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## Igniting Change in Equity, Diversity and Inclusion at a Canadian Community College Coll

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## Abstract

This organizational improvement plan addresses the need to develop an equity, diversity, and inclusion strategy that will lead to systematic institutional and cultural change at Mountain College (a pseudonym). This organizational improvement plan draws upon transformational and ethical leadership principles to gain support and momentum from across all levels of the College to develop a shared vision for change and reach the new organizational state. Bolman and Deal's (2013) Four Frames have been used as a strategic tool to examine Mountain College and identify the actions and decisions the team can take in the organizational improvement process. Following this organizational analysis, I used The Change Path Model (Cawsey et al., 2016) to lead the change process.

Three possible solutions to address the PoP were identified and examined from a financial, administrative, and human resources perspective. The preferred solution was identified; which is to establish an EDI task force to develop a framework and action plan for Mountain College. The Plan, Do, Study, Act (PDSA ) concept was selected to monitor and evaluate the progress towards improving equity, diversity and inclusion at Mountain College. Finally, a strategic communications plan has been developed for internal and external stakeholders. Internal stakeholders include employees, student and board of governors. External stakeholders include government, community members and First Nations Bands.

**Keywords:** equity, diversity, inclusion, change path model, transformational leadership, ethical leadership.

## **Acknowledgments**

This organizational improvement plan is dedicated to my boys, husband, extended family, and friends who have tirelessly supported my educational journey. The support and guidance from this talented group of individuals have been invaluable. I would also like to thank my fellow students for their endless words of encouragement at all hours of the day and night; I could not have done this without your support. Finally, I would like to say a sincere thank you to Dr. Beate Planche for her constant support, guidance, and persistence that we can all work together to get to the finish line. I respectfully acknowledge that Mountain Collge campuses are located on the traditional and unceded territory of the Syilx Okanagan and the Secwepemc people.

## **Executive Summary**

Mountain College (a pseudonym) is a multi-campus publicly funded institution that operates in British Columbia. Traditionally Mountain College serves a population that encompasses 180 km; however, due to COVID-19, the student demographics have morphed to include many other regions of the province and nation. Mountain College is a multi-campus institution that offers certificates, diplomas, and degrees. Mountain College's program and its profile's depth and breadth have expanded to include programming in arts and foundations, business, science, technology, health, and trades training.

The composition of students at Mountain College has changed due to several external elements. Recently, British Columbia established performance measures that focus on supporting the implementation of priority initiatives for Indigenous students and vulnerable populations. A reduction in provincial grant funding has resulted in many post-secondary institutions increasing their focus on attracting international students to balance the budget. Finally, a silver lining from the impact of COVID-19, a global pandemic, is the rapid pivoting to online learning, resulting in increased access to education for remote and rural communities. These changes have resulted in a more diverse student body. This unprecedented change, combined with the provincial and federal government's focus on the equity, diversity, and inclusivity (EDI) agenda, provides a climate supporting the concepts of this organizational improvement plan (OIP). The problem of practice (PoP) this OIP strives to address is Mountain College's need to develop an EDI action plan, strategy, and framework that will lead to cultural change. The vision for this OIP is to generate awareness of the issues and work as a team to create a positive and productive culture at Mountain College where all individuals are welcomed and treated with respect and dignity. The following guiding questions have framed the progress of this OIP: How can a task force use the

formal structures and systems to create a culture that embraces EDI? What are the best practices in EDI at other post-secondary institutions? How can these best practices be adapted to fit the organizational culture at Mountain College? Will an EDI action plan be supported by the internal stakeholders at Mountain College? And finally, the unprecedented impact of COVID-19, the global pandemic, cannot be underestimated as it will inevitably transform the global economy.

The focus of Chapter 1 is to provide an introduction and overview of this PoP. This discussion includes an overview of the organizational context at Mountain College, focusing on the history, structure, and mission. This chapter introduces the concept of constructivism theory which is interwoven throughout all aspects of the OIP. The constructivist philosophy is considered idealistic and aligns with my predisposition to be a transformational leader that strives to work with my team to learn from our lived experiences and create a shared vision for change. I aspire to work with the task force to explore human inquiry and provide the platform for capturing and creating the process of individual and social change.

Chapter 2 builds on the vision for change and focuses on planning and developing the OIP. In this section, I explore transformational and ethical leadership concepts to help build the momentum required to pivot the institution to focus on the critical issue and values of EDI. I then introduce the Cawsey et al. (2016) Change Path Model, a systematic framework that will lead to the change process. The Change Path Model involves four stages that align with Mountain College's readiness for this organizational improvement process. The systematic analysis of the four stages: awakening, mobilization, acceleration, and institutionalization will help propel the shared vision for change forward. There is an urgency to institutionalize this vision so that Mountain College is positioned to submit applications for time-sensitive provincial and federal

government research grants. This chapter concludes with an analysis of three proposed solutions to the PoP.

Chapter 3 explores the preferred solution to address EDI at Mountain College by establishing a task force that will develop a framework and action plan. This approach will set measurable goals and objectives that align with the strategic directions of the College. The balanced score card developed by Kaplan and Norton (1996) and the plan, do, study, act developed by Deming (1993) are tools discussed to monitor and evaluate the OIP. Finally, a communications strategy is devised that is aligned with Cawsey et al.'s (2016) Change Path Model to ensure this plan has stakeholder buy-in and support for each stage of the project.

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## List of Acronyms

ASET	Ministry of Advanced Education and Skills Training
BIPOC	Black, Indigenous, Person of Color
COVID-19	Coronavirus Disease-19
EDI	Equity, Diversity and Inclusion
FDG	Four Designated Groups
GBA+	Gender-Based Analysis Plus
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer plus
NSERC:	National Sciences and Engineering Research Council of Canada
OIP	Organizational Improvement Plan
PESTE	Political, Economic, Sociocultural, Technological, Environmental
PoP	Problem of Practice
PDSA	Plan-Do-Study-Act
PWD	Person with Disability
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **Chapter 1: Introduction and Problem of Practice**

This organizational improvement plan (OIP) addresses Mountain College's (a pseudonym) need to develop an equity, diversity, and inclusivity (EDI) strategy and action plan that will lead to systemic institutional and cultural change. As highlighted in Tamik and Guenter (2019), widespread scholarly attention has been paid to education systems contributing to students' exclusion and marginalization based on ethnicity, ability, gender, sexuality, and religion (Michalski, Cunningham and Henry, 2017; Riley, Mentis, and Kearney, 2016). The concepts embedded in EDI are multilayered which makes this PoP such a complex issue. The importance of EDI is expanding to include respect and accountability to ensure the outcome is not just cosmetic diversity but is embedded in an institution's policies, procedures, and practices.

At Mountain College, the strategic plan and key directions mention increasing diversity as a core value and attracting international and Indigenous students as a key strategic direction. As part of the strategic planning consultation, there was a resounding affirmation that Mountain College needs to foster an inclusive workspace that provides students with equitable access to learning opportunities (X, personal communication, November 2020). There has been political, social, and economic impetus at a global level assigned to the inclusivity agenda. United Nations Educational, Social and Cultural Organization (UNESCO) 2030 Framework for Education specifically identifies "inclusive and equitable quality education" (UNESCO, 2015, p.3) as a priority. Universities Canada has developed seven inclusive education principles, and NSERC established the dimension charter with eight principles confirming an institution's commitment to EDI. In 2017, to receive federal research funding, institutions must develop and publish institutional EDI action plans (Government of Canada, 2018). This renewed focus on EDI has created a perfect climate for the development of this OIP.

Chapter 1 of this OIP will explore the history and organizational context at Mountain College. Analyzing Mountain College from a political, economic, sociocultural, technological, and environmental lens will help determine how its structure will respond to the proposed vision for change. The chapter concludes with a discussion on Mountain College's readiness for change.

### **Mountain College Provincial Context**

It is essential to understand the post-secondary sector's organizational context in Canada and Mountain College, specifically leadership, administration, and decision-making. The Ministry of advanced Education and Skills Training (ASET) provides the leadership and direction for post-secondary education in British Columbia. The post-secondary education system structure in British Columbia is integrated with five different degree-granting institutional entities. The design of the institution determines the funding structure and the range of programming that is offered. The structures include public post-secondary institutions: research universities (four), teaching universities (four), and colleges (fourteen) and institutes (two); private and out of province public institutions (19)); private training institutions (473), theological institutions (14)), and Aboriginal-controlled post-secondary institutes (43), which are a vital component of the British Columbia education system (ASET, 2020). Mountain College is considered a public post-secondary college.

Mountain College is a multi-campus institution that operates in the interior of British Columbia, spanning 180 km. Mountain College's mandate is to serve the community, employers, and citizens of this region. The College serves 20,000 students annually. Over 130 programs are offered at Mountain College, ranging from trades and vocational programming, certificates, diplomas, and degrees. Since its inception, Mountain College has met or exceeded its ASET

performance targets. The College has experienced continued growth in its domestic and international student registrations.

### **Political, Economic, Sociocultural, Technological and Environmental (PESTE) Analysis**

Aguilar (1967) first discussed the tools associated with the PESTE analysis as a methodology to examine the external business environment. The PESTE analysis is applicable to the post-secondary environment as it provides a platform to understand the complexity of our operations. This approach provides a methodology to examine the multitude of internal and external factors that impact the post-secondary environment. The PESTE analysis also provides a tool to examine the current context and identify issues that may impact the desired future state. In the next section, I will conduct an environmental scan to examine the macroenvironment in which Mountain College operates and identify factors that will impact this OIP.

#### ***Political Analysis***

Higher education institutions in British Columbia receive direction and leadership from the province. AEST prepares an annual service plan which outlines the government's priorities for the year. There are several specific goals and objectives in the annual service plan that support this OIP. The province requires that all ministries adopt the Gender-Based Analysis Plus (GBA+) lens and business and economic implications framework to budgeting and policy development; ministries will ensure that equity is reflected in budgets, policies, and programs (AVED Service Plan, 2020). An intersectional gender analysis will help Mountain College better meet our community's needs and reflect its population's growing diversity. The government of British Columbia (2020) developed a framework a GBA+ framework that will require that organizations consider the following questions: What assumptions are you making? Who could

be left behind? Who did you consult? What data was considered? (Government of British Columbia, 2020). In addition, specific priorities identified by the government include:

- Investing nearly \$20 million in co-developed post-secondary education and skills training with approximately 164 Indigenous communities, resulting in more indigenous people furthering their education and obtaining employment.
- Appointing Indigenous representation to boards of governors for all 25 public post-secondary institutions throughout British Columbia to ensure local Indigenous participation in post-secondary governance
- Increasing the affordability and accessibility of post-secondary education and training by eliminating interest accruing on government student loans, increasing access to new student housing throughout the province, and supporting safe post-secondary campuses for learners launching the 2019-20 sexual violence prevention campaign (AVED, 2020, p. 5)

Mountain College is a higher educational institution that must adhere to the political influences that dictate the College's funding and strategic priorities. As such, it is a political entity that subscribes to a shared governance structure that "emphasizes negotiations as well as the role and power of different stakeholders" (Sporn, 2007, p. 149). This OIP will position Mountain College to respond to specific political directives positioning the College to allow it to expand the breadth and depth of the community it serves.

