the success of a proposed plan for improvement (Wanous, Reichers & Austin, 2000). Therefore, I question what has transpired in the history of this organization that has led to the current gap in practice. Considering that the limited instruction experience of the accessibility team is a contributing factor to the PoP, I particularly wonder why accessibility consultants at the college have not been selected from a pool of applicants with experience in instruction? To justify this question, I should point out that the accessibility consultants at the college are academic employees and members of the faculty union.

This hiring practice, paired with the reporting structure of the two units, have contributed to the divide between the accessibility services and faculty. This is the case as the two units report to separate deans and have limited opportunities for shared professional development in order to align with similar organizational goals (Montesino, 2002). With this in mind, a few other

questions arise. For example, would restructuring of accessibility services as part of academic affairs improve the alignment of the two units? Or would such restructuring lead to lack of impartiality in the process of accommodation planning? In the political backdrop of this PoP, it is important to keep in mind that there exists a pressure to perform acts of favor for colleagues (Ellis, 2016). This pressure can lead to inappropriate decision making by the accessibility team around accommodations, should they be housed directly within the academic units.

Beyond the current organizational structure, a few other questions also stand out. Earlier in this chapter, I proposed clash of values as a contributing factor toward the gap in practice. However, does this approach stereotypically place all faculty and their values in one cluster and ignore individual differences? This becomes further complicated as a result of the large number of academic employees at this college. Considering the important role played by employee personality traits in their level of engagement, how can we account for individual differences among stakeholders (Wang, Zhang, Thomas, Yu & Spitzmueller, 2017)?

Another contributing factor to the PoP is faculty's limited time for collaboration. The reliance of this college on part-time and adjunct faculty is part of a broader human resources management trend across Ontario HEOs (Brownlee, 2015). Busch (2017) suggests this to be reflective of deeper social shifts and the neoliberal schema that has devalued labor, leading to the inappropriate dominance of the market mentality in higher education. Yet, it is also important to recognize the financial pressure placed on the college by the recent provincially imposed tuition cuts (MCU, 2019). With limited revenues, how can we afford to dedicate more faculty time to disability-related support considering it only affects around 10% of our entire student population (McCloy & DeClou, 2013)?

On that note, what are some of the consequences of dedicating additional faculty time to collaboration with accessibility services? The college identifies as an institute of access supporting a student body that is negatively impacted by a variety of social and economic factors (Harmsen & Tupper, 2017). Would this emphasis on students with disabilities limit faculty's capacity to support students who are experiencing life adversities not protected by the provincial human rights code? And if so, is that an ethical practice?

Finally, as we place the students at the centre of this PoP, I question the role that students play in connecting and disconnecting faculty and accessibility services. At this college, students often act as the middle person between faculty and the accessibility team, relaying information between the two units regarding what the other group has said or done. These accounts, impacted by students' memory and emotions, may not always be accurate and could lead to misperceptions, deepening the rift between the two units (Storbeck & Clore, 2005). Therefore, I ask in what ways can we measure the extent of this influence and formulate solutions in response to it?

Leadership-Focused Vision for Change

A successful change initiative requires a vision that appeals to all stakeholders. In this section, I explore the vision for change by first reviewing the need for change, followed by expectations of a desired future.

Need for Change

If not addressed appropriately, the identified PoP can lead to a number of negative consequences for students, employees and the organization as a whole. Most important of these consequences are the impacts on students with disabilities considering their vulnerability and historic marginalization (Prince, 2009). As stated earlier, this PoP leads to a lack of timeliness in

responding to accommodation requests. These delays can be stress-inducing for the student and lead to flare-ups, limiting their ability to manage disability-related symptoms (Sukhai & Mohler, 2017). As a result, the student's overall capacity to engage with academic work may become limited, affecting them in every course. In cases where this delay occurs at the end of the semester, it can also lead to registration holds, lack of access to financial aid, loss of eligibility for residence and finally, social isolation resulted by loss of membership in the student's original cohort (Mamiseishvili & Koch, 2011; Newman & Madaus, 2014). Together, these factors may be contributing to the higher than average attrition rate observed among students with disabilities (Lopez-Rabson & McCloy, 2013).

When we consider wait-times in responding to accommodation requests, it is important to acknowledge the role played by due process. In the arena of accommodation planning, following due process can be quite time consuming in nature, yet play a fundamental role in ensuring the appropriateness of accommodations (Colker, Grossman & Milani, 2014). Organizations are responsible to address accommodation requests in a timely manner and remain sensitive to what constitutes as timely in the student's life (Colker et al., 2014). For example, while in many settings a three-week wait time may be deemed as appropriate, in the context of a fourteen-week semester such a wait time can have severely negative consequences for the student. On that note, while the time dedicated to thoroughly considering a request can be justified, organizational delays resulted by tensions between faculty and the accessibility team need to be addressed proactively as they would not be accepted as reasonable sources of delay (Colker et al., 2014; OHRC, 2003).

Desired Future

In proposing a change plan, a priority is to deliver us to a desirable future state where the PoP is resolved and its impacts are appropriately addressed. Front and centre in this vision for change is improvements to our team's work environment. Currently, accessibility team members experience a high level of pressure coming from students who are entitled to timely responses, faculty who may not exhibit collegiality in their interactions with the team, and administrative leaders who expect appropriate and timely handling of accommodation requests. On the latter note, it is important to keep in mind that inappropriate responses to accommodation requests from faculty are not only a liability, but in cases of legal action from students, can also jeopardize the accessibility team member's continuity of employment at the college (Colker et al., 2014). Essentially, in cases of legal action against the college, administrative leaders often blame accessibility consultants for failing to educate faculty on the appropriateness of accommodations or mobilizing stakeholders in a timely fashion. I argue, in the current circumstances of this college and given the tensions between the two units, it is very difficult if not impossible for the accessibility team to meet these expectations.

To elaborate, the college currently has eleven accessibility consultants in its employment who work with approximately over 3,000 registered students with disabilities, 3,500 partial load and full-time faculty, and a fluctuating number of part-time faculty who make up close to 50% of our teaching personnel. Each day, consultants spend a considerable amount of time addressing faculty questions on accommodation implementation and appropriateness. This task is further complicated by the limited on-boarding training that the college offers to part-time faculty, including little information on academic accommodations. Therefore, this training is often left to the consultants who need to educate part-time faculty on the topic of academic accommodations.

The disparity in the number of consultants versus faculty places a high demand on consultants who simultaneously need to complete new student intakes and address returning student questions on a daily basis. The team of consultants mask the effects of this staff shortage through unclaimed overtime, resulted by a departmental culture that has shaped over the years. Consultants who do not adhere to the cultural value of prioritizing work above all, are often labelled as irresponsible, apathetic and unengaged with work. While the team manages to respond to the high volume of inquiries, they experience an excessive level of stress that is further exacerbated by negative interactions with faculty.

A desired environment is one where all faculty have access to training and sources of information other than one-to-one interactions with consultants. This goal not only alleviates some of the pressure placed on the accessibility team, it can also reduce the time lapse in responding to accommodation-related questions resulted by each consultant's limited availability. This in turn can increase the amount of time available for more complex accommodation-related consultations between faculty and the accessibility team (McCloy & DeClou, 2013).

Furthermore, it is important for us to address and resolve the tensions that stem from misperceptions of the values held by each unit. The latter can lead to improvements in the quality of conversations between the two units, leading to more productive discussions that can better serve student needs and provide for a more pleasant working environment for faculty and consultants. Together, these measures can lead to more frequent, productive and in-depth conversations between the two units and in the process, improve access for students with disabilities enrolled at our college.

Change Drivers

I conclude this section by presenting the drivers of change that demand action in response to the PoP. Above all, the college has an ethical responsibility toward students and the society to provide persons with disabilities access to higher education (Prince, 2009). To elaborate, it is important to keep in mind that education is both a public and private good (Busch, 2017). This means that withholding access to a certain group even if unintentional is not only a disservice to that group, but it also deprives the society from the contributions of that group had they fulfilled their educational goals and potential (Busch, 2017).

Furthermore, a social driver for this OIP is a change in our student population who are now more aware of their rights and object to traditional and hierarchical power dynamics of higher education (Green, 2019). This can lead to financial consequences for the college if this PoP remains unaddressed, as students may choose to escalate the matter legally and bring suit against the college on the grounds of disability-related discrimination (Katsiyannis, Zhang, Landmark & Reber, 2009; Thomas, 2000). Moreover, considering the prevalence of social media and advances in information technology, inappropriate handling of accommodation requests including long wait-times can severely tarnish the reputation of the institution and subsequently impact our enrollment rates (Balaji, Khong, & Chong, 2016; Sukhai & Mohler, 2017).

Pressured by these change drivers, we are in need of college-wide engagement to realize change. This requires not only the involvement of direct stakeholders including faculty, the accessibility team and the administrators at the college, but engagement from our broader community. The latter is connected to two final identified drivers of change; the community of practice for accessibility professionals and the Ontario Human Rights Commission. The OHRC, a forceful legislative driver for change, has been pushing to improve the accessibility of higher

education organizations in Ontario for some time. Their latest attempt in the matter came in the form of a policy letter to the presidents of Ontario colleges and universities, demanding lowering of documentation requirements for students with mental health disabilities (OHRC, 2017). This letter along with other communication shared by the OHRC, clearly outline consequences of failure to change including action at the tribunal level (OHRC, 2003; OHRC, 2017).

Finally, accessibility consultants at the college are members of the College Committee on Disability Issues (CCDI). The CCDI is a progressive platform that pushes boundaries of traditional models of disability services, is concerned with social justice and encourages its members to adopt critical perspectives toward equitable access for persons with disabilities (CCDI, n.d.). Together, the mandates of the CCDI and the OHRC have brought to light the importance of accessibility at our college, pressuring us to act in response to this PoP.

Organizational Change Readiness

In this section, I first look at this organization's overall readiness for change, followed by the capacity of stakeholders to engage with a plan for organizational improvement pertaining to the specific PoP.

Overall Change Readiness

According to the framework proposed by Judge and Douglas (2009), we can assess the overall readiness of an organization to change by looking at the following eight factors; "trustworthy leadership, trusting followers, capable champions, involved middle management, innovation culture, accountable culture, effective communication and systems thinking" (p. 638). Here, I explore each of these factors.

Trustworthy leadership. As the title suggests, the question at the heart of this section is whether the management team at the organization have in the past demonstrated the type of

leadership behaviours and ethical standards that can justify employees' trust in this team (Judge & Douglas, 2009). Senior leaders at this college have consistently prioritized educational excellence and democratic citizenship, resisting the pressures of the academic capitalist movement marked by overly corporate and managerial practices in higher education (Rhoades & Slaughter, 2004). Their ongoing commitment to labor equity and compassionate approach toward student support are other factors that contribute to employees' positive perception of the management team at the college. Furthermore, these leaders are not known to have been involved in any scandals or exhibited adversarial behavior toward employees or students. Together, these factors have resulted in the perception of trustworthiness of most senior leaders at the organization.

Trusting followers. This factor relates to whether employees at the college have the capacity to trust their leaders, believing them to be reliable and capable of steering the organization in the appropriate direction (Judge & Douglas, 2009). To some extent, the answer to this question depends on the specific group of employees in mind. The decentralized structure of the college with regard to academic decision-making has resulted in most tenured faculty not feeling micromanaged by senior leaders (Andrews, 2017). However, the experience of part-time and partial load faculty who together make up close to 80% of academic employees may be different as they are often not offered the same level of academic freedom as their tenured peers (Brownlee, 2015). Furthermore, most support staff do not share the same level of freedom in decision-making as full-time faculty. Limited professional autonomy can signal management team's lack of trust and discourage the reciprocation of this feeling (Busch, 2017; Brownlee, 2015). Therefore, the discrepancy in the treatment of tenured faculty and other college employees can hinder employees' trust.

Capable champions. Cordiner, Thomas and Green (2018) define champions of change as influential change participants who implement and informally promote the change initiative. Champions of change can play a significant role in the success of change plans at the college, given the highly political environment of the organization. In such environments, organizational members follow change champions who have political power, are well accepted by their community of practice and possess social and human capital such as community trust and experience (Chrusciel, 2008). I have been able to identify a select number of change champions at the college who have a long history with the organization and are well-trusted among peers. Securing the engagement of these champions of change should be one of the top priorities of a plan for improvement. Furthermore, keeping my distributed leadership approach in mind, securing the participation of these champions as co-leaders of change can improve the chances of success of a change plan (Cordiner et al., 2018).

Involved middle management. Judge and Douglas (2009) define this factor as the ability of middle managers to act as the connecting link between senior administrators and employees, translating the change vision for each stakeholder group. Furthermore, middle managers facilitate the implementation of the change plan by securing the necessary resources. In our department, the supervisor of the accessibility team acts as the middle manager between front-line service providers and senior institutional leaders. During her years with the department, she has proven to be involved, supportive of employee initiatives and at all times, demonstrating a high level of follow-through.

Innovation culture. A culture of innovation is marked by support for creativity and employee empowerment to facilitate bottom-up initiatives that can improve the organizations' overall ability to function (Buller, 2015). At our college, cultivating a culture of innovation has

been named as one of the main organizational goals in the strategic plan. Bottom-up employee initiatives and interdisciplinary collaboration are formally supported through special funding and celebrated during an annual conference held by the college for this very purpose.

Accountable culture. Judge and Douglas (2009) define accountability as the organizational capacity to achieve predetermined goals in a timely manner. Both faculty and the accessibility team at this college have time and again demonstrated their accountability through management of different initiatives. Collegial management has been a motivator for accountability as academic employees showcase their capability to initiate and complete projects in order to protect their autonomy (Eckel, 2000).

Effective communication. Judge and Douglas (2009), define this as “[t]he ability of the organization to communicate vertically, horizontally, and with customers (Oshry, 1996)” (p. 638). In my opinion, this area is in need of further improvement. The organization as a whole heavily relies on electronic methods of communication such as e-mails. However, as pointed out by Sokal (2016), email communication can be misunderstood and its tone easily lost. This is in fact one of the contributing factors to the PoP, creating a rift between faculty and the accessibility team. While communication through more personable channels such as phone and in-person meetings are encouraged by senior leaders of the two units, limitations in human resources such as employee time prevent this. This particular issue also contributes to the lack of timeliness in responding to accommodation requests, as faculty and the accessibility team have limited time and resources to communicate.

Systems thinking. This concept is defined as a model of thinking that considers all stakeholders as members of an ecosystem, whereby change in one part of the ecosystem is expected to lead to both desired and unintended ripple effects for other members (Caldwell,

2012). Systems thinking is a term frequently appearing in organizational documents at our college and a relatively new concept intended to become an organizational priority. Whether we possess the ability to function with systems thinking in mind at all times is yet to be determined.

Overall assessment. The above factors assess my organization's level of readiness for change. Based on the reflection offered on each of the items in Judge and Douglas' (2009) questionnaire, this organization appears to be ready for change as it scores highly on at least five out of eight items. Nevertheless, improvements in domains of trust, communication and systems thinking can further enhance our ability to engage with change.

In closure, it is important to keep in mind that this level of readiness for change is a result of a commitment by senior leaders of the organization to not engage in fad change initiatives, therefore, avoiding a high rate of failure in change (Armenakis & Harris, 2009; Cuban, 1990). Hence, it appears that employees at the college have developed a sense of trust in themselves and their ability to successfully execute change plans, as well as the senior leaders of the college and their commitment to continuity and stability (Cuban, 1990). As a result, senior leaders at this college may demonstrate a conservative approach toward new change initiatives, reducing the likelihood of engaging with a proposed change plan to address the PoP.

Readiness to Engage With This PoP

In this section, I use the framework proposed by Armenakis and Harris (2009) in order to assess stakeholder readiness to engage with an improvement plan addressing the identified PoP. The framework includes five specific predictors of change-recipients' engagement with a change plan; namely, perceptions of *discrepancy*, *appropriateness of solution*, *self-efficacy*, *principal support* and *valence* (Armenakis & Harris, 2009). *Discrepancy* refers to the level of saliency of the gap in practice (Armenakis & Harris, 2009). I believe that both the accessibility team and

faculty are aware of the shortcomings of our current practices. However, they may not have this specific PoP in mind as the reason behind our inability to fully support students with disabilities. Therefore, as the leader and initiator of a change plan addressing the PoP, I believe it is my responsibility to bring about awareness and a sense of urgency to act among stakeholders (Appelbaum et al., 2012).

The perception of *appropriate solution* is another determining factor in the level of support for change (Armenakis & Harris, 2009). While I have spent a considerable amount of time exploring the PoP in order to devise a solution, prior to implementation I aim to consult with stakeholders to better understand their expectations of a plan for continuous improvement. The third factor relates to stakeholders' perception of *self-efficacy* to implement change plans. This quality is present among the stakeholders involved in the PoP, resulted by a decentralized structure that empowers academic employees and promotes accountability (Andrews, 2017).

According to Young and Jordan (2008), perceptions of formal support for an initiative from the senior leaders of an organization can also increase stakeholders' readiness for change. While the drivers of change can be quite convincing for senior leaders at our college, addressing this PoP may not be a high priority in the backdrop of competing organizational demands. Therefore, it is important for me and my supervisor to continue engaging senior leaders of the college on the PoP to ensure their on-going support.

Finally, *valence*, defined as the perception of self-benefit resulted by a change plan, is deemed to improve change readiness among stakeholders (Armenakis & Harris, 2009). I believe the accessibility team can easily find value in a proposed plan for improvement as enhanced working relationships with faculty can lead to reduction in resistance to accommodation plans and improve the timeliness of responding to accommodation requests. Furthermore, I believe

faculty have time and again demonstrated their commitment to academic excellence, inclusion and fairness. In fact, this is one of the very factors that leads to long conversations around appropriateness of accommodation requests, slowing down our response time (Sokal, 2016).

Reducing the tensions between the two units can help faculty by providing them with opportunities to have conversations around accommodations. Together, the factors above point to the organization's readiness to engage with a change plan intended to address the PoP on the tensions between the accessibility team and faculty.

Chapter Conclusion

Chapter 1 focused on the context of my organization as a publicly-funded college with values of equity and academic excellence, focused on providing educational opportunities for members of our community. In this chapter, I also defined my agency as an informal leader at the college with a distributed and servant leadership approach. I introduced my PoP as the collaborative tensions between faculty and the accessibility team at the college. Furthermore, I proposed that the gap in practice can ultimately threaten the organization's overall reputation and more importantly, the accessibility of our education for persons with disabilities. With these drivers of change in mind, I engaged with two organizational change readiness assessment tools to determine that the college is overall prepared to engage with a plan in response to the PoP. In the next chapter of this document, I present what I believe is the appropriate solution to addressing this PoP.