### ***Economic Analysis***

British Columbia has a small economy with a strong reliance on exporting our natural resources on a global scale. Canada is a leader in net immigration, and British Columbia is the destination of choice for 15-20% of immigrants (BCBC, Outlook 2020). Businesses and



educational institutions must collaborate to ensure that British Columbia is a welcoming place for new immigrants. Mountain College recognizes the critical role new immigrants play in communities and has partnered with the federal government to offer settlement services at several campuses. Mountain College has also received funding from X Trust Fund to provide anti-racism workshops in rural communities.

Several macro-economic and geo-political trends are creating volatility in the economy, negatively impacting the post-secondary sector. In August 2018, diplomatic tensions between Saudi Arabia and Canada resulted in a crushing blow to international students studying in Canada, when 7000 Saudi students on government scholarships were required to return home with virtually no notice (Redden, 2018). Similar friction between Canada-China escalated in December of 2018 when Canada arrested Meng Wenzhou, the Chief Financial Officer of Huawei Technologies (Proctor, 2018). This tension has resulted in trade wars, and the impact of these developments on higher education is still unknown.

On March 13, 2020, Mountain College was forced to close all campuses due to Coronavirus Disease (COVID- 19), the first global pandemic in over 100 years. As a result of COVID-19, all programming was forced to pivot to online delivery in a rapid fashion. Practical classes in the trades, nursing, and engineering programs were paused until the occupational health and safety protocols could be established. These protocols were developed to ensure students and staff could safely complete the academic year. For the 2020/21 academic year, Mountain College offers face-to-face classes for practical programs (nursing, trades, engineering), and the rest of the educational programs have continued to be offered online. Due to the pandemic, all international borders are closed, and international travel is banned. As a result, fall enrollment at Mountain College is down approximately ten percent. The economic

impact of this unprecedented pandemic is still to be determined. However, it is anticipated that Mountain College and all British Columbia sectors will suffer economically for decades.

### *Sociocultural Analysis.*

Mountain College is located in the interior of British Columbia, and its traditional catchment area spans about 180km. I respectfully acknowledge that Mountain College campuses are located on the traditional and unceded territory of the Tindale (a pseudonym) and the Assiniboine (a pseudonym) people. There are ten First Nations Communities served by Mountain College. In addition, there are two Aboriginal-controlled post-secondary institutes within the Mountain College region. The need to focus on EDI has been exemplified due to COVID-19's impact, which has exposed the economic disparities with access to technology and education in remote parts of Canada.

The advent of international events such as high-profile murders of black Americans shines a spotlight on the issues of systemic racism. In addition, the #metoo movement has focused a spotlight on sexual harassment, and assault against women has become a major global issue transcending all industries and sectors becoming a social movement advocating for immediate change (Gill, 2020). These social movements have exposed the global, social and economic disparities that persist. As a result, many organizations are taking time to critically reflect on their policies, practices, and procedures related to EDI. This OIP will build on this momentum to explore ways to reimagine the Mountain College operations, including reviewing the curriculum, pedagogy, leadership development, and organizational culture.

Furthermore, the Truth and Reconciliation Act (2015) has identified 94 calls to action to address the legacy of residential schools and advance the reconciliation process. In the 94 Calls to Action, there are seven specific references to education and four references to education for

reconciliation. Other references that address representation, diversity, and social justice issues are embedded within this monumental document. Mountain College is aware of the need to respond to the Calls to Action, and this OIP will provide an opportunity to formalize our actions.

### **Mission, Vision, and Values**

In 2016 Mountain College underwent an extensive strategic planning process with internal and external consultations to review the mission, values, and key strategic directions. Mountain College's mission statement has not changed since its inception in 2014 "to transform lives and communities" (Mountain College, 2016). Mountain College elected to use the concept of key directions instead of a vision statement. Five key directions define the College's priority and focus under the current administration. The key directions are: supporting learner readiness and success; excelling in teaching; programming and applied research; working with, and learning from, the Indigenous Community; serving and engaging the community; focusing on organizational sustainability (Mountain College, 2016).

The key directions that reference applied research, learning from and working with indigenous communities, and organizational sustainability are relevant to this improvement plan. Mountain College (2016) has identified six core values that guide the institution's actions and decision-making: learner success, access, continuous improvement, collegiality, diversity, sustainability, collaboration, and innovation. The values of access, diversity, collegiality, and collaboration are concepts that will be intertwined in this OIP.

### **Organizational Structure**

In Canada, education is the jurisdiction of the provincial governments. Under the current political system in British Columbia, post-secondary institutions fall under the ASET. The current minister of ASET is an Indigenous female, a first in British Columbia. She is a strong

champion for the concepts discussed in this OIP. On a personal note, the minister is from the Nisga'a Nation, as are my two sons.

Mountain College falls under the British Columbia Colleges and Institutes Act, which defines its power, structure, and operational duties. The Act defines the College governance structure, including the board of governors and education council's composition and powers. The executive and leadership team at Mountain College is comprised of 34 members. The positions include a president, provost and vice-president academic, vice-president employee and corporate services, vice-president students, associate vice-president external and strategic initiatives, and associate vice-president education services. The leadership team at Mountain College is comprised of the deans and directors. There are four portfolio deans, four regional deans, and one registrar. Mountain College has fifteen directors and seven associate deans.

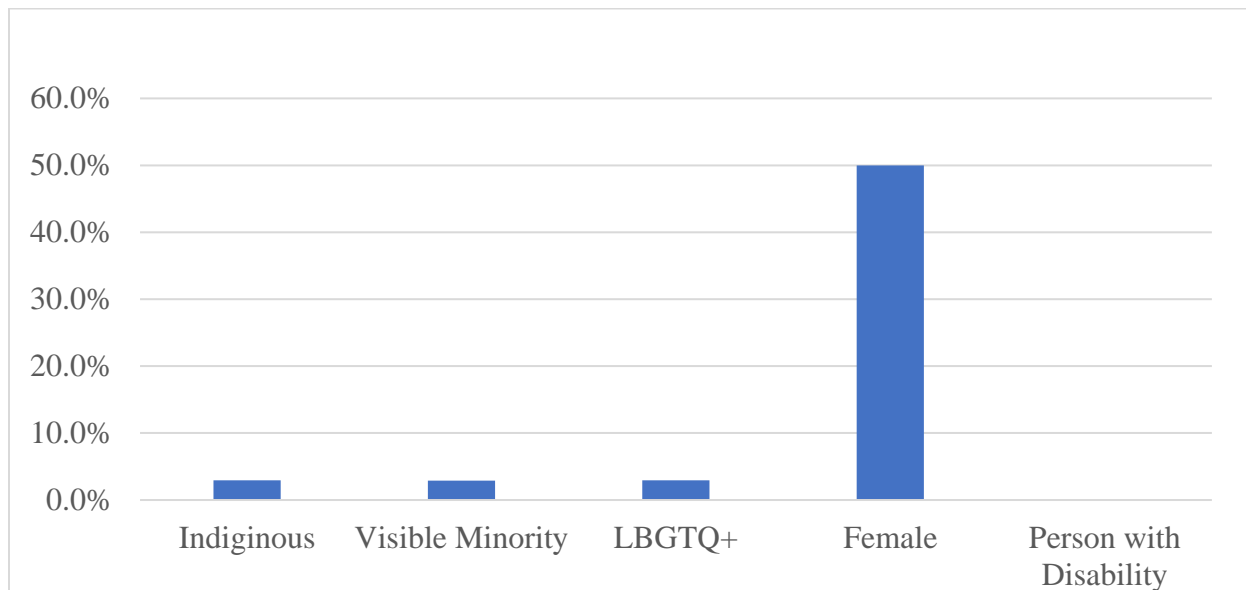
A key tenant of moving Mountain College along the EDI agenda continuum is addressing the leadership team's composition. Figure one below depicts an equity audit of the current leadership team at Mountain College. It is clear from this small sample of 34 individuals that EDI has not been a focus from a recruitment and retention perspective. This OIP aims to develop a more diverse workforce that accurately reflects the population we serve and our community's needs. Creating a more diverse workplace will foster inclusion and innovation.

Canada has committed to using gender-based analysis across all federal departments since signing the U.N. — Beijing Declaration and Platform to Action in 1995 (Government of Canada, 2021). In 2018, British Columbia committed to advancing gender equality by establishing a parliamentary secretary for gender equity and introducing the use of a GBA+ as an analytical tool to help determine how diverse groups are impacted by policies and processes (Government of BC, 2019). This OIP will explore ways to encourage Mountain College to

incorporate the GBA+ tool to influence the hiring and decision-making process. In addition, the need to develop baseline data of all students, employees, faculty, leadership team, and board of governors will help monitor our progress to become a more welcoming and diverse college. As depicted in Figure one below, Mountain College is doing well in the gender equity category of the leadership team. However, there is significant work to do in persons with disabilities, LBGTQ+, visible minorities, and indigenous people designated groups.

### Figure 1

*Equity Audit Mountain College Leadership Team*



Canada has committed to using gender-based analysis across all federal departments since signing the U.N. — Beijing Declaration and Platform to Action in 1995 (Government of Canada, 2021). In 2018, British Columbia committed to advancing gender equality by establishing a parliamentary secretary for gender equity and introducing the use of a GBA+ as an analytical tool to help determine how diverse groups are impacted by policies and processes (Government of BC, 2019). This OIP will explore ways to encourage Mountain College to

incorporate the GBA+ tool to influence the hiring and decision-making process. In addition, the need to develop baseline data for all employees will help monitor our progress to become a more welcoming and diverse college. As depicted in the chart above, Mountain College is doing well in the gender equity category of the leadership team. However, there is significant work to do in persons with disabilities, LBGTQ+, visible minorities, and indigenous people designated groups.

## **History**

Mountain College has a long history of providing comprehensive education and training to meet the communities' needs. Mountain College was established in 1906 as a vocational institute with a center in British Columbia's interior. Since then, Mountain College morphed into a college and then a very successful university college. In 2004, the provincial government made wide-sweeping changes to the post-secondary sector based on the 2002 British Columbia Progress Board Report. As a result of this report, the British Columbia Government dissolved Mountain University College and established two new entities. This transition was difficult and viewed by some as a hostile takeover, with the board of governors and president immediately dismissed and replaced by a public administrator. It took fifteen months for the transition to occur.