CHAPTER 2: CHANGE PLANNING AND DEVELOPMENT

In Chapter 1, I explored the organizational context pertaining to the identified problem of practice and the leadership approaches that align with my personal worldviews. In particular, I defined the PoP as tensions and the collaborative gap between the accessibility team and faculty. In the chapter at hand, I continue this work by describing the ways my selected leadership approaches along with Kotter's (1996) eight step model can help us realize change in response to the PoP. I follow this by offering an organizational gap analysis in order to define the goals for a change plan and conclude the chapter by proposing a solution to address the PoP.

Leadership Approaches to Change

With regards to leadership approaches, my work is informed by principles of distributed and servant leadership. Here, I explore the unique contributions of each of these leadership styles in relation to the identified PoP.

Distributed Leadership

Distributed leadership is an appropriate match to this PoP, considering that the intended organizational improvements require change among a large number of individuals belonging to two different units; the accessibility team and faculty. Faculty at this college are further divided into six separate academic schools that hold different values and have unique sub-cultures. As a result, appointing one change agent to lead an entire proposed plan for improvement is both unrealistic and unethical as this practice can ignore the perspectives of the broader collective. Moreover, it is highly unlikely for one grassroots change leader who is relatively new to the organization to successfully engage such a large number of individuals (Oreg et al., 2011).

Baldrige's (1971) political theory explains the suitability of distributed leadership in leading change with regard to this PoP by highlighting the role played by power in the political

environment of the college. In the context of the PoP, faculty often feel stripped of power and influence in the decision-making process due to the strict confidentiality regulations involved (Sokal, 2016). As a result, faculty often need to agree with accommodation decisions made by the accessibility team, without access to the rationale or the information that led to the decision (Sukhai & Mohler, 2017). Appointment of faculty as co-leaders of change can help restore the balance of power between the two units and showcase the accessibility team's commitment to collegiality and collaboration (Baldrige, 1971). Furthermore, faculty co-leaders can improve buy-in from academic administrators whose involvement is required in order to realize change at a larger organizational scale.

To secure faculty co-leaders of change, we will require faculty release time from teaching in order to engage with the change initiative. Considering the financial pressures placed on this college by the provincially imposed tuition cuts, faculty time is now a highly valuable commodity (MCU, 2019). While the drivers for change make a compelling case to engage with a proposed plan for improvement, academic leaders are still more likely to prioritize action if calls for participation are shared directly by their team of faculty (Eckel, 2000).

Servant Leadership

In Chapter 1, I also proposed servant leadership as a complementary and appropriate approach to address the PoP. This is in part due to the important role that change-recipients' learning can play in addressing the two units' misperceptions of the values held by the other. Opportunities for learning will allow each unit to become familiarized with one another's values, resolving some of the tensions between the two (Kritsonis, 2005).

Servant leadership is especially desirable to address this PoP as the main stakeholders, faculty and the accessibility team, are academic employees. As it has been the tradition in higher

education for decades, academic employees tend to function in a non-hierarchical and collegial manner (Eckel, 2000). Servant leadership allows the change leaders to act as facilitators for group learning and decision-making in a flat structure, meeting the collegial expectations of the stakeholders involved (Sendjaya et al., 2008). This point is particularly important considering that as the initiator of this change plan and one of its leaders, I do not have any oversight of the stakeholders involved in the PoP.

Finally, lack of trust is one of the major barriers to collaboration between the two units. The servant leadership approach has the capacity to build an environment of trust as it highly involves stakeholders in different aspects of the change initiative and assigns a central role to ethics in the decision-making process (Albert & Spears, 2012).

Use of social cognition tools in servant leadership. As learning plays a central role in servant leadership, social cognitive theory tools will be used as part of my leadership approach to change. Social cognitive theory states that change occurs when recipients engage with learning and shift their worldviews (Bandura, 2000). According to this theory, change can lead to cognitive dissonance as recipients' mental schemas no longer fit the newly proposed circumstances (Cornelissen, 2012). As recipients engage with learning to reconcile this state of cognitive dissonance, they may experience a number of emotions (Castillo, Fernandez & Sallan, 2018). Common emotions associated with learning are anxiety and fear of loss around one's status and competence (Schein, 2010). These emotions can in turn lead to resistance to change and slow down the change process (Steigenberger, 2015).

According to the social cognitive theory, the change leader can mitigate the impacts of these emotions and improve organizational change readiness by providing recipients with opportunities for sense making and learning (Castillo et al., 2018; Steigenberger, 2015). *Guided*

Mastery Training is an example of such social cognitive theory tools that can provide safe opportunities for learning and reduce participants' anxiety around loss of competence (Steigenberger, 2015; Wood & Bandura, 1989). This training method includes the following three elements; (a) elaborate *modeling* of the desired behavior and strategies during training sessions, (b) *guided skill mastery* opportunities such as role-plays to provide feedback to participants on their understanding of the behavior, and (c) *transfer programs* that provide opportunities for real life engagement with the behavior while accessing support from the training team (Wood & Bandura, 1989). Such training opportunities can help participants build the sense of mastery and self-efficacy required to later engage with the desired behavior (Wood & Bandura, 1989).

At the moment, faculty and the accessibility team at this college do not have access to opportunities for shared professional development and learning as the two units are structurally separated. Such opportunities can be used to clarify the values held by members of each group in order to remove perceptions of major differences. While the two units may prioritize their values differently, they are both highly concerned with the organizational values of access, inclusion and academic excellence. However, perceptions of major differences in values lead to frequent and intense conflicts between the two. Considering the political backdrop of this workplace, it is not surprising for conflict to exist as a staple element of the environment (Cornelissen, 2012; Weick, 1995). In fact, conflict can provide stakeholders with opportunities to strengthen working relationships through negotiation, compromise and partnership building (Appelbaum et al., 2012). However, in order to appropriately address these conflicts, we need to improve collaboration and engage in seemingly difficult conversations. Otherwise, we risk creating

systemic barriers to access in the form of lack of timeliness in responding to accommodation requests (Colker et al., 2014; Sukhai & Mohler, 2017).

Finally, social cognition tools can improve the organizational capacity for innovation and creativity through promotion of systems thinking and multi-disciplinary conversations around accommodations (Stigliani & Ravasi, 2012). Buller (2015) states that innovation is fostered through collaboration and facilitated by the smooth flow of information in the network of practice. In particular, innovation does not occur when stakeholders are unaware of the different resources and expert knowledge available in their network (Buller, 2015). As social cognition tools provide opportunities for discussion between faculty and the accessibility team, the innovation capacity of the organization as a whole may improve following successful engagement with these tools. Innovation is particularly desirable in the context of accommodation planning considering that the complexity of accommodation requests has been on the rise in the past decade (McCloy & DeClou, 2013).

Framework for Leading the Change Process

In order to identify the most suitable model to lead change, it is important to first fully understand the type of change that the model intends to address. Buller (2015) categorizes change into three types; reactive, proactive and interactive change. Buller (2015) defines reactive change as responses to impeding external threats which could seriously disrupt the operations of the organization if not addressed immediately. Proactive changes on the other hand are responses to external threats that would eventually jeopardize the operations of the organization; however, they do not pose any immediate threats to the organization (Buller, 2015). Finally, interactive change is a response to internal discrepancies between the current and desired states of the organization (Buller, 2015). This type of change allows the organization to function better as a

whole (Buller, 2015). The identified PoP manifests an internal misalignment between current and desired states of the organization with regard to accessibility for persons with disabilities.

Therefore, interactive change is required to address this gap in practice (Buller, 2015).

Failing to address this PoP would not lead to any immediate or severe consequences. However, the college would not be able to function at its highest capacity until the PoP is addressed. One challenge in leading interactive change initiatives is creating a sense of urgency among stakeholders (Kotter, 2008). As well, securing resources to support the change initiative can be difficult considering other competing drivers of change that require immediate reaction and attention (Metcalf, 1976). In fact, remaining responsive to emergent drivers of change is crucial for the survival of the college. However, to only engage in reactive change is not strategically sound and can lower the overall quality of the education at our organization (Buller, 2015). Therefore, it is important for senior leaders at the college to dedicate time and resources to interactive change initiatives such as a proposed plan to address this PoP, so that the college continues to thrive.

With this in mind, different models to lead change are reviewed in order to select the one that best suits an interactive change initiative. Many models for leading organizational change exist in the literature. Some of the outstanding models for leading change include Lewin's (1951) unfreeze-mobilize-refreeze, the Harris and Beckhard (1987) DVFR change model, Curry's (1992) mobilization-implementation-institutionalization model and Kotter's (1996) eight step model for change. These models all acknowledge the importance of engaging the recipients of change by bringing to light the reasons and the need for change (Higgs & Rowland, 2005). Furthermore, these models strongly encourage the change leader to remain responsive to feedback and environmental factors (Kritsonis, 2005). The models also caution the change leader

against early withdrawal from the change process, and instead encourage the leaders to remain vigilant to factors that may lead to regression in change (Higgs & Rowland, 2005).

Another shared element among these models is their emphasis on the leader(s) as the implementer of the change initiative, involved in shaping the change vision (Kritsonis, 2005). It is important to note that a number of models labelled as *emergent models of change* exist in the literature that contest the importance of the change leader (Higgs & Rowland, 2005). Instead, these models propose that access to a set of guiding principles can help a group collectively realize change in the absence of a leader (Reynolds, 1987). Examples of emergent change models include Weick's (1995) freeze-adjust-unfreeze, as well as Jaworski and Scharmer's (2000) model on use of observation and communication of a shared vision as tools to realize change. While emergent models can work well in certain contexts, considering the high-paced background of higher education, presence of a change leader is necessary to ensure the change vision is not lost, that the change efforts are not derailed, and finally, that the change remains an organizational priority (Baer et al., 2015).

Another commonality among the majority of non-emergent change models named above is that they follow a linear structure, with step by step instructions on change planning and implementation (Kritsonis, 2005). Elrod and Tippett (2002) suggest that linear models for change are too simplistic to respond to the realities of organizational life. Instead, leaders are encouraged to engage with non-linear change models that serve as roadmaps, allowing them to decide their point of entry and engagement with the model based on organizational circumstances (Blanchard, 2009). While the essence of this argument is sound, use of non-linear change models can be quite an overwhelming task. Here, I use Kruger's (1996) non-linear iceberg model as an example to elaborate. Kruger's (1996) model ties a number of elements such as organizational

politics and resources to one-another, defining the relationships between these elements and outlining how manipulating each of the elements can lead to successful change. While the model can provide the change leader with a deeper understanding of the required steps to realize change, it does not prioritize these steps (Kruger, 1996). Instead, the leader is left in charge of prioritizing the order of these steps. The latter can be a difficult task for novice leaders, as well as experienced leaders faced with competing priorities.

On the contrary, linear models for change can make the leadership task more manageable for change agents. Yet, it is important for change leaders to remain sensitive to their organizational context and avoid the *IKEA effect*. Coined by Nortin, Mochon and Ariely (2012), this term suggests that following verbatim instructions similar to those offered by the Swedish furniture company, IKEA, can lead to failure in change as the practice ignores the complexities of organizational life. Instead, change agents should carefully explore all the steps involved in their selected change model, determine the steps relevant to their initiative, and consider moving the order of steps if necessary in order to respond to the organizational context (Nortin et al., 2012).

Kotter's Eight Step Model

Based on the considerations stated above, I have selected Kotter's (1996) eight-step change model to formulate this OIP. I have selected the model as it provides a linear, yet non-prescriptive set of guidelines, reducing the risk of the *IKEA effect* as defined earlier (Nortin et al., 2012). This is the case as Kotter (1996) provides ample details for each step to facilitate engagement with the model, while simultaneously encouraging leaders to remain responsive to their organizational context and adjust the steps as needed. Furthermore, the model's emphasis on building a leadership coalition is closely in line with the distributed leadership approach of

this OIP and an appropriate fit for the political backdrop of the PoP. Finally, as a grassroots change agent who is relatively new to the task of leadership, I appreciate the depth of details and the linear structure that reduces the complexity of engaging with the model.

The one limitation of the model lies in its vague guidelines on how to routinize change as the ultimate goal of the change plan. To address this shortcoming, in Chapter 3 I explain how I intend on using social cognitive theory tools to augment Kotter's (1996) model in order to facilitate routinization of change at the organization.

The following is a description of each of the steps involved in this model.

Step 1 – Developing a sense of urgency. The first step in Kotter's (1996) model on creating a sense of urgency for change may be difficult to realize, considering the interactive nature of this change initiative and the absence of an immediate threat to the organization. Nevertheless, we can still establish the need for change through the use of social cognitive theory tools. According to the social cognitive theory, providing information to members can increase their awareness of the existing gap and create a sense of dissatisfaction with the status quo (Robbins, 2003; Weick, 1995). This in turn can establish the need for change among stakeholders.

Step 2 – Building a coalition. The second step in Kotter's (1996) model focuses on creating a coalition to guide change. As this work follows a distributed leadership model, the co-leaders of change will be selected from the team of faculty to make up the coalition. Considering the presence of sub-cultures among different academic schools at the college, it is important for the co-leaders to be selected from different academic backgrounds. Furthermore, considering the political environment of the college, these co-leaders should be deemed as influential and powerful members of the community of practice by their peers (Ellis, 2016).

Step 3 – Crafting a vision. To realize change, we also require small structural changes to facilitate engagement (Curry, 1992). Tools such as agenda setting and crafting a common vision through sensemaking can be used to implement Step 3 of co-creating and communicating the vision for change (Kezar, 2018; Kotter, 1996).

Step 4 – Securing buy-in. As the co-leaders will be selected from the accessibility team and faculty, they will play a significant role in motivating buy-in from recipients of change. This group includes the broader accessibility team, faculty and the administrative leaders involved.

Steps 5, 6 and 7 – Empowerment, victories and persistence. These three steps focus on providing support and creating the infrastructure that would allow the change initiative to become a part of the organizational routine (Curry, 1992). During these steps, change-recipients including faculty and the accessibility team have an opportunity to engage with the change initiative. Step 5 focuses on empowering stakeholders to engage with action (Kotter, 1996). In the context of my work, this entails empowering the recipients of change to engage with learning through opportunities for discussion and sensemaking (Weick, 1995). Conversations and negotiations around the change initiative also allow change-recipients to refine the proposed plan with their feedback, a necessary element for successful change (Bryk, Gomez, Grunow & Le Mahiue, 2015). Finally, Kotter's (1996) Steps 6 and 7 on persistence and communication of small victories allow for on-going momentum to implement the change plan.

Step 8 – Routinizing change. Curry (1992) defines institutionalization as the final phase and an indicator of successful change. This phase is marked by the change initiative becoming an unquestioned and uncontested part of the organizational life (Curry, 1992). Kotter's (1996) final step for change focuses on institutionalizing the change initiative. This steps also highlights the

importance of continued engagement with the change plan as emerging elements can derail the change initiative and lead to failure in change (Kotter, 1996).

Figure 1 offers a summary of Kotter's (1996) change model.



Figure 1. Kotter's (1996) eight step change model (Adapted from Kotter, 1996).

Critical Organizational Analysis

To realize organizational change, we require clear and measurable definitions of its intended outcomes. In this section, the gap analysis model proposed by Clark, Estes, Middlebrook and Palchesko (2004) is used to define the gap in practice and explore the contributing factors to

this gap. According to the social cognitive theory and in line with the first step of Kotter's (1996) change model, identification and communication of the shortcomings in the practice can help create a sense of urgency and improve stakeholder engagement with the change initiative (Wood & Bandura, 1989).

The Gap

Clark et al. (2004) define a gap as the difference between the organization's current and desired states. As shared earlier, a gap in practice is present in a number of areas related to this PoP including communication and student experience. Each of these areas is examined in more detail in the following.

Communication. Poor communication between faculty and the accessibility team is a factor that both contributes to the PoP and reduces the organization's overall readiness for change (Judge & Douglas, 2009). The breakdown in communication most frequently represents itself in lengthy emails between the two units, with stern tones and a directive language that ignores principles of collegiality. The high number of emails exchanged between the two units over simple accommodations and the content of these emails that quickly derail from the specific accommodation request are other examples of poor communication that make up this gap. Email communication, as opposed to phone and in-person meetings, is the predominant mode of contact between the two units.

In order to facilitate accommodation planning in a timely manner, we require smooth communication that is both collegial and subject-specific. In particular, to support ongoing collaboration between the two units, it is important for communication to remain respectful of roles and ranks, emotionally uncharged and in line with the standards of collegial behavior among academic employees in higher education (Sokal, 2016). Failing to follow these standards

can negatively impact the lived experiences of college employees, leading to burnout, talent retention and lack of engagement (Manning, 2018). Of note, long email chains are often required to gather appropriate information to address accommodation requests (Sukhai & Mohler, 2017). However, this communication needs to remain on-topic and not be derailed by general complaints as the latter can slow down the organizational response time at the cost of the student experience.

Student experience. The PoP leads to delays in responding to accommodation requests with cascading impacts on students' access to the learning environment, registration and student services, as well as financial aid (Mamiseishvili & Koch, 2011; Newman & Madaus, 2014). In addition, long wait times can lead to student perceptions of rejection, while feeling blamed and unwelcomed by the organization (O'shea & Kaplan, 2017). For many students with disabilities, the post-secondary organization is the first space to practice and engage in self-directed access to accommodations (Prince, 2009). This is often the case considering the strong involvement of parents in elementary and secondary education, as well as the role played by school administrators in enforcing accommodation implementation (Sukhai & Mohler, 2017).

On the contrary, in post-secondary organizations, students find themselves in charge of requesting accommodations from both faculty and the accessibility services (Palmer & Roessler, 2000). Therefore, the organization holds a responsibility to empower students with disabilities and cultivate their self-advocacy skills in order to prepare them for full participation in the society in later stages of life (Busch, 2017; Palmer & Roessler, 2000). Yet, systemic barriers to access such as delays in responding to requests can lead to emotional trauma, lowering the likelihood of these students requesting future accommodations from community service providers or their employers (Palmer & Roessler, 2000; Sukhai & Mohler, 2017). The ideal state

for the organization is one where students can access reasonable and appropriate accommodations without the stress and delay caused by a collaborative gap between their professors and the accessibility services' office.

Contributing Factors to the Gap

Clark et al. (2004) suggest that contributors to an organizational gap can be placed in one of the following three categories; “[k]nowledge, [m]otivation, and [o]rganizational [c]auses” (p.45). Here, I look at each of these three categories in relation to the identified gap.

Knowledge and skills. First and foremost, the two units have limited knowledge of one another's guiding principles and operations. This in part stems from their limited exposure and cross-collaboration, as well as the confidentiality laws placed on the work of accessibility services that limit transparency and information sharing (Sukhai & Mohler, 2017). Limitations in systems thinking skills is another factor that hinders communication between the two units. Essentially, neither group fully considers the impacts of their communication style on the other, failing to demonstrate empathy toward their colleagues in the process (Caldwell, 2012). As Sterman (2001) suggests, realizing change can become a challenging endeavor if stakeholders do not consider the side effects of their behaviors and the unintended impacts of their actions on others.

Another contributing factor to this gap is lack of trust between the two units. Louis, Murphy and Smylie (2016) propose trust to be an important facilitator for organizational learning. Absence of trust can hinder learning which can in turn stop stakeholders from understanding perspectives other than their own and prevent them from developing the sense of empathy required for seamless communication (Louise et al., 2016; Visser et al., 2018). Furthermore, trust plays an important role as a catalyst for collaboration and its absence can

negatively impact perceptions of one's integrity and values (Awan, 2014; Handford & Leithwood, 2013). Together, limitations in knowledge, trust, empathy and systems thinking skills diminish the capacity for communication and collaboration between the two units, leading to the current gap in practice at this organization.

Motivation. Both faculty and the accessibility team are highly motivated to achieve excellence and support student success. Therefore, lack of motivation does not prevent engagement and is not a contributor to this gap. Nevertheless, faculty engagement can be weak at times due to time limitations and feelings of being overwhelmed by their workload. This is further aggravated by the many different calls for engagement directed at faculty from departments across the organization. Together, these factors can erode faculty's engagement, as well as their ability to collaborate with the accessibility team.

Organizational factors. One of the organizational factors contributing to this gap is the limitation in time availability. This in part results from the increasing service demands placed on each unit caused by financial pressures and a shift in the student population. Financial pressures tied to the provincially imposed tuition cuts have resulted in reactive responses from our organization (MCU, 2019). Examples of such responses include attempts at increasing enrollment-based revenues through increases in admissions and subsequently, class sizes (Lasher & Greene, 2001). This growth in the size of the student population has not been appropriately matched by an increase in the size of faculty and the accessibility team at the college.

Furthermore, increases in the cost of living across the area and decreases in the financial aid available to students act as stressors for our student population (MCU, 2019). Such social determinants of health negatively impact students' well-being, leading to increases in the self-reported levels of distress and feelings of being overwhelmed (Boak, Hamilton, Adlaf,

Henderson, & Mann, 2018). Together, these factors can lead to mental health challenges for students, prompting their increased access to accessibility services and informal requests from faculty in support of flexibility (Boak et al., 2018; McCloy & DeClou, 2013). Therefore, faculty and the accessibility team experience a higher than historic average workload which further hinders collaboration between the two units (McCloy & DeClou, 2013).

Another organizational factor contributing to this gap is goal ambiguity. As stated earlier, the college is gradually experiencing a shift in its identity from an institute of access for community members, to an academic institution that prioritizes its ties with academia (Skolnik, 2010). As the college's new identity forms and solidifies, it is natural to see shifts in our organizational goals, leading to a temporary crisis in values (Greiner, 1989). Greiner (1989) suggests this crisis needs to be addressed for the organization to survive and continue to function. Until then, faculty and the accessibility team will continue to feel pulled in different directions and collaboration will continue to be a challenge due to the tensions that result from differences in values held by each unit (Greiner, 1989).

Ideal State

Clark et al. (2004) suggest that identification of goals and the ideal state of the organization paves the way for successful change planning and implementation. Furthermore, these goals allow for evaluation of the change plan and therefore provide opportunities for revision to the plan when necessary (Clark et al., 2004). Identifying the goals of a proposed improvement plan in response to this PoP has proven to be a challenging task. This is partially due to the fact that any such plan should set out to improve collaboration between faculty and the accessibility team. As elaborated earlier, this outcome is closely tied to the second-order change of alignment of values leading to resolution of tensions between the two units (Kritsonis, 2005).

If we were to define the goal of this change plan in a literal manner, we would need ways of measuring changes in values held by stakeholders. Many studies have successfully measured group values by using surveys and questionnaires as their method of data gathering (Bouman, Steg & Kiers, 2018; Leroi-Werelds, Streukens, Brady & Swinnen, 2014; Moors, Vriens, Gelissen & Vermunt, 2016). Yet, in the arena of higher education, utilizing such data gathering and analysis methods can be quite challenging. This challenge partially stems from the fluid participation of faculty, making it difficult to secure a high turnout rate in response to questionnaires (Cohen, March & Olsen, 1972). Furthermore, even when anonymized, it is difficult to ensure survey results are validly reflective of individual values in the political setting of this college where group membership and coalitions can skew responses (Pusser, 2003).

While in response to the PoP we require a second-order change in values that can be quite difficult to measure, there are certain first-order changes in behavior and structure that can be indicative of improvements to our current circumstances. The following is a broad description of the ideal state of the organization with regards to communication and student experience.

Communication. Communication is a necessary tool for collaboration (Kezar, 2018). As stated earlier, tensions in values held by the two units have led to current communication practices that are unproductive and non-collegial. Improvements in communication are desired with regards to the time dedicated to this task, as well as its medium.

Time dedicated to collaboration. Currently, both faculty and the accessibility team have some time available in their weekly schedules to connect with one another. However, this time is often redirected to provision of student support considering the high demand placed on each unit. In cases when the two units connect, collaboration outside of student-specific consults rarely occurs. Considering the large number of faculty at the college, this type of sparse communication

is unlikely to lead to an improved capacity for collaboration between the two units. Ideally, the two units should frequently spend time together during shared professional development workshops and large-scale periodic meetings (Kezar, 2018). These opportunities can be used to discuss the shared vision for this change, as well as improving engagement with the change initiative, in line with Kotter's (1996) Steps 3 and 4 on communicating the vision for change and securing buy-in.

Email communication. This mode of communication is both the primary mode of contact and a major contributor to the tensions between the two units. It is important for faculty and the accessibility consultants to decrease their reliance on email communication, and instead engage in face to face opportunities for reflection, as the latter has been associated with improved collaboration and a sense of partnership (Klein, 1996).

Student experience. Improving the experience of students with disabilities is an organizational priority and a central goal of this work. Specifically, accommodations' processing time and students' human rights complaints are areas that need to be addressed.

Human rights complaints. Filing a complaint with the college and the provincial human rights offices is a way for students to express their dissatisfaction with accommodation related decisions. While the complaint process allows for accountability, the complaints filed by students point to shortcomings in the accessibility of the college. Therefore, it is important to reduce the number of these complaints through provision of appropriate support and accommodations to students with disabilities. This can be considered a win that could be celebrated in line with Kotter's (1996) Step 6, in order to maintain the momentum of the change initiative.

Average response time to accommodations. Considering the far-reaching consequences of long wait times for students, it is imperative to reduce the amount of time students need to wait on average to receive a response regarding their specific accommodation request.

Possible Solutions to Address the Problem of Practice

Earlier, I identified the goals of this work as improvements in organizational communication and the experiences of students with disabilities. In this section, I explore four solutions to achieve these goals, followed by a detailed comparison of the proposed solutions in order to select the most appropriate way forward.

Upholding the Status Quo – Solution 1

Upholding current practices and policies is the solution that likely requires the least amount of resources and effort. Currently, each of the eleven accessibility consultants at the college is assigned to one of our six academic schools, with larger schools having more than one assigned consultant. This model allows each consultant to act as the main point of contact for the faculty in their assigned school. As well, consultants work with academic administrators in their schools to design and deliver workshops on accessibility and accommodations. This model has been successful in establishing rapport between consultants and faculty, has provided a platform for presentation delivery and subsequently some room, albeit limited, for collaboration.

Required resources. The main resource required for this solution is faculty and accessibility consultants' time. Currently, each consultant can dedicate up to one full day per week to their work with faculty including correspondence, presentation design and delivery. Faculty can also use their discretion to dedicate time to communication with accessibility services when the need arises. This time is recognized on faculty's standard workload formula (SWF).

Limitations. In practice, consultants and faculty often have to redirect this designated collaboration time to more pressing operational tasks such as student appointments and marking. The disproportionate ratio of consultants to faculty also leads to a slow response time by consultants which can in turn be misinterpreted as lack of interest or respect for collegiality. Furthermore, differences in growth rates of each of the units makes this model unsustainable. For example, in the past two years the college has hired approximately 90 new full-time faculty, whereas no new consultants have been added in response to this growth. While many of the new faculty hires replaced retirees, some have been recruited to develop new programs that subsequently increase student enrollment and the service demand placed on consultants.

Mandatory Course on Accessibility – Solution 2

Currently, a number of courses at this college require mandatory completion by all employees with examples such as sexual violence prevention training. In line with this, a second potential solution to the PoP is through provision of strategically targeted professional development opportunities to faculty on the topic of accommodations. This can be in the form of a mandatory course for faculty, created by the accessibility team and in collaboration with the center for teaching and learning (CTL). The focus of this course can be on the legal basis of accommodations and principles of accommodation planning. The course can also promote collaboration through empathy exercises such as the ones developed by Ferry (2008) and Dhurandhar (2009), as well as promotion of interdependence and group work skills.

Required resources. In addition to the accessibility and CTL staff time required to design and deliver this course, faculty time is also required in support of participation in the course. The course can be delivered both in-person and online to facilitate engagement. The

physical location for course delivery and technological infrastructure for an online course are both available resources at the college that can be easily accessed through the CTL.

Limitations. Considering the course is mainly designed for faculty, this solution does not address accessibility team practices that contribute to the collaborative gap. Furthermore, online delivery of the course would likely not provide many opportunities for relationship building (Shackelford & Maxwell, 2012). Lastly, this plan may face resistance from the academic leaders and union considering its impact on faculty workload, cost and operations of the academic units.

Accessibility Drop-in Centre – Solution 3

Improving faculty access to consultants is the third solution that I propose in response to the PoP. With the constant increase in student traffic, consultants often need to prioritize student contact over faculty correspondence. Communication is further delayed by misalignments of faculty and consultants' vacation time. This is the case as full-time faculty take their 8 weeks of annual vacation during the summer, while consultants need to take their 8 weeks of vacation gradually during the year. The latter policy is to ensure consultant coverage during the summer semester when part-time faculty continue to teach. In practice, this policy means some consultants are not at the office for a number of days each week, leading to delays in communication that may at times near the one-week mark. A solution to this issue is to establish a hotline and a drop-in space available during all business hours for faculty to reach consultants. Faculty can connect with the consultant on call to explore questions on the appropriateness of accommodation plans or implementation logistics.

Required resources. This solution requires rearrangement of staff time, as well as physical space and technology. A general email and phone line are requirements for this solution that can be easily accessed through the information technology department. Furthermore, each

consultant has an office and therefore access to a physical space would not be a barrier for this plan. In terms of staff time, currently each consultant has one day per week dedicated to faculty consultation. The solution requires the removal of this weekly consultation day, and instead provision of coverage for the faculty drop-in center on rotation. Overall, this solution would not impact the availability of consultants for student appointments.

Limitations. This solution is likely to have some negative impacts on departmental dynamics. Consultants may feel that their professional autonomy has been undermined by colleagues at the drop-in center making decisions regarding students on their caseload (Bourgault, Drouin & Hamel, 2008). Furthermore, ease of access to information can be a barrier. The consultant on duty at the drop-in center may not be familiar with the student case brought forward by faculty. While the consultant on duty can review the case notes, some details may be missed during this process and the task can be quite time consuming in nature.

Mediation Committees – Solution 4

My forth proposed solution focuses on conflict resolution as a means to improve collaboration between the two units. In particular, I propose creation of six school-specific committees to address accommodation-related conflicts. These committees comprising members of the accessibility team and the academic unit should meet frequently to provide mediation support and make decisions regarding conflicts that could not be otherwise resolved between faculty, accessibility consultants and students. Furthermore, the committees can oversee the design and delivery of educational opportunities for faculty and consultants based on the trends observes in escalated cases.

Required resources. This solution is quite resource intensive in terms of staff time. In particular, each committee needs to meet frequently in order to provide timely responses to

accommodation disputes. Furthermore, the committees require the presence of multiple faculty and accessibility consultants, as well as higher level academic leaders and the supervisor of the accessibility services. Presence of these administrative leaders on each committee can ensure the committee has the decision-making authority to change policies and allocate resources as needed. While not a necessity, the time and services of a secretary for administrative support along with a neutral third-party committee member are also desired to ensure the seamless operation of each committee's work.

Limitations. This solution requires buy-in from accessibility and academic leaders as it may be challenging to secure staff release time at the level required for the committees to function. Furthermore, making accommodation decisions may be difficult in the absence of detailed information related to the student's disability condition. However, the college cannot demand a sweeping level of disclosure from students with disabilities in order to guarantee access (Sukhai & Mohler, 2017). Therefore, each committee needs to function with access to limited information.

Table 1 provides a brief summary of each of the solutions proposed above.

Table 1

Comparison of Proposed Solutions

Upholding the status quo – Solution 1	<p>Description: to make no changes to the current circumstances.</p> <p>Required resources: release time for faculty and accessibility consultants; no additional resources required.</p> <p>Main limitation: unsustainable approach considering the disproportionate growth rate ratio of students to faculty to the accessibility team.</p>
--	--

<p>Mandatory course on accessibility – Solution 2</p>	<p>Description: provision of a mandatory course on accommodations, delivered by the accessibility team and the Centre for Teaching and Learning.</p> <p>Required resources: release time for faculty and accessibility consultants, consultation from the Centre for Teaching and Learning, technological infrastructure and physical space to deliver the course.</p> <p>Main limitation: significant cost of faculty participation may lead to resistance from academic leaders.</p>
<p>Accessibility drop-in centre – Solution 3</p>	<p>Description: creation of a drop-in centre for faculty to access a consultant on duty during business hours to discuss accommodation-related questions.</p> <p>Required resources: release time for faculty and accessibility consultants, general email and phone line.</p> <p>Main limitation: negative impacts on departmental dynamics for the accessibility team.</p>
<p>Mediation committees – Solution 4</p>	<p>Description: creation of six school-specific committees to address accommodation-related conflicts among students, faculty and the accessibility team.</p> <p>Required resources: release time for committee members including accessibility consultants, faculty and administrative leaders, physical space for meetings, general email and phone line.</p> <p>Main limitation: challenges anticipated around securing staff release time considering the resource intensive nature of this solution.</p>

Note. This table includes a general description, required resources and the main limitation of each of the four proposed solutions.

Compare and Contrast of Solutions

Each of the above solutions have some merits and drawbacks associated with them. Here, I compare these solutions in order to determine the most appropriate way to address this PoP.

Cost. While these solutions have differing levels of upfront cost, their net cost should be considered in relation to how effectively they can safeguard the college against disability-related lawsuits. Nevertheless, the upfront cost of each initiative plays a significant role in securing buy-in from administrative leaders (Lepori, Usher & Montauti, 2013). Upholding the status quo and creating a drop-in center are the two solutions with the lowest upfront cost as they do not require changes to staff release time. This is followed by the mediation committees and the course on accessibility as the solutions with respectively higher and highest levels of upfront cost.

Engagement. Fluid participation of faculty is a consideration for all four solutions that can possibly limit engagement (Cohen et al., 1972). A mandatory course offered both online and in-person would likely yield the highest level of engagement given its flexible mode of offering. However, the mandatory nature of the course could also lead to resentment and resistance through union activism as it does not provide freedom of choice (Bergquist & Pawlak, 2008). Organic engagement of faculty with the other three solutions can be mediated through faculty co-leaders, in line with the distributed leadership model of this work (Gronn, 2010). Administrative leaders on the other hand are most likely to express interest in upholding the status quo due to the absence of an external threat to motivate action (Buller, 2015).

Legal. Colleges and universities are held accountable by the Ontario Human Rights Commission to ensure implementation of reasonable academic accommodations (OHRC, 2003). On that note, the OHRC has recommended for HEOs to establish committees in charge of

responding to accommodation related disputes (OHRC, 2017). Therefore, creating mediation committees can help this college showcase its alignment with the OHRC guidelines, as well as a strong commitment to practice in good faith.

Leadership. Opportunities for learning are present in all four solutions, aligning them with my servant leadership approach (Albert & Spears, 2012). Yet, creating mediation committees allows for the highest level of redistribution of power and therefore, is most in line with principles of distributed leadership (Gronn, 2010). This solution can provide faculty with transparency and decision-making power, and in turn have a healing effect on the compromised relationships between the two units (Beatty, 2007).

Selected Solution and Justification

Putnam (1988) suggests that facing conflicts and engaging with resolution strategies can lead to shifts in groups' perspectives of one another and consequently mend broken relationships. Therefore, selecting a conflict resolution focused approach can improve the collaborative capacity of the two units and directly address this PoP (Paul, Geddes, Jones & Donohue, 2016).

Rahim (1985) places conflict resolution strategies into the following five categories; (a) *avoidance* of the conflict, (b) one group *obliging* to the needs of the other, (c) forceful *domination* of the situation by one group, (d) *integration* of the two groups to confront the sources of conflict, (e) and *compromise* by both groups. From these strategies, avoidance and dominance are the most common ways of handling conflict in organizational life (Behfar, Peterson, Mannix & Trochim, 2008). At this college, upholding the status quo is the embodiment of these very two strategies as it allows for denial of the existence of the problem at hand (i.e., avoidance). Furthermore, use of directive language by accessibility consultants to suppress the

conflict is a form of domination of the discourse. However, as I shared earlier, maintaining the status quo will likely become an unsustainable practice in the long term.

On the other hand, integration and compromise are suggested to be the best approaches to conflict resolution (Behfar et al., 2008; Rahim, 1985). Particularly, in political settings similar to that of this college, compromise is a method that can lead to long-lasting partnerships between the two units (Appelbaum et al., 2012). Similar to obliging, the drawback of compromising lies in its inadequacy to yield absolute outcomes. In practice, it is highly inappropriate to jeopardize students' access by providing compromised accommodation plans in an attempt to improve the working relationships between the two units. As a result, the best approach to address this PoP is to select a solution focused on conflict resolution through integration of the two units. Such a solution can provide opportunities to confront the sources of conflict (Putnam, 1988). My third and fourth proposed solutions of the drop-in center and mediation committees both provide this platform.