Since its inception, the new entity of Mountain College has blossomed into a successful post-secondary institution that has met or exceeded the provincial performance metrics. A particular focus has been on increasing the number and supports for first nations and international students at the College. The College established a task force five years ago to develop both an Indigenization and internationalization strategy. This OIP will broaden the College's support for these systematically marginalized employee groups and expand the focus to

include individuals from the following designated groups: women, PWD, LBGTQ+, and visible minorities.

### **Leadership Position and Lens Statement**

This section will provide an overview of my personal, professional history at Mountain College and its relation to developing my PoP. I will also discuss my present leadership position and philosophy as well as conclude this section with a discussion of my theoretical and experiential lens related to my leadership practice.

#### **Personal position**

I have reflected on my experiences as a student, mother, administrator, and leader. I have a personal connection to my PoP as I am a female striving to secure an executive position in a historically white male-dominated institution. I also am the mother of two boys who are from the Nisga'a First Nations Band. Two political movements that have gained momentum in the last year, #metoo and #blacklivesmatter, have confirmed my passion and drive for EDI on a global scale. My work as a director for a residential summer camp targeted to support underprivileged girls from the greater Toronto area has framed my passion for advocating for the marginalized society. These girls came from the depths of socially impoverished families and communities. Watching firsthand how these families struggled, I recognize the importance of providing access to education for systemically marginalized students so that lives and communities can be transformed.

I am currently the associate director of a continuing studies department. I have worked at Mountain College for eleven of the past seventeen years. While I had a sabbatical from Mountain College, I worked for the Ministry of Small Business as the director of strategic initiatives.

During my tenure at the College, I have worked in the president's office, the vice-president education office, faculty of business, foundation and alumni affairs, and the continuing studies department. I have worked at the five campuses and three centers across the 180 km region served by the College. Kouzers and Posner (2013) argue that effective leadership is about building and sustaining relationships. I feel that I have the agency and connections at Mountain College and with individuals working for the AVED to move forward with this proposal.

My department offers general interest courses, vocational courses, certificates, and post-grad programs. We are the primary department at Mountain College that applies for government funding to provide tuition-free training to marginalized populations. This training includes the make-it project targeted at new immigrants, the roadmap to self-employment program targeted at First Nations Communities, codeanagan targeted at-risk youth, and others. As this work is not considered part of the core academic operations, it is devalued for its essential role in achieving the College's mission. The lack of recognition is illustrated as CS is the last to have access to booking space on campus for this educational programming. Furthermore, these programs are not included in the full-time equivalent reporting to the province. As this study progresses, it will provide a platform to create an awareness of the importance of serving these marginalized populations.

Working with the vice-president students and institutional reporting department, we will advocate that the College track these programs as part of the accountability and reporting data we submit to the province. Typically, Mountain College has focused on the traditional academic student, and it would be advantageous to lobby that we need to expand our reporting to include these marginalized groups. There is an opportunity to profile these projects, given they directly



embody the mission statement of transforming lives and communities and reflect British Columbia's focus on serving underrepresented populations.

### **Leadership Philosophy**

My leadership approach aligns with the theories of transformational and ethical leadership. Leaders need to understand the context, issue, and culture and then adapt to the situation. A leader who encompasses the skills to assess and respond to needs as well as provide leadership will produce results (Leithwood, Seashore, Anderson, & Wahlstrom, 2004)

Basham (2012) describes transformational leaders who share power using collaboration and trust to inspire followers to respond to the vision or change. Northouse (2016) cites transformational leadership as a theory that highlights a moral purpose for leading others and a way of being. To advance this OIP, it will be important to secure the support of the board of governors, executive, leadership team, administrators association, faculty association, vocational instructors, and support staff. Schein (2010) argues the drive for a higher purpose transforms an organization's culture, which is essential for my project to be successful.

Bass (1998) posits that transformational leaders enhance the commitment, involvement, loyalty, and performance of followers. A key element of transformational leadership is their charismatic personality, as evidenced by so many successful CEOs such as Steve Jobs at Apple, Walt Disney, and Bill and Melinda Gates who have led organizations to achieve exemplary results. McCleskey (2014) identified the following four transformational leadership components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders exhibit these four components in varying degrees to motivate and inspire followers. Research has shown that women tend to be more

transformational in their leadership approach, which is accompanied by increased satisfaction and effectiveness (Bass, Avolio & Atwater, 1996).

Transformational leaders share a vision, inspire followers, mentor, coach, respect individuals, foster creativity, and act with integrity (Bass 2008; Bass & Riggio, 2006). Sergiovanni's (1990) view of transformational leadership focused on first-order psychological needs for esteem, autonomy, and self-actualization. Research by Bass (1999) advocates that transformational leaders are better prepared to value and adapt to culturally diverse organizations.

Building on my personal position and leadership philosophy I am compelled to focus on the constructs of ethical leadership. I am a strong advocate that organizations need to develop multiple ways to be held accountable and inclusion is one measure. Ehrich et al., (2015) argue the place and purpose of ethical leadership is closely aligned equity and inclusivity in education.

As an ethical leader I strive to balance the arrogance and heroic tendencies of transformational leadership (Yulk, 1999). I feel it is important to infuse the values of honesty, social justice and humility. As a leader at Mountain College, I strive to create an inclusive and socially just environment for my team. Given the prominence of EDI the aligning and infusing ethical leadership into my practice will position my OIP for success.

As a leader in my department and emerging leader at my institution, I aspire to approach my OIP using principles from both transformational and ethical leadership theories. Combining these traits and attributes to envision a culturally competent organization that will inspire confidence and support to ignite change in EDI at Mountain College.

### **Framing through Organizational Theory**

Building on my leadership lens, I will frame this study through a theoretical perspective to demonstrate how learning and leadership align with a frame that will approach future work.

As I develop this OIP, I acknowledge that Mountain College operates in a broad political, social and economic environment with many external influences that impact the decision-making process. Manning (2018) defines institutional theory as large external entities that exert influence through policies, rules, and me. This framework acknowledges that Mountain College does not operate in a vacuum. As this OIP progresses, acknowledging stakeholders' different perspectives and voices such as different levels of government, indigenous communities, and employee groups must be considered.

Constructivism theory is the other contextual framework that will underpin this PoP. Constructivism is a theory that acknowledges learners construct meaning and knowledge from their learned experiences and actively participate in shaping the narrative (Creswell, 2014). Hein (1991) highlights the following principles of learning that will be embedded in this OIP: learning is an active process; learning consists of constructing systems of meaning; the crucial action of constructing meaning happens in the mind; the language we use influences learning, and we do not learn in isolation. Taking this constructivist view will allow me to build on the assumptions that students and faculty have their own subjective opinion of EDI's reality based on their lived experiences and how they have engaged in this issue from a social and historical perspective. This multi-lens orientation will require the OIP to consider the culture, artifacts, and history of Mountain College and challenge the institution to suspend our beliefs and conventional approach and work collectively to develop a new framework (Gergen, 1985).

### **Leadership Problem of Practice**

The proposed leadership PoP that will be explored is the need for Mountain College to create a sustainable framework, action plan, and strategy that will infuse EDI practices into the College's employee policies, procedures, and hiring practices. Embedding this framework into

the College will help it become a more inclusive organization striving to become free of prejudice and discrimination. Manning's (2018) institutional theory describes the complexity of the ecosystem we operate in and acknowledges that politics strongly influenced our environment. Leaders must develop strong internal relationships and solicit support to move agendas forward. As a member of the Mountain College leadership team, I have the agency to influence this change and move the EDI agenda forward. I plan to approach this issue from both a macro level across the college and a micro level within my department. Approaching my PoP with this theoretical lens will help frame the external influences that will support this complex topic. As part of Mountain College's strategic plan, encouraging diversity is identified as a core value. However, unlike many of its counterparts, Mountain College has not developed an EDI policy or plan.

As I consider the journey that Mountain College will need to undergo on this OIP, I recognize that terminology and language to frame the topics of equity, diversity, inclusion, respect, and accountability are complex contested terms (Tamik and Guenter, 2019). Mountain College needs to determine a formal definition for these terms or clarify that they will be treated as intertwined concepts. For this study, discussion regarding equity and diversity will be limited to the four federally designated equity groups (FDG): women, racialized/visible minorities, persons with disabilities, and Indigenous persons. Equity is defined as the removal of systemic barriers and biases to enact the practice of inclusion so that all individuals have equal access to and can benefit from Mountain College (Government of Canada, 2018). Diversity is defined as differences in race, color, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, and age (Government of Canada, 2018). Inclusion is defined as the practice of ensuring that all individuals are valued

and respected for their contributions and equally supported. (Government of Canada, 2018). These definitions will define this organizational plan's lens and inform the approach for distinguishing activities while integrating strategies for a systemic change (Tamtik & Guenter, 2019).

Mountain College is a networked organization that operates under a matrix decision-making model. The executive, leadership team, and dean's forum all have equal voices and are respected for their collective knowledge. Thus, advancing the EDI agenda will require leveraging collective leadership approaches to "selectively utilize skills and expertise within the network, effectively distributing elements of the leadership role as the situation or problem at hand requires" (Friedrich, Vessey, Scheulke, Ruark, & Mumford, 2009, p. 933). Examining the current leadership approaches and practices of Mountain College will help to analyze issues and gaps related to EDI.

A collaborative approach will be required to move the OIP forward; thus, engaging the Mountain College internal community will be imperative to advance the change appropriate to the local context and needs. For real change to transpire, leadership is essential: "if you want to bring about lasting, effective change in a department, college or university, change the way you lead" (Buller, 2015 p. 217). As an emerging leader, I am committed to advocating for changing the emphasis and importance of EDI at Mountain College.

### **Framing the Problem of Practice**

Until recently, Mountain College has had limited focus and concentration on advancing the EDI agenda. Mountain College is just starting to dedicate human and financial resources to this area at the institutional level. Like many institutions, this focus's impetus was the Truth and Reconciliation committee's Calls for Action (2015) in education.

## **Historical Overview of the Problem of Practice**

Universities Canada has led the way in supporting institutions to focus and address issues of EDI with the establishment of the following initiatives: University Women's Leadership Network (2014), Principles on Indigenous Education (2015), and, most recently, the Inclusive Excellence Principles (2017). Colleges and Institutes Canada has established the Indigenous Education Protocol for Colleges and Institutes (2014) in a similar vein. Research by Tamik and Guenter (2019) identified five leading strategies that Canadian Universities have used to focus on their EDI Agendas. These include political commitment, student recruitment, programmatic supports, research and scholarship, and institutional climate. These strategies will be considered in planning for improvement.