While creating a drop-in center is attractive due to its low upfront cost, it fails to address the issue of the disproportionate ratio of consultants to faculty. In fact, it is possible that the drop-in center may not be adequate in responding to the high traffic of faculty emails, calls and visits. Therefore, the fourth solution which focuses on creation of mediation committees is likely the most effective in mending the relationship between the two units. The committees can successfully reduce organizational costs by expediting the resolution of accommodation-related disputes and reducing the number of accommodation-related legal complaints launched by students. Furthermore, this solution has the capacity to improve the credibility and acceptance of accommodation decisions when no longer made unilaterally by the accessibility team. Most importantly, establishment of mediation committees is the only solution that provides a platform

for students to directly voice their concerns and therefore can play a role in empowering students with disabilities. With this rationale in mind, I have selected solution four on creation of mediation committees as the most appropriate way to address this PoP.

PDSA Cycle

To implement this solution, I rely on Shewhart and Deming's (1939) *Plan, Do, Study, Act cycle* (as cited in Saier, 2017). Designed to ensure that the final outcome of a project matches its intended goals, Shewhart and Deming (1939) suggest that successful change requires planning the steps, implementing this plan (i.e., do), studying the impacts of the plan and acting to correct the course of the change plan to ensure it remains on track (as cited in Saier, 2017). While Chapter 3 will focus on the do-study-act phases of this model, here I focus on defining the solution as part of the planning phase for this change initiative.

The selected solution involves creating six school-specific mediation committees consisting of the accessibility consultant(s) assigned to the school and the supervisor of the accessibility services. Furthermore, at least one academic leader and two to three faculty from the school should be present on each committee. This is to ensure representation of faculty voices, as well as presence of decision-making power in each committee. It is important to note that I do not have the situational authority to demand the presence of these stakeholders on each committee. However, the communication plan for this OIP outlined in Chapter 3 introduces persuasion strategies to motivate stakeholder engagement.

The main function of these committees is to respond to accommodation disputes between faculty, accessibility services and students. Therefore, each committee will be required to meet at least twice per month considering the time sensitivity of accommodation planning. These meetings can also host the faculty who have raised their concerns and the student, should they

wish to be present. The committees will also oversee creation of professional development opportunities for the accessibility team and faculty. These professional development opportunities would be based on the most contentious issues and trends in case submissions to the committees. Therefore, another requirement for this solution is staff time outside of meetings to develop workshops and presentations. It is important for this solution to be planned and implemented in phases, possibly with the creation of one school-specific committee followed by more, depending on the success of the pilot project. This strategy can improve engagement and help secure the resources required for the institution-wide implementation of the plan.

Leadership Ethics and Organizational Change

In this section, I explore the ethical values of different stakeholders involved in the proposed solution and the possible tensions stemming from these values. I conclude the chapter by reviewing the leadership practices that can address these ethical tensions.

The Academic Schools

In the selected solution, faculty will be serving on and escalating their accommodation related concerns to the committees. Academic leaders whose ethical values often closely align with their faculty will also play an important role in this solution as members of the mediation committees with influence over their team of faculty. Therefore, the ethical values held by the academic unit play an important role in both the type of cases escalated to the committees, as well as responses to these cases. For many faculty, the resistance to accommodations stems from ethical values related to justice, care and authenticity.

Ethic of justice. This ethical value held by faculty focuses on fairness toward all members of the community of learning (Starratt, 2005). Faculty often express that accommodating students with disabilities (e.g. provision of extensions) is unfair to other students

in class. This argument is based on the fact that while other students may not be living with a disability, they may nevertheless face personal and financial challenges that can negatively impact their learning and academic performance. Therefore, accommodations such as extensions can provide students with disabilities with an unfair advantage as all students may benefit from access to special treatment.

Ethic of care. Another ethical consideration that emerges in my conversations with faculty relates to concerns around the student's fit to the program. At times, faculty question whether the student is in fact capable of successfully completing the program given their learning challenges, or whether the program is a misfit and the student's interest stems from the shortsighted guidance of advisors who are unfamiliar with the program. In our conversations, faculty often express their concerns about the lifelong impacts of failure in the program on students' perceptions of self-worth and capabilities as an individual. These concerns can be attributed to faculty's ethic of care as they highly regard individual success (Starratt, 2005).

Ethic of authenticity. As authentic educators, one of college faculty's main responsibilities is to ensure students are prepared to join the industry following graduation (Kerka, 1995; Starratt, 2004). This is especially the case considering the highly vocational and practical nature of college education that is closely tied to the industry and the community. Faculty often express that compared to their able-bodied peers, students with disabilities who require flexibility and additional time to complete tasks would not have an equal chance at employment following graduation. As a result, and in line with the ethic of care, allowing these students to continue with the program under the impression that it would lead to employment in the field is unethical, misleading and untruthful. Furthermore, accommodated assessments that

do not replicate industry conventions fail to follow the principles of the ethic of authenticity of education (Kerka, 1995).

The Accessibility Team

The ethical values stated above are also guiding principles in the work of the accessibility team members present at the mediation committees. These accessibility team members include consultants and the supervisor of accessibility services. Here, I look at each of these ethical values in order to explore the tensions between the two units.

Ethic of justice. Planning and implementing academic accommodations are in fact parts of an educational organization's responsibility to realize the ethic of justice. Accommodations respond to the unjust design of environments built upon problematic social norms that limit persons with disabilities (Haegele & Hodge, 2016). While we may not question the origins of social norms such as being deadline-oriented, many of the historic conventions that have led to the acceptance of these social and behavioral contracts were abstract in nature (Bacchi & Goodwin, 2016). Accessibility work centers on realizing access and justice for persons with disabilities and questions the assumptions on which these norms have been based upon (Sukhai & Mohler, 2017).

The right to access for students with disabilities does not infringe upon the rights of other members of the community of learning as each student is entitled to equitable treatment (Sukhai & Mohler, 2017). As a best practice, faculty should work with all students experiencing challenges to provide them with an equitable opportunity for access such as extra time and flexibility if needed, instead of denying this to all in the name of justice.

Ethic of care. Respecting the dignity of students with disabilities is yet another core principle of accessibility work (Prince, 2009). Comparing students with disabilities to other able-

bodied students ignores the global challenges that a disability condition can impose on the lived experience of the student, along with other personal and financial challenges that students with disabilities face similar to their peers (Sukhai & Mohler, 2017).

In response to faculty's concerns around a student's fit to the program, accessibility consultants at the college often cite students' right to try as a guiding principle to address this ethical dilemma (Deegan, 1992). Admittedly, many students entering college programs are unaware of the intricate details of the program's design and its career pathways. All students have a right to try the program in a safe learning environment to determine whether they would like to professionally dedicate themselves to the field. Students with disabilities, similar to any other student at the college, have the agency to stop their educational journey at any point if they deem the program as an inappropriate fit. While failure in a program can have negative impacts on a student's self-confidence, the injustice of being denied access can have more severe and far-reaching impacts on the student's self-advocacy skills in different areas of life (Prince, 2009).

Ethic of authenticity. Providing an authentic educational experience that mimics real life workplaces is also a top ethical value for the accessibility team. However, we need to approach this topic with critical thinking skills that question taken-for-granted assumptions and social norms (Bacchi & Goodwin, 2016). Inclusion and presence of persons with disabilities in the workforce has always required innovative changes to the environment in order to remove barriers (Prince, 2009). Most innovations in the accommodation field, be it the invention of Braille by a blind musician or flexibility with deadlines to integrate World War II veterans in academic institutions, were once unimaginable to those deeply entrenched in their daily practices and routines (Kersten, 1997; Prince, 2009).

Ethic of authenticity is particularly important in accommodation planning as higher education organizations play a profound role in preparing students with disabilities for participation not just in the workplace, but the society as a whole (Busch, 2017; Prince, 2009). In an educational environment, we should resist the temptation to fall back on what we deem as normal, and instead consider our role in shaping the industry norms in becoming inclusive (Busch, 2017; Prince, 2009; Sukhai & Mahadeo, 2017). While not every student with a disability may be a suitable candidate for every industry position (e.g. inappropriate fit of a student with low vision to the role of a pilot), as an educational organization, it is our duty to consider this fit thoroughly and with the highest level of care.

Addressing Ethical Tensions

As highlighted above, while both the accessibility team and academic schools highly regard the ethics of justice, care and authenticity, their perceptions of what is ethical can be somewhat different. Based on themes observed in my conversations with faculty, I suspect that these ethical tensions will represent themselves in the work of the mediation committees; both through the cases escalated to the committees and discussions to address these cases by committee members.

The servant leadership model of this work helps address these ethical tensions through the use of social cognition tools such as learning and sense making (Castillo et al., 2018). Essentially, the committees can provide the accessibility team with a platform to have deep conversations with members of the academic unit on the ethics of accommodation planning and inclusion. Furthermore, these ethical tensions can be addressed through workshops designed by committee members and delivered to the larger group of faculty. As we engage with this work, it is important for the accessibility team to exercise diplomacy and avoid implying that faculty do

not have the best interest of students with disabilities at heart. The latter can often be the case in advocacy work and have damaging impacts on the working relationships between the two units, as well as the student. After all, the success of students with disabilities often hinges on the innovative accommodation planning that is only possible through close collaboration of the accessibility team and faculty (Sukhai & Mohler, 2017).

This aspect of the OIP is highly important as the college holds a responsibility to realize the ethic of critique, defined as a responsibility to improve system equity (Starratt, 2004). Therefore, the college needs to frequently revisit its policies and practices in order to ensure they remain in line with the progressive shifts made in the field of disability activism.

Chapter Conclusion

In this chapter, I offered further details on how I intend to lead change while relying on elements of servant and distributed leadership. Moreover, I selected Kotter's (1996) model as the most appropriate fit to the PoP, following a thorough exploration of the change models available in the literature. Four solutions specific to the PoP were explored and creation of six school-specific mediation committees was selected as the way to improve the collaborative tensions between faculty and the accessibility team. The role of each committee was defined as addressing conflicts between students, faculty and the accessibility team, while simultaneously providing professional development opportunities to the community of teaching and learning. In the next chapter, I propose a detailed plan for implementation, assessment and communication of this identified solution.

CHAPTER 3: IMPLEMENTATION, EVALUATION AND COMMUNICATION

The first chapter of this OIP focused on identifying the problem of practice at my college related to the limited collaboration between faculty and the accessibility team, and the subsequent impacts on students with disabilities. In Chapter 2, the formation of six school-specific mediation committees was proposed as a solution to this PoP. In this chapter, I follow the tenets of servant and distributed leadership to offer a detailed plan for implementation of the selected solution using Kotter's (1996) eight step model for change. Furthermore, I describe the plan for promotion of this OIP while monitoring its success. I conclude the chapter by reviewing the limitations of the OIP and the next steps ahead.

Change Implementation Plan

This section outlines the goals of a proposed change plan to ensure alignment with organizational strategies, followed by details of the plan, anticipated reactions and the challenges ahead.

Goals and Priorities

While the accessibility team members create accommodation plans based on student needs, faculty determine the appropriateness of these plans in the context of each course (Colker et al., 2014). It is appropriate for faculty to decline student accommodation requests in certain courses (Sukhai & Mohler, 2017). For example, while written assignments are appropriate alternatives for presentations in many courses, they would inappropriately modify a course designed to cultivate counselling skills (Sukhai & Mohler, 2017). In such cases, faculty cannot approve alternative assessment requests as accommodation planning in higher education should not modify the learning outcomes of a course (Colker et al., 2014).

Accordingly, the process of accommodation implementation requires timely and detailed conversations between faculty and the accessibility team, especially in cases where faculty need to decline an accommodation request. At this college, tensions identified between the two units hinder these conversations and slow down the process of accommodation-related decision making. In Chapter 2, I discussed the negative impacts of this phenomenon on students with disabilities. In this section, the goals of the change plan are defined as improvements in the following two areas; equal access for students with disabilities and communication between faculty and the accessibility team.

Equal access for students with disabilities. Equal access to the educational environment is the legal right of students with disabilities (OHRC, 2017). Implementing the principles of *Universal Design for Instruction* (UDI) can allow us to proactively build this equal access into our education (Scott, McGuire & Foley, 2003). However, limited attention to UDI methods at this college has increased the demand for reactive responses to disability-related barriers in the form of academic accommodations (Colker et al., 2014). High volume of requests paired with the collaborative tensions between faculty and accessibility services have collectively resulted in long processing times for accommodation decision-making; a by-product of the systemic barriers built into our education system that has yet to embrace UDI.

It is important to note that promotion and implementation of UDI methods are outside of the scope of the accessibility services. Instead, these tasks remain within the purview of the Centre for Teaching and Learning. While the accessibility team has time and again encouraged the CTL to further endorse UDI, prioritizing this matter is ultimately a decision that needs to be made by the director of the CTL. Considering my agency and scope, the UDI has not been selected as one of the foci of this OIP.

Wait-time. Time lapses in responding to accommodation requests can have far-reaching consequences for students including limited access to registration and financial aid, as well as dissatisfaction with the college's accessibility (OHRC, 2017; Sukhai & Mohler, 2017). Some consequences such as registration and financial aid restrictions could be deemed as inevitable outcomes in cases where an accommodation request is appropriately declined following due process (Sukhai & Mohler, 2017). However, we cannot justify such outcomes if they are resulted by systemic delays in responding to student requests (Colker et al., 2014).

With regard to the goal of improving students' equal access to the educational environment, the mediation committees can reduce the average wait time students experience in response to their accommodation requests. This short-term goal is expected to be achieved within the first semester of each school-specific committee's work for students in that particular school. This goal is easily measurable as each accessibility consultant currently keeps track of the time dedicated to resolving escalated cases on their caseload. However, we will need to create a central system such as a cloud-based spreadsheet for all consultants to record this time. Furthermore, we need to ensure this centralized record-keeping practice becomes part of the norms of the accessibility department. To address this concern, I discuss strategies to secure consultants' buy-in and engagement in the later sections of this chapter.

Human rights complaints. A medium-term goal of this OIP is to reduce the number of disability-related human rights complaints launched both internally and externally by students. As the mediation committees work to provide a timely response to student accommodation requests, they provide some transparency around the decision-making process, and subsequently reduce the need for escalation to higher-level bodies such as human rights tribunals (Colker et al., 2014). This goal may be achieved following two to three semesters of each committee's

work. Earlier achievement of this goal is unlikely, given the amount of time required for the committees to become well-known entities at the college. This measure is readily available and published annually by the college's human rights office.

Students' perceptions of inclusiveness. According to Tinto (1997), social integration and academic success are the two main determinants of student persistence in higher education. It is reasonable to assume that a student's perception of belonging at the college is damaged when they experience lack of responsiveness and support for their disability-related accommodation needs. Furthermore, limited access to accommodations can negatively impact the academic performance of students with disabilities (Mamiseishvili & Koch, 2011). Together, these two factors tie the PoP to the higher than average attrition rate of students with disabilities at our college (McCloy & DeClou, 2013).

A long-term goal of this OIP is to improve students' perception of the college's dedication to inclusiveness by establishing a formal platform to address accommodation-related conflicts. The platform can in turn expedite the decision-making process. This particular goal requires additional time, considering its achievement depends on all stakeholders and the broader college community embracing the mediation committees. Furthermore, it can take a longer amount of time to realize cultural changes such as shifts in perceptions and attitudes, compared to operational changes at the college (Curry, 1992). Therefore, this goal is likely to be achieved following the successful routinization of the change plan which is hoped to occur within two years following implementation. To measure the success of the OIP with regard to this goal, we will use a qualitative measure and monitor the results of a survey distributed to the college community at the end of every semester of the committees' hearings (i.e., fall and winter semesters). This survey will specifically ask students about their opinion on the accessibility of

the college and the role played by the mediation committees in fostering this perception.

Appendix A includes a copy of this survey.

Another long-term goal of this OIP is to reduce the attrition rate among students with disabilities, which may be achieved following improvements in students' access to accommodations and their sense of belonging at the college (Mamiseishvili & Koch, 2011; Tinto, 1997). Data on student attrition rates is readily available and can be obtained through a formal request from the supervisor of the accessibility team to the office of registrar.

Improved communication. This OIP also strives to improve communication and collaboration between faculty and the accessibility team, specifically targeting opportunities for shared professional development and the quality of communication between the two units.

Shared professional development. Increased number of opportunities for shared professional development (PD) is one of the short-term goals of this plan. Once each school-specific committee has held meetings for at least one semester, co-leaders of the committee can identify common points of contention and offer shared PD opportunities to members of the two units. The number of PD sessions offered during each academic year and the attendance rate for these sessions can be monitored as a way of measuring the success of this goal.

One-to-one communication. Shared PD sessions have the potential to remove some of the tensions between the two units and pave the way for tangible increases in the amount of time dedicated to communication and collaboration (Mitchell, Parker & Giles, 2011). This time can be easily tracked using the accessibility team's calendar that reflects the daily activities of each team member including time dedicated to phone calls, email communication and in-person meetings. This medium-term goal can be achieved after two to three semesters of committee meetings for each school.

Communication tools. A long-term goal of this OIP is to change the predominant mode of communication between the accessibility team and faculty from emails to live discussions through phone and in-person meetings. This measure can be tracked using the accessibility team's electronic record management system that reflects all communication and their type between the two units as part of student case notes. To realize this goal, we require positive working relationships between the two units in order to encourage members to engage in difficult synchronous conversations (Behfar et al., 2008). The two communication-related goals previously mentioned can facilitate the success of this final goal by improving the working relationships between the two units.

Table 2 presents a summary of change goals and priorities presented in this section.

Table 2

Change Plan Goals and Priorities

Goal	Short-Term	Medium-Term	Long-Term
Equal Access for Students	<ul style="list-style-type: none"> • Reduced wait time in response to accommodation requests • Uninterrupted access to registration and financial aid for students with appropriate accommodation requests 	<ul style="list-style-type: none"> • Reduced number of human rights complaints 	<ul style="list-style-type: none"> • Improvements in students' perception of the college's support for accessibility and inclusiveness • Reduced rate of attrition among students with disabilities
Communication Between the Two Units	<ul style="list-style-type: none"> • Increases in attendance and offering of shared professional development opportunities 	<ul style="list-style-type: none"> • Increased time dedicated to one-to-one communication between the accessibility team and faculty 	<ul style="list-style-type: none"> • A shift in the predominant mode of communication from e-mail to live discussions

Note. Short-, medium- and long-term goals of this organizational improvement plan.

Alignment With Organizational Strategies

Our newly tabled five-year strategic plan defines the college's strategic pillars as career-readiness, accessibility, globalization, inclusiveness and support for student health.

Implementation of this OIP will allow the college to make a tangible progress with regard to

three of these pillars; namely, improving accessibility, inclusiveness and support for student health.