Cawsey, Deszsca, and Ingols (2016) advocate that we need to have an "awareness of political, economic, social, technological and environmental aspects of any organization's external environment" (p. 38) to focus leaders' actions and decisions. Mountain College has been an organization in a state of equilibrium with stable senior leadership for the past 15 years. With the change in president and members of the executive team, it is clear the organization is poised for change. To advance this OIP, a force field analysis will be used to examine the driving and restraining forces that will impact this projects progress. This tool will build on the PESTE analysis to identify triggers that will impact the change process. As a transformational leader, using this analysis will require consideration of the dynamics influencing this issue of EDI and Mountain College. This information will help frame the PoP advance the change process.

Bolman and Deal's widely used frames help organizations visualize an organization through the following four lenses: human resources, structural, political and symbolic frames (Lyon, Nadershahi, Kachalia & Hammer, 2014). This OIP has applied Bolman and Deal's (2017)

Four Frame model that consolidates major schools of organizational thought and research into a comprehensive framework encompassing four perspectives. Analyzing Mountain College with a structural approach using each frame is a powerful and coherent way to examine my PoP.

Applying all four frames will deepen my appreciation and understanding of Mountain College and guide the organization towards a solution.

Bolman and Deal view the human resource frame as the most significant asset for any organization. High-performing organizations strive to ensure individuals find meaningful and satisfying work, translating to organizations getting the talent and energy they need to succeed (Bolman & Deal, 2017). I currently have strong working relationships with the deans, directors, and vice-presidents at Mountain College and can build on this support to champion this problem of practice. Positive relationships with each stakeholder will be critically important to support this change's financial and human resource investment. The new provost at Mountain College has committed to increasing inclusiveness as one of his key goals. It will be imperative for this improvement plan to build alliances with all stakeholders, mobilizing their energy and support for this project.

As part of this organizational plan, it will be essential to consider the concepts of workplace motivation. Promoting diversity from a human resources lens is a sign of a forward-thinking organization and requires focus and persistence. Bolman and Deal (2017) have identified best practices of organizations focusing on diversity, including tailoring recruitment practices to diversify the talent pool, developing mentoring programs, implementing executive bonuses tied to diversifying the workforce, and diversifying the board of directors. Researchers have identified inequity in the representation of racialized faculty and their limited impact on power, prestige, and influence within the university (Tamtik & Guenter, 2019, p. 43). Currently,

Mountain College does not have established hiring practices focused on increasing the number of employees from systemically marginalized communities and diversity in the talent pool.

Unconscious biases significantly impact the career trajectories of racialized and Indigenous scholars and women in the contemporary academy (Henry et al., 2016). This trend can be extrapolated to include students and staff at Mountain College.

There are a few small steps Mountain College has already undertaken to make the institution more inclusive. In 2015 Mountain College instituted a respectful workplace training program for all employees. Mountain College also developed a respectful workplace policy as a WorkSafeBC requirement. In 2020, Mountain College offered the four seasons of reconciliation to their employees as a professional development activity. The board of governors at Mountain College does have a strong indigenous presence, with four out of twelve elected members representing local communities.

A structural frame is focused on the administrative policies, procedures. Tamtik and Guenter (2019) cited that different understandings of equity result in different education policy foci. For example, an understanding of equity as fairness would suggest policies that focus on redistribution. In contrast, one of equity as inclusion and recognition would advance policies that seek to ameliorate the negative influences of social and cultural differences (Savage et al., 2013). The vice president of students supports developing a community of practice that will examine the institution's structural policies, procedures, practices, and behaviors at Mountain College. This collaborative approach will ensure intentionality in advancing EDI at Mountain College. As this improvement process moves forward, a consideration for structural change will be developing EDI policy and an annual plan. This step will hold the College accountable for its commitment



to inclusion by ensuring performance metrics that will evaluate and report to the broader community. An annual equity audit will be explored as part of this OIP.

In considering the political frame, the concepts of allocating resources and decision-making are paramount. Bolman and Deal (2017) view "organizations as coalitions of different individuals and interest groups" (p.188). Several internal and external political factors will influence this PoP, including political assumptions and the organization's power distribution. From an external perspective, there has been a focus by both the federal liberal and provincial new democrat government platforms that have advocated to increase EDI. Recently mainstream media has focused on the #me-too and the #blacklivesmatter movements that transform how organizations in all sectors view the need to advance EDI. As this improvement plan is developed, the concept of power and its impact on decision-making will be explored.

According to Bolman and Deal (2013), the symbolic frame relates to an organization's culture. The culture of shared-decision making is embedded in the organization and was championed by the president of Mountain College. Change is imminent as there is a national search for a new president who will strongly influence the College's culture. Additionally, Mountain College has just hired a new female vice president of students and a new female associate vice president, educational experience. These recent hires symbolized a focus on improving the gender balance of the executive. Many institutions have developed equity offices with staff focused on improving the institution's diversity and inclusiveness. In recent years, Mountain College has hosted an annual Pow Wow at the Kelowna campus, a signature event demonstrating this equity group's importance. There is now an elder in residence at the College available to help guide and support the indigenous students. In addition, each campus now has a rainbow painted on the walkway to symbolize the inclusiveness at the College.

As I researched my practice problem, I found an NSERC pilot project, Dimensions: EDI Canada, launched in 2019. This project has \$5.3 million in funding available to assist post-secondary institutions in supporting efforts to create an inclusive climate reflecting Canada's diversity. At this time, 15 institutions have signed the Dimensions Charter. As part of addressing the PoP, a goal could be to add Mountain College added to that list.

As mentioned above, a PESTE analysis helps to frame this PoP. Under political considerations, I plan to examine the federal and provincial governments' efforts to address the systemic barriers to underrepresented and disadvantaged groups. These efforts include funding like the Dimensions Project and the EDI Capacity Building Grant. Also, I suspect various government levels are drafting policies, practices, and action plans to advance EDI goals.

The economic impact from a potential plan will increase the diversity and number of underrepresented groups of our students, staff, and faculty. This approach can expand access to education by underrepresented groups, many of which will have funding supports to help them achieve their educational goals. The result may benefit the aftermath of the COVID-19 crisis, which could cripple global economies. For Mountain College to continue to receive Canada Research Grants, an EDI policy must be developed. On a socio-economic level Organization for Economic Co-operation and Development (2013) notes that well-educated people have better health and higher incomes and engage more in civic duties. Pursing this OIP will help Mountain College achieve its mission to transform lives and communities leading to a more prosperous and socially just society.

From a social lens, the improvement plan aims to create a welcoming and inclusive environment for all faculty, staff, and students. This can be achieved by examining current policies and practices at the College. Concepts of social justice can also embed in this lens and

will be explored in further chapters. From a technological lens, I would like to encourage data analysis to inform Mountain College's decision-making. At this time, Mountain College does not measure staff diversity, and the information on students is not reliable. It will be essential to collaborate with the information technology and human resources departments to develop a survey to track and monitor our progress. Another idea that has been posited is collaborating with the human resources and teaching and learning department to use technology to enhance the skills and knowledge of employees. A first step could be to create an online course that will enhance our staff's cultural competency and promote a respectful and inclusive culture. This course could build on the mandatory respectful workplace course that is administered by human resources. A best practice to adopt would follow Royal Roads University's mandatory 30-minute unconscious biased training (personal communication, 2021).

### **Guiding Questions**

Several vital questions fall out of the PoP. A key question to ponder is whether the Mountain College culture is ready for this monumental change. Schein (2010) defines culture as a pattern of shared basic assumptions learned by a group. As a change agent, Schein's three-step process could be used to analyze Mountain College's culture. Will the current culture embrace my change or resist it? As I explore this question, I recognize that it will be essential to identify the early adopters in the organization to help support and build momentum for this OIP.

Conducting an inventory of current programs that have been developed organically across the institution to address some of the systemic barriers of the FDG will identify these individuals.

Another inquiry line to consider focuses on Mountain College's policies and the need to identify stakeholders who have the power and authority to enact change. Strong interest and support for this PoP from the new vice president of students is demonstrated by her offer to help

guide the project and ensure executive sponsorship. Cawsey, Deszca, and Ingols (2016) argue change agents need to know the motivation and relationships between stakeholders. Fullan (2002) posits that the goal of change leaders is to innovate with coherence and help others find the collective meaning and commitment to the new vision. This information will help determine how power and politics intersect and help dispel resistance and create long-lasting structural and cultural change. As a transformational and ethical leader, my vision is to work with a pan-institutional team to develop our vision for change. This leadership approach aligns well with the attributes of a change leader as identified by Descza (2020), inspiring a vision, entrepreneurship, integrity and honesty, openness to new ideas, risk-taking, adaptability and flexibility, creativity, and learning from others.

Investigating the approach other institutions have used to develop their EDI policies will help guide Mountain College's work. Established frameworks can be critiqued so that we can learn from our colleagues. Who are the leaders in this area, and what lessons have they learned along their journey? Fifteen institutions in British Columbia have already signed the NSERC Dimensions Charter (Canada 2019), which signifies their commitment to foster increased research excellence, innovation, and creativity within the post-secondary sector. To date, Mountain College is not one of the signatories; is this a deliberate omission, or is it a missed opportunity to participate in this public opportunity to recognize that EDI is a priority?

As we are amid a pandemic, it would be remiss for me to omit, considering the impact COVID-19 will have on this PoP. The pressures institutions are facing as a result of COVID-19 are unprecedented. We face significant financial challenges as Mountain College with a ten percent reduction in full-time equivalent students. Furthermore, there are increased budgetary pressures as Mountain College has to invest in training and technology to prepare faculty and

students for the online delivery of programs in the 2020/21 academic year. At this time, the impact COVID-19 will have on Mountain College long term is unknown; but, it is surmised that it will negatively impact human and financial resources. COVID-19 may affect the ability of this organizational improvement to move forward.

These guiding questions are the basis for focusing inquiry lines as I embark upon what will be a year-long journey. No doubt, as this project evolves, there will be many other questions that arise and speak to further unanticipated challenges.

### **Leadership Focused Vision for Change**

Through this OIP, I hope to create a transformational change at Mountain College to address systemic barriers to marginalized populations in their pursuit of education and employment. My vision is for the College to emerge as a beacon of openness, equity, diversity, and inclusiveness. Understanding the need for change and creating a vision for change are closely linked (Cawsey et al., 2016). Northouse (2013) notes, "to be an effective leader; one needs to respond with an action that is required of the situation" (p. 296). As a leader, I will infuse the transformational leadership tools of inspiration and individual consideration as I approach the work of this OIP. Bass (1999) argues that transformational leaders are well-positioned to maximize the contributions of a diverse group of followers from different, sex, genders, races, and ethnicities. The emerging research is unequivocal: diversity enhances innovation, and inclusive spaces are required to ensure that diverse teams are able to collaborate effectively (UBC, 2020). My ultimate goal is for Mountain College to be recognized nationally as an institution that embraces EDI. Collaboration and working with a task force and committees will be a crucial component to achieving this vision.