Career-readiness is another pillar that relates closely to the goals of this plan. By demonstrating a strong commitment to inclusiveness, the college can empower students with disabilities to engage in self-advocacy in requesting accommodations at their future workplaces (Sukhai & Mohler, 2017). Therefore, this initiative has the potential to remove disability-related barriers in the way of access to employment for students with disabilities.

Finally, as we open our doors to global citizens, the college needs to ensure it has the capacity to support students with disabilities coming to campus from abroad. This is important as the long wait times around accommodation decisions, especially at the end of the semester, can seriously jeopardize international students' study permits, scholarships and overall ability to remain in the country. Furthermore, international students often face additional challenges such as language barriers, lack of awareness around available resources and social isolation (Cudmore, 2005; Decock et al., 2016). Together, these layers add to the complexity of accommodation planning and implementation for international students, leading to even more serious consequences for this group in the absence of institutional support.

Plan, Stakeholders and Resources

In this section, I outline my implementation plan to establish six school-specific mediation committees across the college, designed to respond to accommodation-related disputes among the accessibility team, faculty and students. In line with Chapter 2, I follow Kotter's (1996) model to provide a critical path of this OIP including details of each step, leadership model, stakeholders involved and required resources (Cawsey, Deszca & Ingols, 2016). It is important to note that faculty are a key stakeholder group in this OIP. As full-time faculty take

an eight-week break during the summer, this plan is designed to start at the beginning of the fall semester to allow for continuity in engagement and maintaining momentum before the next summer break.

The plan will start with a pilot project where one school-specific committee is established in the first year, followed by a college-wide implementation where the other five schools at the organization each start their mediation committee. This implementation design can be beneficial in a number of ways. Firstly, it is easier to secure engagement from one academic school as opposed to six, considering each committee demands a high level of human resources. Furthermore, in the second round of recruitment, results from the pilot project can be used to promote the mediation committees in conversations with academic leaders from other schools (Cawsey et al., 2016). Finally, as the consultant assigned to the school selected for the pilot project, I have an existing rapport with the academic leaders and faculty from this school that can help us in securing buy-in (Ellis, 2016). The following is a description of my implementation plan based on Kotter's (1996) eight step model for change.

Step 1 – Developing a sense of urgency. As a servant leader, I strive to provide stakeholders with opportunities for sense making at every stage of this plan (Kritsonis, 2005). In Step 1, I will use social cognition tools such as targeted presentations and provision of data in order to highlight the discrepancy in our current and desired states, bring attention to the initiative and kickstart its implementation (Armenakis & Harris, 2009; Bandura, 2000).

Considering the grassroots nature of this initiative, I first need to highlight the need for change for my supervisor (Kezar, 2018). This task needs to be completed during the summer semester to maximize the amount of time available in fall for meetings with academic stakeholders who have limited availability during the summer. Once I have secured my

supervisor's engagement, together we will meet with the academic leaders and select faculty allies from one of our six academic schools in the first two months of the fall semester. I am the consultant assigned to the school that has been strategically selected for this pilot project.

During our meeting with the academic school, my supervisor and I will present information on the identified gap in practice in order to establish a sense of urgency to act (Kritsonis, 2005; Robbins, 2003). As highlighted in Chapter 2, the mediation committee requires extensive human resources to function and therefore, my supervisor and I need to highlight the costs of inaction including lawsuits and attrition rates as a way to urge action (Colker et al., 2014; McCloy & DeClou, 2013; Summers, 2013). This step requires time for my supervisor and I to meet in order to design and deliver this presentation.

Step 2 – Building a coalition. While the engagement of all stakeholders is required, the success of this OIP relies on a distributed leadership model with a co-leader coalition comprising this change leader as the consultant assigned to the school and two prominent faculty from the school, recruited during the Step 1 presentation (Gronn, 2010). The two faculty co-leaders will need to commit to on-going meetings and planning as their input can ensure the selected solution is a practical and appropriate response to the PoP (Armenakis & Harris, 2009). Faculty co-leaders' input can also ensure this gap assessment and proposed change plan are not inappropriately affected by any implicit biases resulted by my positioning in the accessibility team.

Furthermore, the political capital of the two faculty co-leaders can improve other faculty's engagement with the plan (Baldrige, 1971). This step is set to occur in the first two months of the fall semester and requires release time from instruction for these two faculty,

sanctioned by their academic leader. Essentially, the two faculty co-leaders will need to be assigned one less course during their engagement with the initiative.

Step 3 – Crafting a vision. In political settings, stakeholder engagement heavily relies on value alignment (Pusser, 2003). Therefore, in order to appeal to all stakeholders, the vision for this change plan should revolve around the shared values between the two units; equity and student success. This vision should emphasize how the committee can provide a fair and timely process for shared decision making around complex accommodation requests. The vision is to be crafted by the co-leaders during the second-half of the fall semester and therefore, continued release time for co-leaders is a required resource for this step.

Step 4 – Securing buy-in. Before the end of the fall semester, the co-leader coalition will present their vision for change to the administrative leaders involved. The goal of this step is to secure *principal support* and a formal commitment to the creation of the school-specific mediation committee comprising the co-leaders, the accessibility team’s supervisor and academic leaders from the specific school (Armenakis & Harris, 2009). The vision may be modified at this stage based on the input of the administrative leaders. As suggested by Klein (1996), providing stakeholders with a high level of authority and involvement can improve their buy-in.

Step 5 – Empowering stakeholders. It is important for all committee members to meet at the end of fall in preparation for the winter semester when the committee officially commences its work. This meeting will be used to empower committee members by defining the rules of the committee, providing training, legitimizing the committee chairs’ role and ensuring the required infrastructure is set up for the next phase of implementation (Kezar, 2018).

During this meeting, my supervisor and I will train faculty stakeholders on the legal basis and principles of accommodations as directly related to the work of the committee. The co-leaders will also train committee members on conflict resolution strategies and provide a manual on the steps to be followed during and after each hearing. These steps include listening to and acknowledging all parties involved during the hearing which may be attended by committee members, as well as students and the faculty involved in the case (Behfar et al., 2008). Following the hearing, committee members are to objectively define the problem, debate possible solutions, determine their appropriateness based on the legal framework of accommodations, create a plan of action, communicate the decision to all parties involved and follow up with the parties in a timely manner to ensure the action plan has been implemented (Behfar et al., 2008; Paul et al., 2016; Rahim, 1986).

The role of the committee chair will also be defined during this end-of-fall meeting. Co-leaders should be appointed on rotation as the committee chair, in order to carry out management tasks such as agenda setting, presentation of case summaries to be reviewed by the committee prior to each hearing, facilitating the hearings and other committee meetings, minute taking and following up with the parties involved in each case (Appelbaum et al., 2012).

In general, the co-leaders will rely on servant leadership on an on-going basis to facilitate the work of the committee, define rules of engagement, provide training to members and secure resources (Kritsonis, 2005). In addition to human resources, the committee requires a meeting space and technological infrastructure such as an email address to receive complaints, a portal available to all committee members with information on active and archived cases, a website for the committee and audio-visual presentation devices.

Following this meeting, the first school-specific mediation committee will commence its meetings on a bi-weekly basis at the beginning of the winter semester. At this stage, the committee needs to be heavily promoted by academic and accessibility leaders involved through email communication to their respective teams. Co-leaders of change also need to promote the committee through faculty union meetings, townhalls, college-wide communication bulletins and the student federation. In addition to promotion, co-leaders should take time to respond to questions from the college community, ensuring community members feel empowered to engage with the committee (Sendjaya et al., 2008).

Steps 6 – Showcasing small victories. The pilot project committee meetings will be halted during the summer semester and resumed in fall of the second year. Faculty co-leaders will commence their summer break at the end of June, returning to the college in August. Therefore, the co-leader team has approximately 10 weeks to engage in change monitoring (e.g. reviewing the feedback gathered from the college community) during the summer semester. By June, co-leaders will present a progress report to the administrative leaders involved, reflecting on the successes of the committee and areas in need of improvement (Cawsey et al., 2016). This report will also present data on the number of cases the committee reviewed and any wins with regards to the goals of the plan that were stated earlier in this chapter.

Step 7 – Demonstrating persistence. At this stage, securing continued access to resources may prove to be a challenge given the organizational analysis presented in Chapter 1 which highlighted the fiscal pressures this college is currently experiencing (MCU, 2019). Therefore, co-leaders should highlight the role played by the committee in aligning the school with the college's strategic plan in order to motivate further engagement and resource allocation

from the administrative leaders. This discussion can occur during a meeting scheduled in the month of June to review the committee's progress report.

Furthermore, the co-leaders will dedicate some time during the summer semester to design professional development opportunities on the common points of contention around accommodations. These PD sessions will be school-specific, intended for faculty and the consultant(s) assigned to the school, and delivered during the fall and winter semesters of the second year. These sessions can use elements of the social cognitive theory such as the *Guided Mastery Training* introduced earlier in this OIP to empower attendees in gaining a thorough understanding of the new information (Wood & Bandura, 1989). Another goal of these sessions is to help attendees with building links between the new information and their existing values, facilitating a shift in their mental models of accommodation planning (Peltonen & Lamsa, 2004). The co-leaders should also use these sessions to communicate their vision for change and create a shared vision through hands on activities that help change-recipients build a sense of ownership of the issue at hand (Peltonen & Lamsa, 2004).

During the summer semester, the accessibility team will also internally review the results of the pilot project and discuss college-wide implementation of the plan. The accessibility team supervisor and the consultant(s) assigned to each school will then approach the other five academic schools at the college with a pitch to create school-specific mediation committees. These school-specific meetings should occur before faculty start their summer break in the month of July. All of the new committees will replicate the structure of the pilot project committee, with a co-leader coalition made up of two faculty from the academic school and the consultant(s) assigned to that particular school. It is expected that these additional five committees will commence their bi-weekly meetings in the fall of second year and offer school-

specific PD sessions starting in the winter of second year. Co-leaders from all school-specific committees will meet annually during the summer semester to ensure the six committees continue to work consistently, in-sync and aligned with the original vision of this OIP.

Step 8 – Routinizing change. To turn the mediation committees into integral parts of the college’s structure, it is important for the co-leaders to continuously promote the committees and highlight their meaningful contributions to the college community. Social cognition tools such as data presentations during townhalls, faculty union and college council meetings can prove to be helpful for this purpose (Peltonen & Lamsa, 2004). Measures that indicate the committees have become well-accepted organizational fixtures include stability in the demand for the committees, diversity in the population who brings cases forward and increased complexity of cases as time goes by, indicative of organizational learning around more preliminary accommodation-related matters.

As it can take some time for value shifts to occur, there is no set timeframe for this step (Curry, 1992). The two-year point after the start of implementation will mark a time when all six academic schools have held committee meetings for at least two semesters. It is expected that by this point the change would start to become routinized at the college considering its persistent presence and promotion. When routinized, the school-specific committees will continue to meet on a regular basis to review and respond to accommodation-related disputes among faculty, the accessibility team and students.

Appendix B provides a summary of the steps described above.

Stakeholder Reactions

Stakeholders involved in this OIP include faculty co-leaders, accessibility and academic leaders, as well as the broader community of learning including students, faculty and

accessibility team members. The anticipated reactions of each group are explored in the following.

Administrative leaders. The reaction of the academic and accessibility leaders can range anywhere from supportive of the initiative to lacking interest. While all parties have in the past acknowledged a gap in practice, different parties have offered different interpretations of the causes of this gap. While I anticipate most of the administrative leaders involved to be open to the initiative, the task of securing buy-in and commitment to staff release time may prove to be a challenge given the absence of an urgent threat (Buller, 2015). A selling point for this particular stakeholder group is the role each committee can play in addressing conflicts between the two units, diverting this time-consuming responsibility from the administrative leaders to the committees.

Faculty and the accessibility team. As stated earlier, faculty at this college often express their dissatisfaction with the lack of access to key information required to make accommodation-related decisions. The accessibility team, on the other hand, often complain about the absence of an organizational protocol to address conflicts of opinion between the two units. Therefore, the proposed solution may be embraced as it would benefit both units who have acknowledged the existence of this gap in practice (Armenakis & Harris, 2009). Faculty and accessibility team attitudes toward these committees further depend on perceptions of *formal support* for the initiative, *appropriateness* of the solution and its *efficacy* (Armenakis & Harris, 2009). These elements can be supported if the initiative is endorsed by the accessibility and academic leaders, as well as prominent faculty co-leaders with political capital (Ellis, 2016).

Students. I anticipate mixed reactions from the student body in response to this initiative. On the one hand, this initiative provides a formal and equitable platform for students to seek

accountability from the institution around their accommodation needs. However, the platform may also be intimidating to engage with due to the presence of the administrative leaders serving on the committees. Co-leaders of change can address this issue by either representing student cases on their behalf or empowering students and providing educational opportunities for them to build self-advocacy skills (Palmer & Roessler, 2000). Examples of the latter include training sessions for students on their rights and the college's responsibility to accommodate, while debunking misperceptions around consequences of self-advocacy (Prater, Redman, Anderson & Gibb, 2014).

Limitations and Challenges

In this section, I explore five specific limitations of the OIP. Firstly, securing buy-in from administrative leaders may pose as a barrier in the way of the OIP. To address this, the OIP is intentionally designed to start as a pilot project with only one committee dedicated to one academic school. This design may allow for a more successful recruitment effort in the second wave of implementation, targeted toward the other five academic schools. The latter is the case as the accessibility team can reference successes and lessons learnt from the pilot project in their pitch to other schools. Furthermore, the academic leaders involved in the pilot project may serve as *translators of change* among their peers and share the positive impacts of the OIP with other academic leaders, improving chances of buy-in (Kezar, 2018).

Another anticipated challenge is around the college community's engagement with the committees. Faculty, often influenced by their workload, may choose to engage with initiatives other than research and teaching in a fluid and unpredictable manner (Cohen et al., 1972). Furthermore, cases escalated to the committees often involve faculty who believe the requested accommodation is inappropriate. By bringing such cases forward, these faculty risk building a

reputation of lacking collegiality toward the accessibility team or compassion for their students with disabilities. Students may also choose not to escalate their cases or engage with the committees out of fear of reprimand, should they ever take another course with the faculty involved. Concerns around confidentiality may also limit the scope of the committees as students may decide not to share their conflicts in order to protect their private disability-related information. To address these challenges, it is important for the proceedings of the committees to occur in complete confidence and in a judgement-free environment dedicated to learning. To preserve student confidentiality, committee members will only receive information on the student accommodation request and the details of the dispute among the parties involved in the case, without access to the student's disability-related documentation, diagnoses or functional limitations.

Absence of students on the co-leader teams is yet another limitation of the OIP. This is a great issue considering the OIP sets out to ultimately empower students with disabilities. However, presence of students on co-leader teams cannot be supported given the highly sensitive information shared by their peers during committee meetings such as their registration with accessibility services. To address this limitation, the co-leader teams should consider sharing the implementation plan with the student body as a way of promoting consultation and opportunities for feedback from students. The student federation has the resources and infrastructure to support this consultation process.

A final limitation of this plan lies in its heavy reliance on the stakeholders involved in the pilot project. If these members move on, the continuity of engagement may be disrupted and the plan may be forgotten. The distributed leadership model of the plan and presence of multiple co-leaders can help address this limitation to some extent (Gronn, 2010).

Change Process Monitoring and Evaluation

Following the PDSA model, I began Chapter 3 by describing the planning and implementation stages necessary for the OIP (Saier, 2017). In this section, I explore the next two phases of the model concentrated on surveying the progress of the implemented plan and adjusting the plan in response to the results of the survey phase (Saier, 2017).

Monitoring Change

Pietrzak and Paliszkeiwicz (2018) define the survey stage of the PDSA model as the time when the effectiveness of the plan is assessed. For this purpose, they propose the following three assessment tools; “implementation control, premise control and strategic surveillance” (p. 156, Pietrzak & Paliszkeiwicz, 2018).

Implementation control. The first method of change monitoring explored here focuses on whether the milestones set out by the plan have been achieved during the implementation phase (i.e., the do stage). It is important to keep in mind that most milestones proposed in this plan are time sensitive, given the fluctuations in stakeholder availability during each semester of implementation. Therefore, delays in achieving these milestones can significantly jeopardize the success of the plan. I have shared a detailed account of these milestones in the implementation plan section of this chapter. Table 3 provides a summary of these milestones.

Table 3

Change Plan Milestones

Semester	Milestone
Semester 1 – Fall	<ul style="list-style-type: none"> • This change leader and the accessibility team supervisor present to one academic school by November; secure two faculty from the school to serve as co-leaders of change along with this change leader • Co-leaders to craft and present a vision for change to administrative leaders, secure resources and review committee rules by December
Semester 2 – Winter	<ul style="list-style-type: none"> • One school-specific committee to start bi-weekly meetings in January • All members to promote the committee • Co-leaders to distribute the feedback survey in April
Semester 3 – Summer	<ul style="list-style-type: none"> • Co-leaders to review results and measure goals; adjust plan as needed • Co-leaders to present a progress report to the administrative leaders of the pilot committee in June; secure on-going commitment • Co-leaders to design school-specific PD sessions for faculty and consultants assigned to the school to be delivered in fall of year 2 • Accessibility team to approach five other academic schools before July to suggest creation of school-specific mediation committees
Semester 4 – Fall of Year 2	<ul style="list-style-type: none"> • All six schools to hold bi-weekly meetings starting in September • Pilot project school to offer PD sessions to its faculty and consultants • One end-of-semester feedback survey to be distributed to all members of the community of learning to assess the impact of the committees
Semester 5 and beyond	<ul style="list-style-type: none"> • All six schools to hold bi-weekly committee meetings and offer PD sessions to their faculty; college-wide promotion of the committees • Each committee’s co-leaders to meet in the summer to review their committee’s work • All co-leaders to meet annually in order to ensure consistency across the 6 committees

Note. A detailed critical path of the change plan broken down for each semester.

Each summer, the co-leaders should also review the measures indicated in the goal section of this chapter to monitor the effectiveness of their school-specific committee. These goals include reduced wait time in responding to accommodation requests, lower number of student human rights complaints and improvements in survey results on students' perception of the inclusiveness of the college (Appendix A). Other goals of this OIP include increases in the time the two units dedicate to live communication and shared professional development.