As outlined by Bass and Riggio (2006), I hope to apply a transformational lens to my PoP. In particular, these authors advanced the notion of measurement as a construct of transformational leadership and how this impacts the motivation and performance of followers (Bass & Riggio, 2006). Building on the work of Burns and Bass, I have identified the needed change, and I will work with others to implement and measure this change with all Mountain College members' shared commitment. Leadership is pivotal to my OIP's success, and I plan to use a combination of leadership theories to lead this organizational change.

As a transformational leader, I want to model a strong ethic of justice and democracy; it critiques inequitable practices and promises greater individual achievement and a better life for all (Shields, 2010). The vision for change will require a reflection of the current state of Mountain College, having critical conversations to explore ways to create a more welcoming and inclusive organization. A democratic and socially just education is responsive to everyone (Horkheimer, 1982). Focusing on EDI at Mountain College will create an environment where systematically marginalized groups can pursue their dreams and fulfill their potential.

### **Current Organizational State**

Mountain College currently references EDI concepts in broad terms as part of its strategic plan, values, and key directions. It is timely and vital that Mountain College expand its focus on EDI to develop a concrete strategy, framework, and action plan to address the systemic barriers that prevail. Mountain College must take concrete action to catch up to our counterparts in the sector. Currently, "77 percent of universities reference EDI in their institution's strategic plan or longer-term planning documents, and 70 percent of institutions already have or are in the process of developing an EDI action plan" (Universities Canada, 2019, p. 5).

Applying the theoretical perspective of institutional theory (Manning 2018), the external influence of federal and provincial legislations provides the framework and foundation for focusing on EDI at post-secondary institutions. These include but are not limited to; the British Columbia Human Rights Code (1973), British Columbia Workers Compensation Act (1902 and amended 2020), Canadian Human Rights Act (1977), The Charter of Rights and Freedoms (1982), The Employment Equity Act (1986) and The Truth and Reconciliation Commission (2008). Specifically, at Mountain College, there are also related policies that guide and support the EDI practice at Mountain College: strategic plan, education plan, Indigenization Plan, internationalization plan, admission policy, employee standards of conduct, respectful workplace, and recruitment policy.

The focus at Mountain College has been on tracking and improving the number of Indigenous and international students that attend the College. The College has made financial and human resources commitment by supporting the expansion of both the Aboriginal Services and the international departments. Mountain College has also established a positive space committee to identify ways to transform the college infrastructure into a more welcoming and inclusive space. Prior to the onset of COVID-19, a renovation of the washroom facilities on each campus was scheduled to provide a gender-neutral option.

As part of the Indigenization Plan, leadership at Mountain College has identified opportunities to make the campus more inclusive of the two Nations (Mountain Nation and Secwepemc Nation) and the ten First Nations Bands (Lower Similkameen, Upper Similkameen, Osoyoos, Penticton, Westbank First Nations, Mountain Indian, Splantsin, Adams Lake, Little Shuswap, and Neskonlith) in the region. This plan has supported the expansion of Aboriginal

services at each campus, renaming the streets on campus to reflect their Indigenous name, signing the Indigenous Education Protocol developed by Colleges and Institutes Canada.

Currently, Mountain College does not have reliable data that documents and measures the diversity of its employees. Mountain College does collect data about its self-disclosed Aboriginal student population. The collaboration with the institutional research and human resource department would improve data collection and reporting to measure metrics related to this PoP. These metrics could include data on employees: race, gender, age, immigrant and newcomer status, sexual orientation, socio-economic class, and disability.

Mountain College recognizes the need to commit to the EDI agenda. The first step towards this goal was to establish a committee to work collaboratively on applying for the NSERC EDI Institutional Capacity Building Grant. This committee comprises the vice president students, director of students, director of the foundation, director of continuing studies, director of learning and applied research, registrar, associate dean trades, and associate dean of arts and foundation. The inaugural meeting was on October 5, 2020, and the top priority discussed is the need for an EDI policy and framework. This discussion provided the perfect impetus for this OIP to be supported and endorsed at the College.

### **Future organizational state**

The desired future state advances EDI at Mountain College. This state would include a commitment from the president to fostering an inclusive workplace and learning environment that provide equitable opportunities for all staff and students. In the future state of Mountain College, it is envisioned that concepts of equity, diversity, inclusion, respect and accountability will be identified as priorities in the new strategic plan. The future at Mountain College will include a more robust and equitable recruitment and hiring process. There will be a new



administrative structure with an EDI office responsible for championing these issues and reporting directly to the president. Furthermore, this future state will positively impact the students and staff as collaborators as we strive to create a more socially just society.

It will also be important that adequate human and financial resources are available to support the EDI activities at Mountain College. This future state will create a more inclusive system with an institutional structure that clearly defines policies and processes to advance the EDI agenda. As I consider this project's enormity and what is genuinely viable within the next 12-18 months, addressing the size and scope of changes in phases will be necessary. In the next section, I will frame the PoP from different perspectives.

### **Change drivers**

Several external change drivers will influence the PoP. In 2017 Canada issued an open letter to the university presidents stipulating that institutions must develop EDI action plans to continue to receive research funding. Furthermore, the Truth and Reconciliation Calls for Action (2015) has demanded provincial governments focus on increasing the number of indigenous students transitioning to post-secondary education. The federal government has established the EDI capacity building grants to expand this area's opportunity for advancement globally. Furthermore, momentum continues to grow with the #metoo and #blacklivesmatter, movements generating a global need to increase EDI across all sectors of the economy. These issues continue to gain traction across all industries around the world.

Many businesses such as the YMCA, Bank of Montreal, Lululemon, and Facebook have developed inclusion statements to guide their work in response to this global social justice issue. Mountain College lags behind other colleges and universities with already established equity and diversity offices, action plans, and strategies. Mountain College needs to focus resources to

advance this area and align with others' actions in the sector. Furthermore, students' socio-economic impact from the FDG is a critical external driver that the OIP must address. Post-secondary education is a springboard for better health, higher income, and a more engaged global citizen. We must focus on achieving equity and inclusion for all.

There are many internal drivers at Mountain College that will propel my project to move forward. The current strategic plan focuses on Indigenization and the need to increase students' and staff's numbers to reflect the ten First Nations communities that live in our region more appropriately. The new provost and vice president of education has identified the need to make the College more inclusive as one of his key goals. As I have met with the human resource and institutional research departments, it is clear they support the improvement goals and feel it is imperative that, as an organization, we start to track and monitor our progress. In addition, the departments of learning and applied research, international and Aboriginal Affairs recognize the importance of EDI and have started the conversation by arranging institutional EDI events. These events include the international week of cultural awareness and festivities and the four seasons of reconciliation workshop.

The goal of this leadership vision for change is to have a positive impact on several other actors. This change can positively influence the Indigenous Community in the Mountain College region by providing role models that reflect diversity in the classroom. Taking this approach will help to instill the concepts of EDI in the Mountain College culture. The graduates who move on to the workforce will bring this critical lens into their organizations. Applying for research grants that support moving the EDI agenda forward will help build a more socially just society and break down systemic racism barriers.

To effect the necessary change to propel the EDI agenda forward requires the assistance of change agents from across the institution. Moving this leadership vision for change forward will require pan-institutional support to establish a high-functioning team. As this team is assembled, I will employ the four transformational leadership tools: charisma, inspirational motivation, intellectual stimulation, and individual consideration to develop the buy-in and support to advance this organizational change (Bass, 1985).

### **Organizational Change Readiness**

As I develop my OIP, using a force field analysis developed by Lewin (1951) to determine the driving and resisting forces that can impact the organization's response to the change. A stakeholder analysis will also help determine the various interpersonal relationships and dynamics at the College and how they can affect this project. Cawsey et al. (2016) provide a valuable checklist to assess individual predispositions to change.

Implementing organizational change is one of the most important yet least understood contemporary leaders' skills (Armenakis and Harris, 2002). Leaders must recognize and reflect that organizational change is difficult and complicated. According to Lewin (1947), organizational change has three intertwined and coordinated phases of change: readiness, motivation to adopt, and institutional change. As this study progresses, the organizational readiness of Mountain College to embrace the concepts of change will be explored. Leaders must understand the need for change before persuading others that it is necessary (Cawsey et al., 2016). The leadership team at Mountain College is motivated to adopt the required changes outlined by Canada and develop an EDI action plan as a requirement to receive research funding

The readiness-for-change questionnaire developed by Cawsey et al. (2016) includes 36 questions with an associated weighted scoring system that can range from -10 to + 35. The questions have been developed to ensure the change agent considers what is promoting and inhibits change readiness. The questionnaire is comprised of six different themes, which will be discussed next.

### **Previous change experience**

This section has five questions that help gauge the individual and organizations' past experiences with change. If experience with change has been positive, then individuals and organizations are much more receptive to change. As previously discussed, the most significant change at Mountain College was the provincial government's decision in 2004 to divulge the university college. Based on the experience of individuals and the college with this change, Mountain College would score 1/2.

### **Executive support**

There are four questions in this section. For this transformational change to be successful, there must be executive support. Presently, the vice president students, registrar, and director of learning and applied research are fully supportive of the work. As this change process moves forward, it will be critical to get the president and board of governors' buy-in. This OIP aims to advocate for the president to include improving the EDI at Mountain College as one of his performance goals. Based on the ratings in this section, Mountain College would score 3/4 in this category.

### **Credible Leadership and Change Champions**

There are six questions in this section that ensure trustworthy and capable individuals support the organization's change. This section also confirms the systems thinking within the organization and demonstrates the need for the proposed change. There is strong support for this OIP from all levels of the College. Based on this analysis, Mountain College would score 7/9 in this section

### **Openness to Change**

There are fourteen questions in this section that indicate the importance of this to any change initiative's success. Several sub-themes are incorporated into this section: internal and external environmental scanning, innovative and accountable culture, effective communications, resources, and systems thinking. Mountain College would score 10/15 in this section.

### **Rewards for Change**

There are three questions in this section that focus on the reward system within the organization. This section is the smallest; however, it is vital to question its appetite for failure. Mountain College would rate 1/1 in this section.

### **Measures for Change and Accountability**

There are four questions in this section that speak to the concept 'what gets measured gets done.' Mountain College does track provincial student data and reports out annually to the province in the Accountability Reports. For this OIP, there is a need to broaden the data collection to include employees and expand the categories to include visible minorities and persons with disabilities. Mountain College would score 2/4.

Based on this questionnaire, Mountain College would score 24 out of a maximum score of 35. This mark is relatively high, which indicates the College is ready for organizational

change. Table 1 provides a summary of Mountain College's organizational readiness. Based on the score per category, it will be prudent to focus energy on sections in the openness to change and measuring for change and accountability.

**Table 1**

*Organizational Readiness for Change – Mountain College*

<b>Readiness Dimension</b>	<b>Strengths</b>	<b>Need attention</b>
Previous Change Experiences Score: 1/2	<ul style="list-style-type: none"> <li>Executive and leadership have been stable for 16 years.</li> </ul>	<ul style="list-style-type: none"> <li>College is facing unprecedented change due to COVID-19.</li> </ul>
Executive Support Score: 3/4	<ul style="list-style-type: none"> <li>Vice president students is supportive of the EDI project.</li> <li>A new strategic planning process will commence in Spring 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure executive understands how addressing this problem impacts the College's success.</li> </ul>
Credible Leadership and Change Champions Score: 7/9	<ul style="list-style-type: none"> <li>The senior leaders at Mountain College have demonstrated support for this project.</li> <li>Leaders at the College view a commitment to EDI as imperative to the future.</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on EDI will position the College to attract and retain a more diverse student and employee population.</li> </ul>
Openness to Change Score: 10/15	<ul style="list-style-type: none"> <li>The college has a culture of continuously monitoring our internal and external environment.</li> <li>Senior managers are forward-thinking and embrace change.</li> </ul>	<ul style="list-style-type: none"> <li>Competing priorities at the College may prohibit a timely response in the environmental scans.</li> <li>Additional resources will be required.</li> </ul>
Rewards for Change Score: 1/1	<ul style="list-style-type: none"> <li>Culture at Mountain College values innovation.</li> </ul>	<ul style="list-style-type: none"> <li>Failure is not recognized as part of the change process.</li> </ul>
Measures for Change and Accountability Score: 2/4	<ul style="list-style-type: none"> <li>Mountain College can steward resources to priority projects.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection and analysis is not embedded in the culture of the College.</li> </ul>

*Note:* Adapted from "Organizational Change An Action-Oriented Toolkit." By Cawsey et al. (2016)

Effective leadership is required to navigate an organization's structure, culture and ensure it is ready to embrace change. Using the information obtained from internal documents (strategic plan, education plan, policies, and procedures), data from institutional research, and the organizational readiness questionnaire results will help address this change initiative's challenges. This process has also identified areas that need focused attention to ensure this OIP's success.

### **Chapter Summary**

In Chapter One, I have discussed the organizational history, context, and structure of Mountain College. I also provided an overview of my leadership position at Mountain College. The transformational and ethical leadership theories were identified as ones that closely aligned with my leadership practice. This chapter identified my leadership PoP and the need to address the issue of EDI at Mountain College. The 2017 federal government directive stipulates all institutions must have an EDI plan to continue to be eligible for research funding as the main driver for change. This chapter has provided the context and background to exploring creative solutions to this PoP. Chapter two will focus on leading the change process and potential change management strategies and possible solutions.

## **Chapter 2 Topics: Planning and Development**

In the following chapter, I expand on the concepts of transformational and ethical leadership theory first introduced in Chapter 1. In this section, the concept of social learning theory is embedded to explain how I aspire to be a credible leader seen as a role model for my organization that has the agency to move forward with this OIP. I then explore Cawsey et al.'s (2016) Change Path Framework for leading the change process. I have selected Nadler and Tushman's (1999) Congruence Model to conduct my critical organizational analysis, identify gaps, and determine organizational change requirements. Based on this analysis, I explore three possible solutions to address my PoP. Finally, I examine my PoP and a possible solution through the lens of leadership ethics.

### **Leadership Approaches to Change**

There is a growing realization that change is a complex process (Senge, 1997; Pascale, 1999; Tumselt, 1991). Higgs and Rowland's (2005) research contends that up to 70 percent of change initiatives fail and suggest that a leader's behavior will influence their approach to change and its implementation. Cawsey et al. (2016) posit that leaders should use a change model to decide how to lead the change and what to change. Wheatley (2002) argues there is a need to bring leadership to a transformational edge to work differently and create necessary organizational change. Conner (1999) discusses the importance of the leader's ability to build the capability to change and adapt and embed this in an organization. Higgs and Rowland (2005) expand on Conner's research to focus on the importance of a leader's ability to make a case for change. As cited in Armenakis and Harris (2009), many organizational scholars (Kanter, 1983; Schein, 1987; Kotter, 1996) have adopted a change agent, leader-centric focus on change by emphasizing the strategic nature of transformational leadership. As this OIP progresses, it will be



essential to balance transformational and ethical leadership principles to implement the individual and organizational changes that need to be embraced at Mountain College.

### **Transformational Leadership**

James MacGregor Burns first defined transformational leadership. Burns (1978) describes transformational leadership as the process whereby a person engages with others and creates a connection that raises motivation and morality in the leader and the follower. Transformational leadership is my dominant leadership approach as it aligns with my core values of creativity, intrinsic motivation, team development, trust, empowerment, and inspiring a collective vision. Using this transformational approach to leadership will assist me in propelling the change forward, focusing on building trust and inspiring a collective vision that will motivate the individuals at Mountain College to embrace the desired future state.

Bass (1985) expanded on Burns work and surmised that transformational leadership motivates followers to do more than expected by (a) raising followers' levels of consciousness about the importance and value of specified and idealized goals, (b) getting followers to transcend their self-interest for the sake of the team or organization, and (c) moving followers to address higher-level needs (p. 20). There are four dominant factors that transformational leaders exhibit: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggo, 2006; Northouse, 2016). Recognizing the importance will be pivotal to propelling the vision for change forward.

The notion of transformational leadership fosters a holistic approach to change. According to Bennis and Nanus (2007), it is rooted in four strategies that can be used to move change forward. First, we will need a clear vision of the future state we want to achieve at Mountain College. The development of this vision will combine my efforts with others involved

in the change effort. This approach will enable everyone to feel like they have contributed to the vision and therefore be more compelled to work collectively to achieve the desired state.

According to Northouse (2016), "leaders play a large role in articulating the vision; the emergence of the vision originates from both the leaders and the followers" (p. 175).

A second strategy of transformational leadership that aligns with the vision for change is the concept of social architect (Bennis & Nanus, 2007). My vision for change will require communicating a direction that transforms Mountain College's norms and values as we look to infuse EDI into the organization's fabric. This step will include the opportunity to work with a social network to examine Mountain College's culture, the social artifacts that exist, and the policies and procedures that contribute to the current state. We can then harness this social capital to work together to collectively propel the vision for change forward.

Transformational leaders use a third common strategy of trust, which creates an organization's sense of integrity (Northouse, 2019). Bass and Riggio (2006) advocate that transformational leaders exhibit charisma to inspire their teams to strive towards the desired organizational change. I have worked at Mountain College for 14 years and prides myself on developing a solid reputation as a predictable and trustworthy leader who acts with integrity and empowers those around me.

McCleskley (2014) posits that transformational leaders routinely explore moral undertones as a way to influence behavior. The premise of this OIP has a solid moral compass to unmask the stubborn persistence of inequity and unacknowledged biases. The fourth strategy of transformational leaders is the creative deployment of self through positive self-regard (Northouse, 2019). I use a strengths-based process regularly with my team, where we assign

projects based on individual strengths. This approach improves confidence, productivity and results in very high team expectations.

Transformational leaders effectively work with their teams to motivate them towards achieving a shared vision (Bass, 1990). This approach is a pivotal aspect of this leadership approach that will propel my vision for change. However, I also recognize there are several criticisms of transformational leadership. Yukl (1999) argues that transformational leadership does not work well in groups or teams. Educational leaders espouse a higher moral standard, and that is why I strive to integrate the concept of ethical leadership into my practice.

There are several well documented weaknesses of transformational leadership. Northouse (2019) identified the lack of clarity and overlap between the concepts of idealized influence, inspirational motivation, intellectual stimulation and individualize consideration.

Transformational leadership is also closely aligned with charismatic leadership and transactional leadership. As a leader, I recognize there are times when I must overlap leadership styles to respond in a tactical and strategic way to respond to the culture of the organization and advance the vision for change.

Transformational leadership style is often considered a personality trait rather than a learned behavior. Yukl (1999) criticized transformational leadership for its assumption of heroic leadership and conceptualization that leaders will move followers to achieve exceptional results. This leadership style is also associated with arrogance and confidence. As a leader, I must focus on balancing this leadership style with being modest and humble. Taking this approach will allow me to foster a culture that allows followers to openly engage in the development of the future vision.

A limitation of transformational leadership is the potential for this heroic style to be abused. Northouse (2019) argues the potential for abuse of transformational leadership can be mitigated when followers are aware and engaged in the change process. To address the limitations of transformational leadership, I will also use an ethical leadership approach as my OIP processes. In the following section, I will explore the merits and limitations of ethical leadership.

### **Ethical Leadership**

Researchers and practitioners have focused on the construct of ethics in leadership following the prominent ethical scandals in many business organizations such as Enron, Volkswagen, and, more recently, in the USA college admissions scandal. These scandals sparked leaders' need to examine their perception of leadership and the importance of an ethical dimension (Brown & Trevino, 2006). Ehrich et al. (2015) define ethical leadership as a social, relational practice concerned with education's moral purpose (p. 198). As an educational leader, I aspire to be characterized by my peers as a professional that adheres to upholding the highest ethical and moral standards in my personal and professional life. Brown and Trevino (2006) have characterized ethical leaders as honest, caring, conscientious individuals who make fair and balanced decisions. Concerning my leadership approach, I am a strong advocate for the values of equity, inclusion, collaboration, and social justice. As cited in Ehrich et al. (2015), many scholars argue that ethical leadership's pace and purpose are closely aligned to equity and inclusivity in education (Ainscow, 2007; Carrington, 1999; Comber and Kamler, 2009; Klenowski, 2009a, b). I will further expand on the concept of ethics and leadership later in this chapter.

The Change Path Model was specifically selected as the framework to lead the change progress. This model is strategically utilized to address how to lead Mountain College towards

the future state. I strategically chose the Change Path Model as it is based on a sequential and wholistic approach to examining the process and prescription for change. This four-step process provides a method to differentiate how and what is required in the change process. Mountain College is a complex organization and taking this focused approach will position this institutional change to be embraced by the organization.

As a transformational leader, it is important to have a grounded approach to examine my PoP and guide my team towards the envisioned future state. Awakenning the staff and administrators at Mountain College to the current state of EDI will provide an opportunity to examine this issue from an ethical leadership lens. Combining the tools of the Change Path Model with the merits of transformational and ethical leadership will position me to propel this OIP forward.

### **Framework for Leading the Change Process**

Several frameworks have the potential for guiding the change efforts of and building organizational readiness. I believe that my transformational and ethical leadership approaches, combined with the Change Path Model (Cawsey et al., 2016), are the best option to drive my change forward. This combination of leadership theory and a four-stage change framework grounded in a structured process will lead to the successful implementation of my OIP to address this PoP at Mountain College.

The Change Path Model argues that change agents move systematically through an ongoing process from the analysis that stimulates interest in change and awakens the organization through mobilization, acceleration, and institutionalization (Cawsey et al., 2016). Using the tenants of transformational leadership will help Mountain College awaken to the

changes necessary to infuse EDI concepts into its fabric. The Change Path Model will be discussed in more detail below.