Premise control. This method of assessment monitors changes in the underlying assumptions of the change plan (Pietrzak & Paliszkeiwicz, 2018). In other words, as circumstances change, leaders need to ensure that the change initiative remains relevant to the organization and appropriately addresses the issues experienced by stakeholders (Jeyrathnam, 2008). Two assessment tools can assist the co-leaders with this task. One tool is the survey distributed to the college community members at the end of each semester of the committees' work which can provide some insight into stakeholder needs and perceptions (Appendix A). The second method is for each committee to conduct an annual force field analysis during the summer semester, with the participation of all committee members. In this analysis, the supportive and resistant forces related to the committee can be mapped (Cawsey et al., 2016). Each committee is to review annual changes in the force field analyses every summer and revise the implementation plan in response.

Strategic surveillance. This method of assessment involves being constantly vigilant and on the lookout for changes in the general college environment that may threaten the committees' existence (Pietrzak & Paliszkeiwicz, 2018). The PESTE analysis of the organization and the strong dependence of this OIP on human resources suggest that this change plan is highly vulnerable to economic pressures that may limit the amount of resources available to be directed

to the initiative. Therefore, the co-leaders should constantly monitor factors that can signal economic pressure including hiring freezes, downsizing of staff and provincial budget cuts (Lasher & Greene, 2001). The co-leaders should also constantly survey the environment for other potentially threatening factors. Informal meetings with influential organizational leaders will allow the co-leaders of change to remain aware of such threats (Kezar, 2018).

Table 4 offers a summary of the survey methods used in this OIP.

Table 4

Tools for Change Process Monitoring

Survey Method	Task	Timeline
Implementation Control	Co-leaders ensure milestones are met	Ongoing
	Co-leaders review improvements with regard to the goals of the OIP	Every summer
Premise Control	Co-leaders review the results of the survey distributed to the community of learning at the end of fall and winter semesters	Every summer
	Co-leaders complete a force field analysis	Every summer
Strategic Surveillance	Co-leaders monitor internal and external threats to the OIP	Ongoing

Note. In addition to the committee-specific survey tools outlined in the table, co-leaders from all committees also meet every year during the summer semester to ensure all six committees continue to work consistently (Adapted from Pietrzak and Paliszkeiwicz, 2018).

Adjusting the Plan

According to the PDSA model, successful change occurs when leaders adjust the change plan in response to their assessment in the survey stage (Saier, 2017). The action stage uses both single- and double-loop learning where the survey results respectively change the actions of the leaders, as well as the underlying assumptions of the change plan (Pietrzak & Paliszkeiwicz, 2018). In this section, I propose actions in response to some of the anticipated results from the survey phase, in line with the PDSA model. These actions are informed by a distributed leadership model with shared agency and rely on social cognitive theory tools to facilitate change.

While it is important for the co-leaders to monitor feedback at every stage of implementation, summer semesters will be especially important checkpoints for assessment. At this point, co-leaders of each committee will carefully review any progress made with regard to the goals of the OIP, achievement of milestones, their force field analysis and results of the surveys that have been distributed to the community of learning twice during the academic year; at the end of fall and winter semesters (Appendix A). The survey includes qualitative data as it specifically asks students to elaborate on their experiences with their school-specific committee, barriers to access and the role played by the committees in their perception of inclusiveness of the college. The co-leaders of each committee will use this qualitative data paired with anonymized student accounts shared privately with accessibility consultants during disability appointments to assess and implement required adjustment to this OIP.

Furthermore, co-leaders may find important information by reviewing the number of cases brought forward to the committees and the nature of these cases. This review may reveal the number of cases brought forward to be too low, meaning there existed times when the

committees cancelled their meetings or met for a very brief period of time due to lack of demand. These numbers should be compared to the number of cases reviewed internally by the accessibility team at the time, to rule out a general low traffic of students as the reason behind this occurrence. If the latter has been ruled out, the low number of cases brought forward to the committees can possibly signal lack of acceptance of these committees by the college community or their lack of knowledge about the existence of these committees.

A possible solution at this stage is to further promote the committees through meetings, bulletin boards and other communication platforms used at the college. Additionally, promotion by influential members of the college community may help improve the acceptance of the committees (Pusser, 2003). Examples of such members include the head of the faculty union, academic deans, leaders of student affairs and the president of the student federation. This strategy may be particularly effective considering the political environment of the college and the positive impacts of support from influential members on the acceptance of new initiatives in such environments (Pusser, 2003).

The review may also reveal the number of cases brought forward to be too high, meaning meeting time was consistently insufficient to review all the escalated cases leading to long wait times for the committees to address some of their cases. This phenomenon can be problematic in a number of ways. First, it has the potential to tarnish the reputation of the committees. Secondly, considering the time sensitivity of accommodation requests, long wait times can turn the committees into an ineffective solution to this PoP. Finally, a high demand for the committees can continuously increase the need for human resources and eventually lead to an unsustainable design that cannot appropriately address the gap in practice.

If the number of cases brought forward is too high, the type of cases should be monitored for repetition. Where there is high repetition in the theme of cases, the committees can publish some of their decisions on their websites as a set of precedents and guidelines, while anonymizing all stakeholders involved in the case. Furthermore, co-leaders can address these common areas of contention during professional development sessions offered to the college community (Robbins, 2003). Finally, a high number of cases with little repetition in case themes confirms the need for the committees to continue serving the college community. However, to ensure a timely response, the committees may need to increase their number of meetings per month. Should this occur, administrative leaders serving on the committees may consider assigning delegates to attend the meetings on their behalf. This arrangement can reduce the cost of human resources associated with the committees' work.

Regardless of the number of cases brought forward, it is likely for the administrative leaders serving on the committees to start delegating tasks to others over time, considering the likely emergence of other new initiatives that may demand their time and attention. The prerequisite for this change is cultivation of trust through a shared history, time dedicated during committee meetings to have difficult conversations on the tensions between the two units and the participatory structure of the committee governance that provides the leaders with a high level of autonomy (Awan, 2014; Bourgault et al., 2008).

In addition to the actions stated above, co-leaders should also pull from the force field analyses performed annually in summers by each committee, as well as the information gathered as part of the strategic surveillance of the organization, to engage in double-loop learning. This entails changing the underlying assumptions and subsequently the change plan itself to ensure the evolving problem of practice is diagnosed and addressed appropriately (Pietrzak &

Paliszkeiwicz, 2018). Successful implementation of the PDSA cycle depends on its continuity (Saier, 2017). Therefore, it is important for the co-leaders to continuously monitor the change plan and act to keep the plan on track.

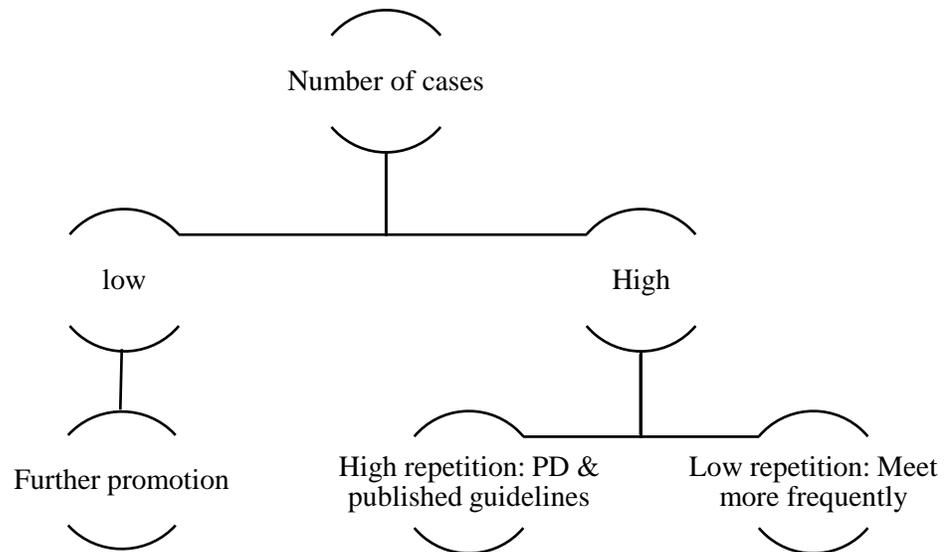


Figure 2. Decision-making tree to adjust the change plan in response to results from the survey phase.

Communication Plan

In this section, communication strategies are explored to introduce the change plan to stakeholders, communicate the progress of the plan and support long-term partnership and collaboration between the two units. I have selected to differentiate the communication strategies for different stakeholders, given the increased receptivity associated with stakeholder-specific

messaging (Klein, 1996). In this section, stakeholders are divided into implementers involved in the creation and operation of the committees and change-recipients.

Communication With Change Implementers

The implementers of this change plan include faculty co-leaders, accessibility consultants and the administrative leaders involved in this OIP.

Administrative leaders. The administrative leaders involved in implementing this OIP include the accessibility team supervisor and academic leaders (i.e., associate deans of the six academic schools). Successful communication of the need for change with this stakeholder group is highly important, given the role they play in improving institutional engagement (Kezar, 2018). As suggested by Armenakis and Harris (2009), perception of *principal support* from formal leaders of the institution is a necessary requirement for change-recipients to engage with the initiative. Furthermore, promotion of a change plan by direct supervisors and institutional leaders can have a significant impact on its success (Klein, 1996). This can be tied to the bureaucratic attributes present in HEOs where a call for engagement by administrative leaders is often interpreted as a requirement to act (Olsen, 2006).

The accessibility supervisor. To date, I have engaged in general discussions regarding this OIP with my supervisor who oversees the accessibility services. During these discussions, she has expressed her interest in engaging with the initiative and implementing the OIP. Moving forward, I need to present the details of this change initiative to my supervisor prior to the fall semester of year one of implementation in order to secure her buy-in. While my supervisor and I work at different campuses, it is important for us to speak about this matter in-person, as face-to-face interactions are more effective in providing an opportunity for persuasion, debate and deliberation (Klein, 1996). This meeting should be conducted on a one-to-one basis to ensure

that our discussion is not sidetracked by other team members and their proposed initiatives. As I share the need for change with my supervisor, I will concentrate on the *valence* of this change initiative by exploring the positive outcomes of the OIP for the accessibility team (Armenakis & Harris, 2009). The latter includes improvements in faculty relations, and subsequently, a reduction in staff time dedicated to addressing disputes between the two units. This approach is in line with the tenets of servant leadership that focus on sense making as a means to secure engagement (Kritsonis, 2005).

Academic leaders. An invitation to an initial meeting from my supervisor to the academic leaders will likely result in more favorable response rates given my supervisor's formal leadership status at the college (Kezar, 2018). This invitation in the form of an email will be shared with our associate deans, requesting an in-person and school-specific meeting to discuss the topic of collaboration between the two units. Invitees to each school-specific meeting will include associate deans and select faculty from the school, the accessibility consultant(s) assigned to the school and the supervisor of the accessibility services.

Following Klein's (1996) *communication and education* strategies, during this initial meeting my supervisor and I will present our organizational analysis around our PoP included in Chapter 1 and share the consequences of inaction. These consequences range from financial loss and legal action to perceptions of limited accountability and social injustice that disempower students with disabilities. From an operational standpoint, it should be highlighted that our current practices are time-consuming, inefficient and set up faculty for failure in the absence of educational opportunities on accommodation implementation.

At this stage, a question likely to be shared by this group given the extent of time and resources required from them, is whether this matter is pressing and threatening enough to

warrant the allocation of such a high level of resources. To address this concern, it is important to share that this plan is not a reaction to an impending threat, but instead a way for each school to proactively align itself with the strategic pillars of inclusion, student health and accessibility (Buller, 2015).

To add to the legitimacy of this proposal, our presentation will also include references to the Ontario Human Rights Commissioner's letter to our college which highly encouraged the creation of *accommodation advisory committees* (OHRC, 2017). We will propose delivery of this OHRC (2017) recommendation through the creation of cross-functional mediation committees. The structure of the committees will be discussed in detail at this stage for feedback from the associate deans. In line with the OIP's distributed leadership approach, this communication strategy allows for *participation and involvement* of the academic leaders and is likely to improve buy-in given the high level of authority and decision-making it provides these leaders (Klein, 1996; Gronn, 2010).

Faculty co-leaders. A select number of faculty nominated by their associate dean will also be in attendance during the initial meeting between the accessibility team and the academic school. During this meeting, my supervisor and I will highlight the need for change by sharing statistics on the proportion of students registered with accessibility services at our college at approximately 10%, in line with national statistics of persons with disabilities (McCloy & DeClou, 2013; Statistics Canada, 2012). We will then present anonymized cases where students with disabilities were negatively impacted by faculty's mishandling of accommodation requests. The goal of this discussion is to highlight the lived experiences of students with disabilities at the college, as our faculty highly value student success and equity. It is important to note at this

stage and all subsequent communication pertaining to this OIP that our goal is not to assign fault to the schools, but to improve student experiences.

This communication plan addresses anticipated questions from the faculty group on the rationale behind the need to disrupt the status quo. The other goal of this communication plan is to recruit two faculty co-leaders from each school based on their availability and level of influence in their community of practice. The faculty co-leaders will be kept updated at every stage through different modes of communication including email, phone and in-person meetings. The distributed leadership model of the OIP will allow for *participation and involvement* of faculty co-leaders and therefore can improve their on-going engagement (Klein, 1996; Gronn, 2010).

Accessibility consultants. As this OIP follows a distributed leadership model, its success heavily relies on the involvement of other consultants as co-leaders of change for their school-specific committee. Face-to-face communication is a suitable and effective strategy for this stakeholder group given their size and proximity to this change leader (Klein, 1999). During the first year of the implementation plan (i.e., the pilot project), I will share the change plan and subsequent updates with the team during our monthly consultant meetings. Frequent updates on the progress of the change initiative and its success can improve its acceptance and legitimacy among team members (Harris & Beckhard, 1987).

In the summer of year one, the consultants and supervisor of the accessibility team will internally review the progress of the pilot project committee. During a summer consultant meeting, my supervisor and I will propose the creation of five new school-specific mediation committees, each to be led by the consultant(s) assigned to the school along with two faculty co-leaders from the school. Direct support from the supervisor of the team can improve buy-in from

consultants given the hierarchical structure of our department (Armenakis & Harris, 2009; Klein, 1996). Furthermore, endorsement from influential consultants who are considered to be *thought-leaders* at the department can help improve buy-in (Cawsey et al., 2016).

Finally, other strategies to influence consultants are Klein's (1996) *negotiation and agreement* that focus on explaining the benefits that the initiative may bear for others. In line with these strategies, I will highlight for other consultants that the mediation committees can result in less wait-time for students, provide a formal process to address disagreements and overall, lead to a more pleasant work environment for consultants by removing the need for long and at times heated conversations around accommodations. Consultants may object to this initiative and wonder why we need to change our current practices. To address this concern, the shortcomings of our current system shared earlier in Chapter 2 will be highlighted. As suggested by Armenakis and Harris (2009), understanding the gap in practice can significantly improve change readiness among stakeholders.

Communication With Change-Recipients

Faculty, students and the broader accessibility team are change-recipient stakeholders who do not need to contribute to the daily operations of the committees, yet their engagement is vital for the success of this plan.

Faculty. This stakeholder group includes the broader community of faculty who belong to our six different academic schools. There are a number of challenges in the way of communication with this group including the large number of faculty and their *fluid participation* in non-teaching initiatives (Cohen et al., 1972). To address these challenges, the OIP will be communicated repeatedly and separately to faculty belonging to each school. A number of communication tools will be used to promote the committees including emails from

academic leaders and faculty co-leaders. This email communication will encourage faculty to escalate their disability-related conflicts to their school-specific committee in order to address them in a timely manner and in a safe environment focused on learning.

In addition to emails, academic leaders involved in this OIP can engage in face-to-face promotion of the committees during school-specific faculty meetings held twice per year (Klein, 1996). Faculty co-leaders can also promote the committees at faculty union meetings. Additionally, co-leaders of each committee will ask program coordinators to encourage their team of faculty to access the committees during program-specific meetings. On-going promotion and provision of status updates on the work of the committees to this stakeholder group is required as a means to institutionalize the OIP (Curry, 1992; Harris & Beckhard, 1987).

The strategies used in communication with faculty are *education and communication* through the use of social cognition tools highlighted earlier in this chapter (Klein, 1996). To elaborate, communication with this group should focus on building empathy around the experiences of students with disabilities. Some disability advocates may raise concerns around this approach, as accommodation implementation should not be based on compassion (Sukhai & Mohler, 2017). Instead, accommodations are legal responses from the college to uphold the rights of persons with disabilities (Colker et al., 2014).

In response to this, it is important to highlight that faculty at this college are not resistant to accommodations, but instead cause delays in responding to accommodation requests as a result of thorough deliberation. Such behavior, while consequential to students, would not constitute as illegal (Colker et al., 2014). On the other hand, our faculty are highly concerned with equity and student success, yet lack awareness of the challenges experienced by students with disabilities. Providing them with exposure to the lived experiences of this student

population can help shift faculty's mental models of accommodations in response to disability-related barriers (Kritsonis, 2005).

A question anticipated from faculty is whether dedicating such a high level of resources to one student group is fair, considering the challenges our student population as a whole face at the college. The latter includes financial challenges, child care responsibilities and more (Lopez-Rabson & McCloy, 2013). To address this concern, we need to highlight that accommodated students make up 10% of our entire student population who do not have access to a barrier-free educational environment (McCloy & DeClou, 2013). In fact, our current educational system is not designed fairly as it privileges the access of able-bodied students (Sukhai & Mohler, 2017). To capture this point, Appendix C provides a visual representation highlighting how equal treatment is not always equitable to all. This work is an example of the material to be included in professional development sessions offered to faculty by the mediation committees.

The accessibility team. Earlier, I proposed communication strategies intended to encourage the engagement of the accessibility team's supervisor and consultants. In this section, I propose communication strategies to share the need for change with the rest of the accessibility team. It is important to keep in mind that the accessibility team is relatively small. Therefore, outreach to this group is not as challenging as is with faculty. The team is made up of two groups; eleven accessibility consultants who are members of the faculty union and ten support staff who provide administrative support to the consultants, students and the office. Tensions exist between the two groups due to major disparities in income and benefits, favoring the consultants. As a result, initiatives proposed by consultants are often not well-received by support staff.

While consultants will be the members of the accessibility team involved in the distributed leadership model of the OIP, we need to communicate the need for change and the progress of the plan to all members of the team in order to turn the initiative into a permanent structure at the department (Kotter, 1996). Therefore, I propose for my supervisor to provide a status update on this initiative to the broader team during our monthly departmental meetings. Communication from my supervisor will likely lead to higher engagement from support staff, given her level of authority at the department and positive working relationships with her employees (Klein, 1996). Furthermore, regular progress reports and examples of each committee's success in the form of case studies can help team members embrace the newly proposed change initiative over time (Harris & Beckhard, 1987).