### **Awakening Stage**

The first stage of the Change Path Model is the awakening stage, which involves four steps. In this stage, the leader must energize the organization by clearly articulating the need for change. My transformational leadership approach of embedding enthusiasm with the concept of inspirational motivation and charisma (McCleskey, 2014) will be a strategy I employ to impress upon the Mountain College community the urgent need to explore the EDI framework in this stage.

The four components of the awakening stage are: identify the need for change and confirm the problems that incite the need for change through data collection, articulate the gap in performance between the present and future state and communicate this through the organization, develop a vision for change and disseminate the vision for change through multiple channels of communication (Cawsey et al., 2016). Leaders will often start with a critical organizational analysis that will include an environmental scan of the internal and external factors influencing the change. There are external social influences that are propelling the need for EDI to be addressed in all organizations. In addition, changes to federal funding requirements provide an urgent need for Mountain College to focus on EDI.

The second component of the awakening phase focuses on the gaps in organizational performance through data collection. Presently, Mountain College does not collect any data on the staff and faculty's composition concerning the current state's representation from the FDG. The College does collect minimal data on student's Indigenous ancestry as part of the admission process. Mountain College does not have an EDI policy, goal, or commitment. Intellectual

stimulation, a transformational leadership component, will allow me to challenge the College community and question old assumptions, frameworks, and perspectives, and confront the status quo (Bass & Riggio, 2006). In the envisioned future state, Mountain College will create a welcoming environment where systematically marginalized individuals are treated equitably, feel respected, and belong.

The third component of the awakening stage will be articulating the gap in performance between the present and future state (Cawsey et al., 2016). Using a transformational leadership approach, we will stimulate the Mountain College community to openly question the current gap in our EDI performance compared to our counterparts. This step will be approached with the lens of idealized consideration, providing all members the opportunity to speak openly without fear of criticism and focusing on solutions.

The component of developing and communicating a compelling vision for change is well aligned with my transformational leadership approach. Crafting this vision for change will require input from students, staff, faculty, and administration. Mountain College is submitting an EDI Infrastructure Grant to NSERC, so the vision for change is being crafted as we develop our application. Transformational leaders create a culture of openness and provide learning opportunities in and supportive environment (McCleskey, 2014; Bass & Riggio, 2006). This OIP will challenge Mountain College's assumptions and foster discourse that will be uncomfortable as we examine equity and the exclusion of the FDG from the social construction of knowledge.

### **Mobilization Stage**

The second stage of the Change Path Model is mobilization. In this stage, the critical organizational analysis results must be shared with the broader institution as the leaders strive to get support for the change. Cawsey et al. (2016) present four components to be considered in this

stage: sense-making of the desired change through systems and structures, assessment of power and cultural dynamics at play to help build a coalition of support for the change, institution-wide communication to manage change recipients and stakeholders, leverage change agent's currency and relationships to support the implementation of the change vision. Several action steps that build on the awakening stage need to occur to move the change vision forward.

To address the first component as a change leader, we will need to examine how current structures and systems at Mountain College can be leveraged to accept and embrace the changes. Currently, Mountain College has a formal organizational chart that is based on a hierarchy. A key consideration for this change initiative is whether it should be centralized or decentralized to impact the decision-making process (Cawsey et al., 2016). This strategic decision for how the change will be centralized will impact the responsiveness to change from the stakeholder groups at Mountain College. Research by Scott (2003) states the most successful changes are the result of a team effort in which the most appropriate and best-positioned people are involved in the process.

A review of the current policies, procedures and processes can also advance the collective vision for change. This review will include Mountain College's strategic plan, long-term education plan, respectful workplace policy, bullying and harassment policy, and human resource policies. Enhancements in these documents will generate a need for improvement in the systems and infrastructures that underpin EDI at Mountain College (Scott, 2003). A gap analysis tool will be utilized to clearly and succinctly communicate to the institution why the change is critical to the long-term viability of the College. A gap analysis will help me build a shared understanding and support for the necessary change (Cawsey et al., 2016).



To address the second component of the mobilization stage, it will be essential to understand and analyze the power dynamics and organizational culture at Mountain College. As a transformational leader, I strive to have adequate positional power, network power, and personality power. Edward Schein is a prominent scholar on organizational culture. Schein (2010) recommends that leaders analyze culture through the following three lenses: observing the artifacts, talking to individuals to learn about organizational values, and asking about underlying assumptions. Artifacts that will be analyzed include the culture, infrastructure, inherent dress code, imagery, language, and the accessibility of the campuses. The College has identified diversity as a value; but, the underlying data and assumptions may indicate that this value has not been realized.

To address this stage's third and fourth components, I need to become a master change agent. Fullan (2002) recognizes there is no step-by-step checklist to transformation; it involves a persistent focus on building relationships, redefining resistance, and day-to-day reculturing of the organization. As a transformational and ethical leader, I have a clear and powerful idea of the changes that need to occur at Mountain College in the area of EDI. I recognize the need for a pivotal shift in the environment. The current organizational structures and processes at Mountain College are no longer sufficient in light of the global world we operate. Providing a safe and supportive forum for all the stakeholder voices to be empowered and included in the dialogue will be a key tenant in building this vision for change.

### **Acceleration Stage**

In this stage, the previous work from the awakening and mobilization stage converts into actionable steps that result in the change's execution. This stage involves three steps: systematically engaging and empowering others in the change and acquiring new knowledge,

skills and abilities; using tools and techniques to build momentum and support; and celebrating milestones (Cawsey et al., 2016). In this stage, I will strive to take a strategic approach outlined by Mintzberg and Westley (2001) to develop the action plan, which focuses on a three-step decision-making process of think first, see first and do first. This approach is selected as my vision for change is based on rational decision-making based on reliable data, and the context is linear. This step also aligns with my transformational leadership approach, as I wish to empower my team to reach their full potential.

Several tools help transition the change from idea to action and ensure the project moves forward with discrete timelines and stakeholder support. For this OIP, the use of force field, and stakeholder analysis are action planning tools that will be utilized (Cawsey et al., 2016). In Chapter 3, I will broaden this discussion to include the best way to communicate this change and track any challenges.

### **Institutionalization Stage**

The final stage of the Change Path Model is institutionalization. This stage involves two steps: tracking the change to ensure progress occurs and developing and deploying new structures, systems, and processes to bring the transition to life and ensure the organization is transformed to the new desired state (Cawsey et al., 2016). This focused attention will allow Mountain College to achieve the challenging goal of embedding EDI into its systems and culture. A personal mantra I have used is “what gets measured gets done.” Later in this chapter, I will explore the PDSA concept (Deming, 2006) as a continuous improvement framework model as an accountability tool to measure the project's progress.

As a transformational leader, the concept of innovative control systems and change management tools resonates with me. Simon (1995) developed a formula for managers to

encourage employees to creatively initiate process improvements and new ways of responding to needs in a controlled manner. Each of the four levers has a distinct purpose for managers to harness employees' creativity (Simon, 1995). The levers serve a different purpose, depending on where the organization is in the change process (Cawsey et al., 2016). The four levers are interactive control systems, boundary systems, belief systems, and diagnostic control systems. Employing a transformational leadership lens, it will be imperative that EDI task force members believe in the constructs we are striving to achieve focused on ethics of social justice. My OIP must align the initiative with the aforementioned levers at Mountain College.

As this OIP progresses, we will explore diagnostic tools to monitor and measure the project's success. A balanced scorecard developed by Kaplan and Norton (1996) will be used to provide a comprehensive overview of the performance measures related to the perspectives of our internal business, innovation, customer, and finances. This step will provide a tool to identify our goals and measure progress. Simon (1999) developed a risk exposure calculator that evaluates the impact of a project's risk and the probability the risk will materialize—using these frameworks and the associated toolkits to help guide this OIP.

### **Critical Organizational Analysis**

In the previous section, I explored the use of The Change Path Model (Cawsey et al., 2016) as a framework for leading the change process to address and identified the need for change at Mountain College. The vital first step to the process is a gap analysis, a component of the awakening Stage in the Change Path Model, and compares and contrasts the current state with the desired future state (Cawsey et al., 2016). Leaders need to continuously scan their organizational environment to understand forces for and against organizational shifts. The role of a leader is to understand the behavior of the organization. Nadler and Tushman (1999)

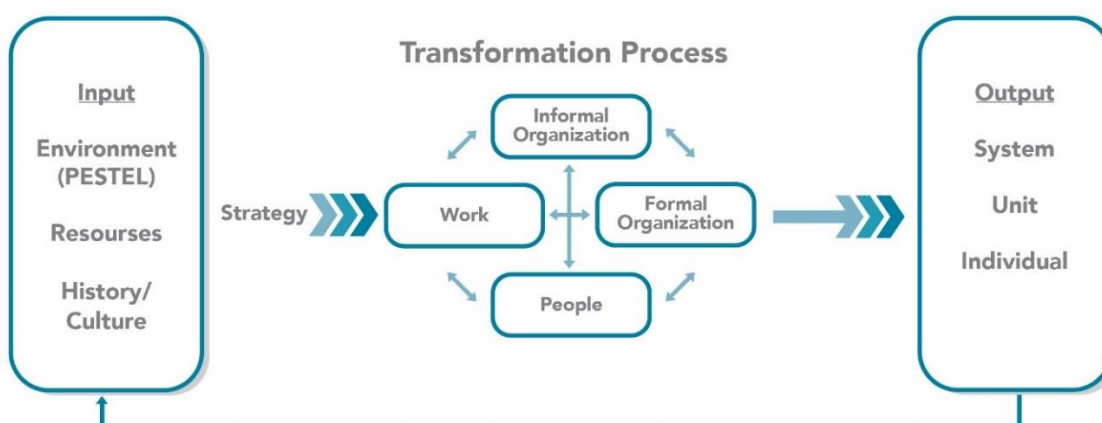
understood that leaders need tools to unravel the mysteries, paradoxes, and apparent contradictions that present themselves in organizations, given the inherent complexity and enigmatic nature of organizational realities. This theory provides a lens that examines organizations through a more complex and dynamic roadmap. A critical organizational analysis of Mountain College is offered using Nadler and Tushman's (1989) Congruence Model as a framework. Figure 2 below depicts this process.

### The Congruence Model

The Congruence Model is based on the premise that an organization's performance is derived from four elements: tasks, people, formal organization, and informal organization (Cawsey et al., 2016). Nadler and Tushman (1999) contend that the more harmonious these four factors are with the external environment and the organization's strategy, the more successful the organization will become regardless of sector or industry.

### Figure 2

#### *Nadler-Tushman Organizational Congruence Framework*



*Note:* Adapted from "A model for diagnosing organizational behavior." By D. Nadler and M. Tushman, (1980).