The current overarching culture of the accessibility department is one that regards faculty as adversarial and resistant to accommodations. To disrupt this culture, all messaging shared with the team should depict faculty as allies and partners who would benefit from further training on accommodation-related matters. In line with the servant leadership approach of this OIP and using social cognition tools, communication with the team should challenge members' worldviews through thought-provoking questions and provision of alternative explanations, helping members shift their mental models of faculty and their support for students with disabilities (Greenleaf, 2008; Robins, 2003).

Students. This group is the most difficult to engage considering the make-up of the committees which may be intimidating for students, as well as possible consequences of engagement stated earlier in this chapter. To promote the committees, a number of communication strategies can be used including blast e-mail communication shared with all students registered with accessibility services. Furthermore, the committees can be promoted by

consultants, program coordinators, student advisors and other front-facing college employees. To that end, it will be important to encourage my supervisor to inform administrative leaders of the college of the presence of the committees, through emails as well as our college-wide communication bulletin. The president of the student federation can also promote the committees through email and in-person communication and provide updates to the student body on the work of these committees.

While promoting the committees to students, we need to reassure students that their escalated cases would be handled confidentially, and that neither the nature of their disability, nor their documentation will be shared with committee members other than the accessibility team members serving on the committees. Furthermore, the communication should reassure students that escalating a case to their school-specific committee will not bear any consequences for the student. Students should also have the opportunity to have a proxy present their case on their behalf should they choose not to attend the committee hearing in person, as self-advocacy should not be a prerequisite for access (OHRC, 2017; Sukhai & Mohler, 2016).

Chapter Conclusion

In Chapter 3, I proposed a detailed implementation plan on creating six school-specific mediation committees that would address accommodation-related conflicts between faculty, the accessibility team and students. Kotter's (1996) model was used to frame this plan, and elements of the PDSA model including strategies for monitoring and adjustment were incorporated in the plan to allow for continuous improvement. I concluded Chapter 3 by offering a communication plan that highlighted ways of approaching each stakeholder group in order to increase engagement and buy-in. The next section is the conclusion to this OIP document and future considerations.

OIP Conclusion and Future Considerations

Supporting the success of students with disabilities goes well beyond the legal mandates faced by a college. Instead, higher education organizations have a moral and ethical responsibility to remove the barriers faced by this student population, especially considering their higher than average attrition rate (Sukhai & Mohler, 2016). This responsibility is both toward students and the society as a whole (Busch, 2017). In this OIP, I shared the current problem of practice at my college pertaining to the political tensions between the accessibility team and faculty that slow down the process of accommodation-related decision making and bear extensive consequences for students with disabilities.

To address this PoP, I proposed the creation of six school-specific mediation committees to provide conflict resolution support to students, faculty and accessibility consultants when they cannot resolve their disputes. These committees would be especially beneficial as the current organizational procedures set to address these disputes, with examples of internal and external human rights offices, fail to provide a timely response to students. The mediation committees on the other hand, comprising faculty co-leaders, the accessibility consultant(s) assigned to the school and administrative leaders, have the capacity to provide a timely response to student accommodation requests. Furthermore, these committees are capable of resolving the tensions between faculty and the accessibility team through shared professional development opportunities that utilize social cognition tools, and conflict resolution methods that focus on integration of the two units in order to confront the sources of tension (Behfar et al., 2008). These strategies are in line with the servant leadership approach of this OIP that focuses on facilitating learning and collaboration (Greenleaf, 2008).

Additionally, the distributed leadership model of each committee will provide an opportunity for shared governance of these entities (Gronn, 2010). Paired with the added transparency on the work of the accessibility services, this shared governance has the capacity to cultivate trust and further remove the tensions between the two units (Awan, 2014). Ultimately, addressing this problem of practice can remove a systemic barrier in the way of access for students with disabilities and subsequently, improve their success, perception of belonging and overall persistence at the college, as well as their self-advocacy in later stages in life (Mamiseishvili & Koch, 2011; Tinto, 1997).

As we look to future, we need to keep in mind that the number of students with disabilities registering with accessibility services has been on the rise in the past five years at Ontario HEOs (McCloy & DeClou, 2013). If these numbers continue to grow, this proposed solution may become insufficient in responding to the increase in demand from the student population. Furthermore, the proposed solution is ultimately a reactive method of responding to the barriers built in our educational environment. The shortcoming in designing a reactive system lies in the fact that there will always be students who may not be aware of their rights or available support services. Therefore, the current solution is not perfect in that it will still require students to actively engage in requesting accommodations, negotiating their access and escalating their requests to the committees while simultaneously pursuing their educational goals at the college.

This design is problematic once we compare it to the experience of able-bodied students who do not need to engage with any of these steps to access their education. Therefore, more and more signs point to the need for a proactive response to disability-related barriers in our educational environment; one in the form of *Universal Design for Instruction* which has the

ability to provide a fair and equitable opportunity for access to all students from their first day of engagement with the course (Scott & Foley, 2003). The UDI has the capacity to support our diverse and at-risk student population, while upholding the principles of academic excellence (Scott & Foley, 2003). Nevertheless, we are a long way from fully realizing UDI and in the interim, the mediation committees can offer support to students with disabilities in the political environment of this college.

Perhaps the need for six mediation committees would be removed once the working relationships between the two units have been improved and tensions resolved. In that case, the committees have served their purpose and members of the two units can engage in accommodation-related discussions free from the current tensions and barriers. However, even in the case of such an outcome, the committees serve to increase accountability and transparency, and work to empower students with disabilities. Therefore, my recommendation would be to maintain these committees or merge them into one should the need for their work be diminished, even after they have managed to deliver their originally proposed goal of resolving the tensions between faculty and the accessibility team at the college. It is hoped that through this work, we are able to pave the way for full access and participation of persons with disabilities in our communities, starting from education to employment, housing, public administration roles and beyond.

References

- Albert, J., & Spears, L. C. (2012). The promised land: Robert Greenleaf, Bruce Springsteen, and Servant-Leadership. *The International Journal of Servant-Leadership*, 8(1), 453-473.
- Alleman, N. F., Allen, C. C., & Haviland, D. (2017). Collegiality and the collegium in an era of faculty differentiation. *ASHE Higher Education Report*, 43(4), 7-122.
- Andrews, R. (2017). Organizational size and social capital in the public sector: Does decentralization matter?. *Review of Public Personnel Administration*, 37(1), 40-58.
- Appelbaum, S. H., Habashy, S., Malo, J. L., & Shafiq, H. (2012). Back to the future: Revisiting Kotter's 1996 change model. *Journal of Management Development*, 31(8), 764-782.
- Armenakis, A. A., & Harris, S. G. (2009). Reflections: Our journey in organizational change research and practice. *Journal of change management*, 9(2), 127-142.
- Awan, S. (2014). Rebuilding trust in community colleges through leadership, emotional healing, and participatory governance. *The Community College Enterprise*, 20(2), 45.
- Bacchi, C., & Goodwin, S. (2016). *Post-structural policy analysis: A guide to practice*. New York, NY: Palgrave Macmillan.
- Baer, L. L., Duin, A. H., & Bushway, D. (2015). Change agent leadership. *Planning for Higher Education*, 43(3), 1-11.
- Balaji, M. S., Khong, K. W., & Chong, A. Y. L. (2016). Determinants of negative word-of-mouth communication using social networking sites. *Information & Management*, 53(4), 528-540.
- Baldrige, J. V. (1971). *Models of university governance: Bureaucratic, collegial, and political*. Washington, D.C.: Office of Education Teacher Corps.
- Baldrige, J. V. (1972). Organizational change: The human relations perspective versus the

- political systems perspective. *Educational Researcher*, 1(2), 4-15.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.
- Beatty, B. (2007). Going through the emotions: Leadership that gets to the heart of school renewal. *Australian Journal of Education*, 51(3), 328-340.
- Beer, J. (2015). Diversity in leadership. *Perspectives: Policy and Practice in Higher Education*, 19(2), 40-42.
- Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of Applied Psychology*, 93(1), 170-188.
- Beilke, J. R., & Yssel, N. (1999). The chilly climate for students with disabilities in higher education. *College Student Journal*, 33(3), 364-364.
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Birnbaum, R. (1991). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco, CA: Jossey-Bass.
- Blackmore, J. (2013). A feminist critical perspective on educational leadership. *International Journal of Leadership in Education*, 16(2), 139-154.
- Blakesley, S. (2008). Remote and unresearched: Educational leadership in Canada's Yukon Territory. *Compare*, 38(4), 441-454.
- Blanchard, K. (2009). *Who killed change?: Solving the mystery of leading people through change*. New York, NY: Harper Collins.

- Boak, A., Hamilton, H. A., Adlaf, E. M., Henderson, J. L., & Mann, R. E. (2018). *The mental health and well-being of Ontario students, 1991-2017: Detailed findings from the Ontario Student Drug Use and Health Survey (OSDUHS)* (Report No. 47). Toronto, ON: Centre for Addition and Mental Health.
- Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International Journal of Management Reviews*, 13(3), 251-269.
- Bótas, P. C. P., & Huisman, J. (2012). (De)constructing power in higher education governance structures: An analysis of representation and roles in governing bodies. *European Journal of Higher Education*, 2(4), 370-388.
- Bouman, T., Steg, L., & Kiers, H. A. (2018). Measuring values in environmental research: A test of an environmental portrait value questionnaire. *Frontiers in Psychology*, 9, 564-579.
- Bourgault, M., Drouin, N., & Hamel, E. (2008). Decision making within distributed project teams: An exploration of formalization and autonomy as determinants of success. *Project Management Journal*, 39(1), 97-110.
- Brown, M. H., & Hosking, D. M. (1986). Distributed leadership and skilled performance as successful organization in social movements. *Human Relations*, 39(1), 65-79.
- Brownlee, J. (2015). Contract faculty in Canada: Using access to information requests to uncover hidden academics in Canadian universities. *Higher Education*, 70(5), 787-805.
- Bryk, A. S., Gomez, L. M., Grunow, A., & Le Mahiue, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.
- Buller, J. (2015). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Jossey-Bass.

- Busch, L. (2017). *Knowledge for sale: The neoliberal takeover of higher education*. Cambridge, MA: The MIT Press.
- Caldwell, R. (2012). Systems thinking, organizational change and agency: A practice theory critique of Senge's learning organization. *Journal of Change Management*, 12(2), 145-164.
- Castillo, C., Fernandez, V., & Sallan, J. M. (2018). The six emotional stages of organizational change. *Journal of Organizational Change Management*, 31(3), 468-493.
- Cawsey, T. F., Deszca, G., & Ingols, C. (2016). *Organizational change: An action-oriented toolkit (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Chrusciel, D. (2008). What motivates the significant strategic change champion(s)?. *Journal of Organizational Change Management*, 21(2), 148-160.
- Clark, D. L. (1985). Emerging paradigms in organizational theory and research. In Y. Lincoln (Ed.), *Organizational theory and inquiry: The paradigm revolution* (pp. 43–78). Beverly Hills, CA: Sage.
- Clark, R. E., Estes, F., Middlebrook, R. H., & Palchesko, A. (2004). Turning research into results: A guide to selecting the right performance solutions. *Performance Improvement*, 43(1), 44-46.
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17(1), 1-25.
- Colker, R., Grossman, P. D., & Milani, A. A. (2014). *The Law of disability discrimination*. New York, NY: LexisNexis.
- College Committee on Disability Issues. (n.d.). *About us*. Retrieved from <http://www.disabilityissues.ca/english/about.html>

Cordiner, M., Thomas, S., & Green, W. (2018). Do labels matter when implementing change?

Implications of labelling an academic as a champion: Results from a case study. *Studies in Higher Education*, 43(3), 484-499.

Cornelissen, J.P. (2012). Sensemaking under pressure: The influence of professional roles and

social accountability on the creation of sense. *Organization Science*, 23(1), 118-137.

Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19(1), 3-13.

Cudmore, G. (2005). Globalization, internationalization, and the recruitment of international

students in higher education, and in the Ontario colleges of applied arts and

technology. *The Canadian Journal of Higher Education*, 35(1), 37-60.

Curry, B. K. (1992). *Instituting enduring innovations: Achieving continuity of change in higher*

Education (Report No. 7). Washington, D.C.: ASHE-ERIC Higher Education Reports.

Decock, H., McCloy, U., Steffler, M., & Dicaire, J. (2016). *International students at Ontario*

colleges: A profile. Ottawa, ON: Canadian Bureau for International Education.

Deegan, P. E. (1992). The independent living movement and people with psychiatric

disabilities: Taking back control over our own lives. *Psychosocial Rehabilitation*

Journal, 15(3), 3-19.

Dhurandhar, A. (2009). Writing the other: An exercise in empathy. *Journal for Learning*

Through the Arts, 5(1), 13-32.

Eckel, P. D. (2000). The role of shared governance in institutional hard decisions: Enabler or

antagonist? *The Review of Higher Education*, 24(1), 15-39.

Eddy, P. L., & Van Der Linden, K. E. (2006). Emerging definitions of leadership in higher

education: New visions of leadership or the same old "hero" leader. *Community College*

Review, 34(5), 5-26.

- Ellis, S. (2016). The political dimensions of decision making. In G. S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (pp. 457–477). Washington, DC: NASPA.
- Elrod, P. D., & Tippett, D. D. (2002). The “death valley” of change. *Journal of Organizational Change Management*, 15(3), 273-291.
- Ferry, V. (2008). Exercising empathy: Ancient rhetorical tools for intercultural communication. *Nordicum-Mediterraneum*, 12, 3-16.
- Green, W. (2019). Engaging students as partners in global learning: Some possibilities and provocations. *Journal of Studies in International Education*, 23(1), 10-29.
- Greenleaf, R. (2008). *The servant as leader*. Newton Center, MA: Greenleaf Center.
- Greiner, L. E. (1989). Evolution and revolution as organizations grow. In C. Bowman & D. C. Asch (Eds.), *Readings in strategic management* (pp. 373-387). London, UK: Macmillan International Higher Education.
- Gronn, P. (2010). Leadership: Its genealogy, configuration and trajectory. *Journal of Educational Administration and History*, 42(4), 405-435.
- Günzel-Jensen, F., Jain, A. K., & Kjeldsen, A. M. (2018). Distributed leadership in health care: The role of formal leadership styles and organizational efficacy. *Leadership*, 14, 110-133.
- Haegele, J. A. & Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. *Quest*, 68(2), 193-206.
- Haezendonck, E., Willems, K., & Hillemann, J. (2017). Doing good while performing well at Flemish universities: Benchmarking higher education institutions in terms of social inclusion and market performance. *International Journal of Inclusive Education*, 21(1), 31-47.

- Handford, V., & Leithwood, K. (2013). Why teachers trust school leaders. *Journal of Educational Administration, 51*(2), 194-212.
- Harmsen, R., & Tupper, A. (2017). The governance of post-secondary education systems in British Columbia and Ontario: Path dependence and provincial policy. *Canadian Public Administration, 60*(3), 349-368.
- Harris, R. T., & Beckhard, R. (1987). *Organizational transitions: Managing complex change*. Reading, MA.: Addison-Wesley Publishing Company.
- Higgs, M., & Rowland, D. (2005). All changes great and small: Exploring approaches to change and its leadership. *Journal of Change Management, 5*(2), 121-151.
- Hongseok, O., Labianca, G., & Chung, M. (2006). A multi-level model of group social capital. *Academy of Management Journal, 31*(3), 569-582.
- Jaworski, J., & Scharmer, C. O. (2000). *Leadership in the new economy: Sensing and actualizing emerging futures*. Cambridge, MA: Generon Consulting.
- Jones, S., Lefoe, G., Harvey, M., & Ryland, K. (2012). Distributed leadership: A collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy and Management, 34*, 67-78.
- Judge, W., & Douglas, T. (2009). Organizational change capacity: The systematic development of a scale. *Journal of Organizational Change Management, 22*(6), 635-649.
- Katsiyannis, A., Zhang, D., Landmark, L., & Reber, A. (2009). Postsecondary education for individuals with disabilities: Legal and practice considerations. *Journal of Disability Policy Studies, 20*(1), 35-45.
- Kaur, M., & Kaur, D. (2014). The power of organizational spirituality: Its effect on job

- satisfaction, quality of work life and occupational stress. *International Journal of Research in Organizational Behavior and Human Resource Management*, 2(2), 356–369.
- Kerka, S. (1995). *Techniques for authentic assessment: Practice application brief*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- Kersten, F. (1997). The history and development of Braille music methodology. *The Bulletin of Historical Research in Music Education*, 18(2), 106-125.
- Kezar, A. (2018). *How colleges change: Understanding, leading, and enacting change* (2nd ed.). New York, NY: Routledge.
- Killean, E., & Hubka, D. (1999). *Working towards a coordinated national approach to services, accommodations and policies for post-secondary students with disabilities: Ensuring access to higher education and career training*. Ottawa, ON: National Educational Association of Disabled Students.
- Klein, S. M. (1996). A management communication strategy for change. *Journal of Organizational Change Management*, 9 (2), 21-46.
- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kotter, J. P. (2008). *A Sense of urgency*. Boston, MA: Harvard Business School Press.
- Kritsonis, A. (2005). Comparison of change theories. *International Journal of Scholarly Academic Intellectual Diversity*, 8(1), 1-7.
- Kruger, W. (1996). Implementation: The core task of change management. *CEMS Business Review*, 1, 77–96.
- Lasher, W. F., & Greene, D. L. (2001). College and university budgeting: What do we know?

- What do we need to know?. In M. B. Paulsen & J. C. Smart (Eds.), *The Finance of higher education: Theory, research, policy and practice* (pp. 501-534). New York, NY: Agathon Press.
- Lepori, B., Usher, J., & Montauti, M. (2013). Budgetary allocation and organizational characteristics of higher education institutions: A review of existing studies and a framework for future research. *Higher Education, 65*(1), 59-78.
- Leroi-Werelds, S., Streukens, S., Brady, M. K., & Swinnen, G. (2014). Assessing the value of commonly used methods for measuring customer value: A multi-setting empirical study. *Journal of the Academy of Marketing Science, 42*(4), 430-451.
- Lewin, K. (1951). Overcoming resistance to change. *Human Relations Journal, 1*(4), 512-532.
- Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A systematic review of barriers and facilitators of disability disclosure and accommodations for youth in post-secondary education. *International Journal of Disability, Development and Education, 65*(5), 526-556.
- Lopez-Rabson, T. S., & McCloy, U. (2013). *Understanding student attrition in the six Greater Toronto Area (GTA) Colleges*. Toronto, ON: Higher Education Quality Council of Ontario.
- Louis, K. S., Murphy, J., & Smylie, M. (2016). Caring leadership in schools: Findings from exploratory analyses. *Educational Administration Quarterly, 52*(2), 310-348.
- Mamiseishvili, K., & Koch, L. C. (2011). First-to-second-year persistence of students with disabilities in postsecondary institutions in the United States. *Rehabilitation Counseling Bulletin, 54*(2), 93-105.
- Manning, K. (2018). *Organizational theory in higher education* (2nd ed.). New York, NY: Routledge.

- Maria Cubillo, J., Sanchez, J., & Cervino, J. (2006). International students' decision-making process. *International Journal of Educational Management*, 20(2), 101-115.
- McCloy, U., & DeClou, L. (2013). *Disability in Ontario: Postsecondary education participation rates, student experience and labour market outcomes*. Toronto, ON: Higher Education Quality Council of Ontario.
- McMillan, C., & Baxter, E. (2011). Higher education in Ontario: The need for research universities. *Canadian Public Administration*, 54(3), 437-453.
- Metcalfe, J. L. (1976). Organizational strategies and interorganizational networks. *Human Relations*, 29(4), 327-343.
- Miner, R. C. (2013). Informal leaders. *Journal of Leadership, Accountability and Ethics*, 10(4), 57-61.
- Ministry of Colleges and Universities. (2019). *Affordability of post-secondary education in Ontario*. Retrieved from <https://news.ontario.ca/maesd/en/2019/01/affordability-of-postsecondary-education-in-ontario.html>
- Mitchell, R. J., Parker, V., & Giles, M. (2011). When do interprofessional teams succeed? Investigating the moderating roles of team and professional identity in interprofessional effectiveness. *Human Relations*, 64(10), 1321-1343.
- Montesino, M. U. (2002). Strategic alignment of training, transfer-enhancing behaviors, and training usage: A post-training study. *Human Resource Development Quarterly*, 13(1), 89-108.
- Moors, G., Vriens, I., Gelissen, J. P. T. M., & Vermunt, J. K. (2016). Two of a kind: Similarities between ranking and rating data in measuring values. *Survey Research Methods*, 10(1), 15-33.

Morgan, G. (2006). *Images of organization* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Morphew, C. (2009). Conceptualizing change in the institutional diversity of U.S. colleges and universities. *Journal of Higher Education*, 80(3), 243–269.

Newman, L. A., & Madaus, J. W. (2014). Reported accommodations and supports provided to secondary and postsecondary students with disabilities: National perspective. *Career Development and Transition for Exceptional Individuals*, 38(3), 173-181.

Norton, M. I., Mochon, D., & Ariely, D. (2012). The IKEA effect: When labor leads to love. *Journal of Consumer Psychology*, 22(3), 453-460.

OccupyAwareness. Equality equity 2.0 [image file]. Retrieved from: <https://www.flickr.com/photos/131899891@N05/16793385026/>

O'Shea, A., & Kaplan, A. (2017). Disability identity and use of services among college students with psychiatric disabilities. *Qualitative Psychology*, 5(3), 358-379.

Olsen, J. P. (2006). Maybe it is time to rediscover bureaucracy. *Journal of Public Administration Research and Theory*, 16(1), 1-24.

Ontario Human Rights Commission. (2003). *The opportunity to succeed: Achieving barrier-free education for students with disabilities: Consultation report*. Ottawa, ON: Government of Canada Publications.

Ontario Human Rights Commission. (2017). *With learning in mind: Inquiry report on systemic barriers to academic accommodation for post-secondary students with mental health disabilities*. Ottawa, ON: Government of Canada Publications.

Oreg, S., Vakola, M., & Armekanis, A., (2011). Change-recipients' reactions to organizational change: A 60-year review of quantitative studies. *Journal of Applied Behavioral Science*, 47 (4), 461-521.

- Palmer, C., & Roessler, R. T. (2000). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *The Journal of Rehabilitation, 66*(3), 38-43.
- Parker, M. (2000). *Organizational culture and identity: Unity and division at work*. Thousand Oaks, CA: Sage.
- Pascal, C. E. (1990). *Vision 2000: Quality and opportunity. A review of the mandate of Ontario's colleges and a summary of the final report*. Toronto, ON: Ontario Council of Regents.
- Paul, G. D., Geddes, D., Jones, T. S., & Donohue, W. A. (2016). Revitalizing conflict research with a communication perspective: Celebrating and learning from Linda Putnam's contributions to the study of conflict. *Negotiation and Conflict Management Research, 9*(4), 309-331.
- Peltonen, T., & Lamsa, T. (2004). Communities of practice and the social process of knowledge creation: Towards a new vocabulary for making sense of organizational learning. *Problems and Perspectives in Management, 4*, 249-262.
- Pietrzak, M., & Paliszkiwicz, J. (2015). Framework of strategic learning: The PDCA cycle. *Management, 10*, 149-161.
- Post-Secondary Education Choice and Excellence Act, S.O.2000, c.36*. Retrieved from <https://www.ontario.ca/laws/statute/00p36>
- Prater, M., Redman, A., Anderson, D., & Gibb, G. (2014). Teaching adolescent students with learning disabilities to self-advocate for accommodations. *Intervention in School and Clinic, 49*(5), 298–305.
- Prince, M. J. (2009). *Absent citizens: Disability politics and policy in Canada*. Toronto, ON: University of Toronto Press.

- Pusser, B. (2003). Beyond Baldrige: Extending the political model of higher education organization and governance. *Educational Policy*, 17(1), 121-140.
- Putnam, L. L. (1988). Communication and interpersonal conflict in organizations: References. *Management Communication Quarterly*, 1(3), 293-302.
- Rahim, M. A. (1985). A strategy for managing conflict in complex organizations. *Human Relations*, 38(1), 81-89.
- Reynolds, C. W. (1987). Flocks, herds and schools: A distributed behavioral model. *Computer Graphics*, 21(4), 25–34.
- Rhoades, G., & Slaughter, S. (2004). Academic capitalism in the new economy: Challenges and choices. *American Academic*, 1(1), 37–60.
- Robbins, S. (2003). *Organizational behavior* (10th ed.). Upper Saddle River, NJ: Prentice Hall.
- Saier, M. C. (2017). Going back to the roots of WA Shewhart (and further) and introduction of a new CPD cycle. *International Journal of Managing Projects in Business*, 10(1), 143-166.
- Schein, E. H. (2010). *Organizational culture and leadership*. Hoboken, NJ: John Wiley & Sons.
- Scott, S., Mcguire, J., & Foley, T. (2003). Universal design for instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education*, 36(1), 40–49.
- Sendjaya, S., Sarros, J. C., & Santora, J. C. (2008). Defining and measuring servant leadership behaviour in organizations. *Journal of Management Studies*, 45(2), 402-424.
- Sergiovanni, T. (1994). *Building community in schools*. San Francisco, CA: Jossey-Bass.
- Shackelford, J. L., & Maxwell, M. (2012). Sense of community in graduate online education: Contribution of learner to learner interaction. *The International Review of Research in Open and Distributed Learning*, 13(4), 228-249.

- Skolnik, M. L. (2010). A look back at the decision on the transfer function at the founding of Ontario's colleges of applied arts and technology. *The Canadian Journal of Higher Education, 40*(2), 1-17.
- Sokal, L. (2016). Five windows and a locked door: University accommodation responses to students with anxiety disorders. *The Canadian Journal for the Scholarship of Teaching and Learning, 7*(1), 1-20.
- Starratt, R. J. (2004). *Ethical leadership*. San Francisco, CA: Jossey-Bass.
- Starratt, R. J. (2005). Responsible leadership. *The Educational Forum, 69*(2), 124-133.
- Statistics Canada (2012). *A profile of persons with disabilities among Canadians aged 15 years or older, 2012* (Catalogue no. 89-654-X). Ottawa, ON: Government of Canada Publications.
- Statistics Canada. (2019). *Obtaining a bachelor's degree from a community college: Earnings outlook and prospects for graduate studies*. Ottawa, ON: Statistics Canada.
- Steigenberger, N. (2015). Emotions in sensemaking: A change management perspective. *Journal of Organizational Change Management, 28*(3), 432-451.
- Sterman, J. D. (2001). System dynamics modeling: Tools for learning in a complex world. *California Management Review, 43*(4), 8-25.
- Stigliani, I., & Ravasi, D. (2012). Organizing thoughts and connecting brains: Material practices and the transformation from individual to group-level prospective sensemaking. *Academy of Management Journal, 55*(5), 1232-1259.
- Storbeck, J., & Clore, G. L. (2005). With sadness comes accuracy; with happiness, false memory: Mood and the false memory effect. *Psychological Science, 16*(10), 785-791.
- Sukhai, M. A., & Mohler, C. E. (2017). *Creating a culture of accessibility in the sciences*.

- Cambridge, MA: Academic Press.
- Summers, M. D. (2003). ERIC review: Attrition research at community colleges. *Community College Review*, 30(4), 64-84.
- Thomas, S. B. (2000). College students and disability law. *The Journal of Special Education*, 33(4), 248-257.
- Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *The Journal of Higher Education*, 68(6), 599-623.
- Visser, C. L., Wilschut, J. A., Isik, U., van der Burgt, S. M., Croiset, G., & Kusurkar, R. A. (2018). The Association of readiness for interprofessional learning with empathy, motivation and professional identity development in medical students. *BMC medical education*, 18(1), 125.
- Young, R., & Jordan, E. (2008). Top management support: Mantra or necessity?. *International Journal of Project Management*, 26(7), 713-725.
- Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The leadership quarterly*, 10(2), 285-305.
- Wang, Z., Zhang, J., Thomas, C. L., Yu, J., & Spitzmueller, C. (2017). Explaining benefits of employee proactive personality: The role of engagement, team proactivity composition and perceived organizational support. *Journal of Vocational Behavior*, 101, 90-103.
- Wanous, J. P., Reichers, A. E., & Austin, J.T. (2000), Cynicism about organizational change: Measurements, antecedents and correlates. *Group & Organization Management*, 25, 132-153.
- Weick, K. E. (1995). *Sense-making in organizations*. Thousand Oaks, CA: SAGE.
- Weis, R., Dean, E. L., & Osborne, K. J. (2016). Accommodation decision making for post-

secondary students with learning disabilities: Individually tailored or one size fits all?. *Journal of Learning Disabilities*, 49(5), 484-498.

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review*, 14(3), 361-384.

Wright, A. M., & Meyer, K. R. (2017). Exploring the relationship between students needing accommodations and instructor self-efficacy in complying with accommodations. *Higher Learning Research Communications*, 7(1), 65-83.

Appendix A

Survey Intended for the College Community:

To be Distributed Bi-Annually at the end of the Fall and Winter Semesters

Please provide your responses to the following questions. Please note this survey is anonymous.

Question 1. Please share your status at the college.

1. Student
2. Faculty
3. Accessibility team
4. Other – Please specify:

Question 2. Please specify your academic school.

Question 3. Are you familiar with the work of the *Mediation Committees* intended to address accommodation related disputes?

1. Not at all
2. Somewhat
3. Very familiar

Question 4. Would you ever escalate your accommodation-related dispute to your school-specific *Mediation Committee* to be reviewed by your Associate Dean, as well as the Associate Director of the Accessibility Services?

1. Yes, without hesitation
2. Yes, but I have some concerns.
3. No, I would never.

Question 5. If your answer to the previous question was either options 2 or 3, please provide additional information on your concerns.

Question 6. If you have ever escalated a case to the *Mediation Committees*, please share the quality of this experience.

1. The committee provided a helpful response to my concern in a timely manner.
2. I was dissatisfied by the work of the committee. If this is your response, please specify.

Question 7. Please share any additional comments or recommendations for the committee.

Please answer Questions 8 and 9 only if you are a student.

Question 8. For the purpose of this survey, the accessibility of the college refers to equal access to education for students with disabilities. As a student, how do you rate the accessibility of your education at this college?

1. Limited accessibility
2. Neutral
3. Exceptional

Please elaborate.

Question 9. Has the presence of the *Mediation Committees* made a difference in your perception of the inclusiveness of the college? Please explain.

Appendix B

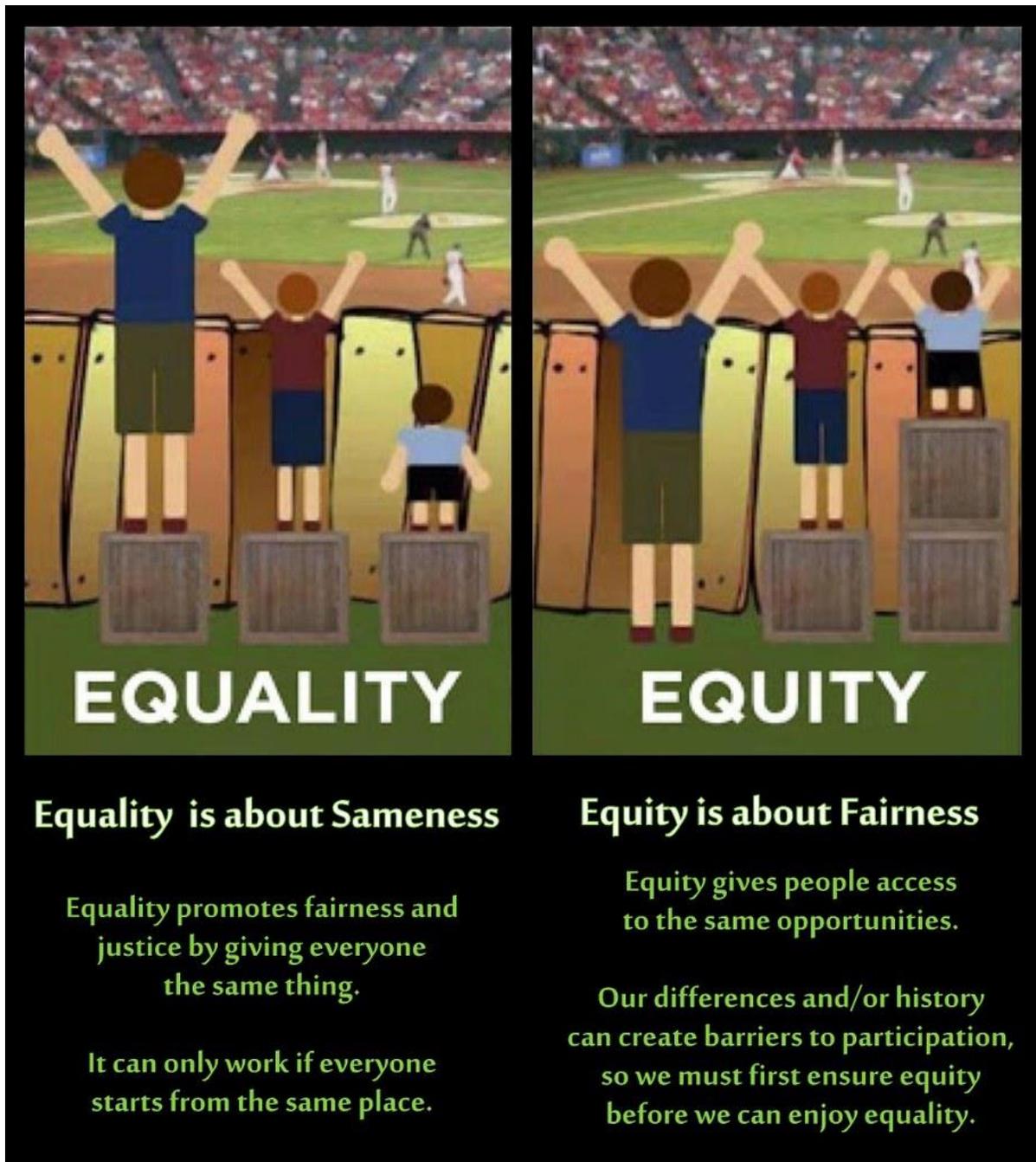
Change Implementation Plan Based on Kotter's (1996) Model

Step	Description	Stakeholders Involved	Required Resources	Timeline
Step 1 Developing a Sense of Urgency	The accessibility team highlights the gap in practice for academic leaders and faculty of the pilot project school	Academic and accessibility leaders; select faculty; this change leader	Release time for all presentation attendees	0 to 2 months (Semester 1 - Fall)
Step 2 Building a Coalition	This change leader secures two faculty allies as co-leaders of change to establish a distributed leadership coalition	Co-leaders: This change leader and 2 influential faculty	Release time for co-leaders	0 to 2 months (Semester 1 – Fall)
Step 3 Crafting a Vision for Change	Co-leaders craft a student-centered vision appealing to stakeholder values	Co-leaders	Release time for co-leaders	2 to 4 months (Semester 1 – Fall)
Step 4 Securing Buy-in	Co-leaders present the change vision and critical path to administrative leaders to secure resources	Committee members: Academic and accessibility leaders; co-leaders	Release time for all committee members	2 to 4 months (Semester 1 - Fall)
Step 5 Empowering Stakeholders	Bi-weekly committee hearings commence for one school-specific committee; the committee reviews escalated cases by	All committee members	Release time for committee members;	4 to 8 months (Semester 2 – Winter)

	faculty, students and the accessibility team; all members promote the committee		meeting space; technological infrastructure	
Step 6 Celebrating Small Wins	Co-leaders create and present a progress report to secure continued buy-in and resources	All committee members	Release time for all committee members	8 to 12 months (Semester 3 – Summer)
Step 7 Demonstrating Persistence	Co-leaders monitor change and adjust the plan as needed; co-leaders develop PD sessions for the college community	Co-leaders	Release time for co-leaders	8 to 12 months (Semester 3 – Summer)
	Accessibility team approaches other five academic schools to establish school-specific mediation committees	Academic and accessibility leaders; select faculty; consultants	Release time for all presentation attendees	8 to 12 months (Semester 3 – Summer)
	All six committees hold bi-weekly hearings; pilot project committee offers PD sessions to faculty	All Committee members	Release time for committee members	12 to 16 months (Semester 4 – Fall of Year 2)
	All six committees offer PD sessions and hold bi-weekly hearings	Co-leaders	Release time for co-leaders	16 to 20 months (Semester 5 – Winter of Year 2)
Step 8 Routinizing Change	Change turns into an organizational fixture	Co-leaders	Release time for co-leaders	2nd year and beyond

Appendix C

A Visual Comparing Principles of Equality and Equity



This image provides a visual representation of differences between equal and equitable treatments. "Equality equity 2.0" by OccupyAwareness is licensed under CC PDM 1.0.