## *Inputs*

The starting point for a critical organizational analysis of Mountain College is to specify the inputs. There are four inputs identified in the Congruence Model: environment, resources, history, and strategy. Mountain College operates in the context of a broader post-secondary environment in Canada; and receives its direction and funding from the province. On November 26, 2020, the province elected a new government. As a result, the ASET Minister mandate letter (AVED, 2020) was issued, and a key strategic priority of equity and anti-racism was identified. This bold step solidifies the province's commitment to addressing racial and systemic discrimination, which will inform policy and budget decisions moving forward. This focus and commitment from the province will provide an impetus to advance this OIP.

As the second input, resources can include employees, technology, capital, information, and tangible assets like positive organizational culture (Nadler and Tushman, 1999). As of November 2020, Mountain College had 1,025 full-time employees. Of these, 1.8% have self-identified as First Nations, 56.6% have self-identified as female (personal communication, 2020). At present, the College does not collect data on PWD, visible minorities, or LGBTQ+ groups.

Nadler and Tushman (1999) posit that resources should be analyzed in the context of their value and how fixed or flexible they are in the organization. As part of my OIP, it will be essential to use technology to capture and expand the data and information that tracks the composition of Mountain College's students and employees who identify as a PWD, visible minority, LGBTQ+. The use of these resources will require buy-in and support from the human resources department and institutional research departments and must be endorsed by the leadership team.

The third input to be analyzed is the history of Mountain College. Nadler and Tushman (1990) argue the importance of understanding the significant phases of an organization's development and the impact of key strategic directions, acts of key leaders, and the evolution of core values. Mountain College was established in 1906 and has grown from a center in Summerland to the second-largest college in British Columbia. Mountain College is undergoing a radical transformation with the president's imminent retirement after sixteen years leading the organization. The installation of a new president on April 1, 2021, combined with the need to update the College's strategic plan, will provide an opportunity for the College to reimagine itself.

The 2016-2020 Mountain College strategic plan references eight core values. The values of access, diversity, collegiality, sustainability and collaboration (Mountain College, 2016) provide strategic support for this OIP's core concepts. Furthermore, the key strategic directions of focusing on organizational sustainability and working with and learning from our indigenous communities support my PoP. Research by Tamtik and Guenter (2019) argues that modern neoliberal efforts towards EDI agendas often amount to no more than institutional rhetoric and cosmetic diversity through well-worded mission statements. As the new strategic planning process unfolds, I will be championing the inclusion of a key strategic direction that focuses on EDI at the College with clearly defined and measured outputs. This prominence of EDI in the strategic plan will ensure a discrete commitment to this issue and extend this concept beyond tokenism and conceptual aspirations.

The fourth and final input of strategy is the most important as it will ultimately dictate the College's outputs. Nadler and Tushman (1980) identified three aspects of the strategy that should be analyzed: the core mission, the organization's tactics to achieve its mission, and performance

measures. The mission of Mountain College is to transform lives and communities (Mountain College, 2016). This mission statement is embedded in the institution's fabric. It is closely supported by the impact of improving EDI for the College region. Mountain College's strategy is closely supported by the human resource department's commitment to the concept of diversity and a respectful work environment. In addition, the provincial government provides a clear directive in the Ministry mandate letter with a focus on equity and anti-racism. This need is further supported by the direction from federal government that all post-secondary institutions will require an EDI policy to receive research funding will influence the decision-making and configuration of Mountain College moving forward.

### ***Transformation Process***

Nadler and Tushman (1980) place the most significant emphasis on the Congruence Model's transformation process. This process reflects the critical system property of interdependence and the concept of organizational congruence explicitly. The transformation process includes four components: tasks, individuals, formal organizational arrangements, and informal organization. There are several similarities between this process and the Bolman and Deal (2016) organizational frame. The tasks and individuals relate to the human resource frame; the formal organizational frame relates to the structural frame, and the informal organization relates to the political and symbolic frames.

The component of tasks refers to the inherent organization's work and its individual parts. As Mountain College strives to improve the EDI to comply with the new provincial mandate, it will need to examine the human resources policies and practices to expand the applicant pool. Mountain College can build on the internal positive spaces project to explore ways to provide training and development to recognize unconscious, implicit, overt, prejudicial, and other biases.

A constraint for Mountain College is that this area will impact the \$12 Million COVID-19 budget shortfall, affecting both human and financial resources for this OIP.

As noted above, the second component of the transformation process is people. Several recent personnel changes at Mountain College have created synergy for the focus on this OIP. Bolman and Deal (2016) specified a key priority for transformation: to leverage the opportunity to hire the right people. A strong champion for this work is the new vice president students. She has the agency and power to move the initiative forward. The incoming president focused on the strategic theme of inclusion at their past institution, and the new provost-vice president academic acknowledges the need to have a more welcoming college. As a change leader and facilitator, I will work with the international department and human resources department to develop an inventory of current events and training to improve the College staff and student's knowledge and skills in diversity and inclusivity. In addition, in response to the Ministry mandate letter, there must be a concerted effort to address existing racism. An outcome of this work will be the development of an explicit and consistent message regarding Mountain Colleges' diversity philosophy with the anticipated output of holding the managers accountable (Bolman & Deal, 2016).

The third component of the transformation process is the formal organizational arrangements. This component aligns closely with Bolman and Deal's (2016) structural frame. Before COVID-19, Mountain College started to address the infrastructure required to create a more inclusive campus. This work included establishing gender-neutral washrooms, initiating the positive spaces project, and developing an EDI working group to advise on submitting the NSERC Institutional Capacity Building Grant. As a transformational leader, I will be advocating for the review of our institutional policies and practices to incorporate best practices to help



address systemic barriers in the recruitment of students and staff. This OIP will also explore mandatory training in unconscious biases for all employees.

The fourth and final component of the transformation process is an informal organization. Nadler and Tushman (1989) identified five features that should be considered part of this analysis: "leaders' behavior, intragroup relations, intergroup relations, informal working arrangements, communication, and influence patterns" (p. 42). These features advance the notion that during organizational change, coherence matters. As a transformational leader and change agent, focusing on the moral purpose, the ability to build relationships focused on the creation and sharing of knowledge will positively influence the team's pattern of behavior and forge coherence to the vision for change (Fullan, 2002). In Chapter three, I will explore the importance of communication to advance the envisioned change.

### *Outputs*

Nadler and Tushman (1989) defined outputs as the organization's products and its organizational performance. Three factors must be considered when evaluating Mountain Colleges' performance: (1) how well the organization meets its objectives; (2) resource utilization; and (3) adaptability of the organization to its changing environmental conditions (p.43). Currently, the institutional research department at Mountain College reports to the provincial central data warehouse on gender and self-reporting Indigenous students. The accessibility department at Mountain College reports on the number of self-reported PWD who access their services. The international department tracks the number of international students but does not track visible minorities. The human resources department at Mountain College tracks employees' gender and the number of employees that self-identify as Indigenous. However, this reporting is sporadic and not tracked in a central repository at Mountain College.

Furthermore, Mountain College does not have a specific objective to increase the student or employee representation to address the gap in the composition of the FDG.

I have used the Nadler and Tushman Congruence Model (1999) to conduct a critical organizational analysis in consultation with a team of individuals from across the institution. As a transformational leader, it is imperative to work with the team and propel the vision for change forward. Collaborating with a team of individuals from the applied learning and research, registrars, student services, and academic departments allowed us to develop a comprehensive, structured analysis. This team examined the inputs (environment, resources, history, strategy), the transformation process (task, individual, informal and formal organization), and outputs (organization, group, and individual) of Mountain College.

Nadler and Tushman (1980) developed an eight-step problem solving analysis to address an organization's structure and complex reality, combined with the Congruence Model. These eight steps are: (1) identify symptoms; (2) specify inputs; (2) identify outputs; (4) identify problems, (5) describe organizational components, (6) assess congruence; (7) generate hypothesis about problem causes; (8) identify actions steps. As this OIP moves forward, these steps will be considered when proposing solutions to address the PoP, which will be discussed in a later section.

### **Possible Solutions to Address the Problem of Practice**

The following section will identify and evaluate three possible solutions to address my PoP. Each solution will be described and outlined in terms of the resources required, which include: time, human resources, financial, information and technology. One solution will be recommended based on the analysis. This section will conclude with a four-stage PDSA

feedback model cycle to evaluate the proposed change. Mountain College has identified the need to address the issue of EDI. This need was further amplified by the government's change and the prioritized need for focused attention on equity and anti-racism. Specifically, the government calls for a commitment from all government levels to increase Indigenous, Black, and People of Color representation (IBPOC) within our institutions. In addition, it requires a concerted effort to address systemic discrimination, which will inform policy and budget decisions by reviewing all decisions through a GBA+ lens (ASET, 2020).

### **Proposed Solution 1: Status Quo**

The first proposed solution is for Mountain College to recognize that the institution is undergoing transformational change in the internal and external environment. The impact of COVID-19 is compounded by the inner turmoil associated with the inauguration of a new president on April 1, 2021. Given the magnitude of these changes, Mountain College could choose to remain in its current state and do nothing to advance the EDI agenda. This is a simple solution and would be the least contentious for employees.

#### ***Human Resources***

If the College chooses this solution, there wouldn't be any direct impact on the current human resources. However, this approach will impact the innovation and creativity that occurs when diverse teams work together.

#### ***Financial Resources***

A status-quo approach will jeopardize Mountain Colleges' ability to apply for research funding. Transforming lives and communities is the College's mission statement; applied

research is a key strategic direction. Choosing to do nothing will prohibit the College from meeting the mission statement and key directions.

### ***Time***

While there will not be any direct impact on time with this option, there will be longer-term implications. If the College chooses to do nothing, they will lose out on the opportunity to submit for the NSERC Grant. This option will restrict the College's ability to leverage government funding to support this initiative. In addition, the College could be chastised for not responding to the federal government, and external environment, which is calling for commitments to address the Truth and Reconciliation Calls for Action (2015) and advancements in the area of anti-racism and equity.

### ***Technology***

Choosing this option would have no impact on technology and infrastructure at Mountain College. It will hinder the College's ability to leverage government funding to support infrastructure requirements through government grants.

### ***Advantages and disadvantages***

The advantage of this option is that there is no change in current business practices, workloads, or infrastructure. The College does engage in some ad-hoc work related to EDI through programs like positive spaces and campus events. The disadvantage is that the College does not demonstrate how it adheres to the core value of diversity and supporting an inclusive environment (Mountain College, 2016). Furthermore, this solution will restrict the College from applying for federal grants. Currently Mountain College has eleven with a budget of \$2 million, this solution jeopardizes any extensions to this funding (Mountain College, 2020).

## **Proposed Solution 2: Develop an EDI human resource policy and practices for the continuing studies department**

The second option has a narrower focus in terms of the size and scope of the proposed solution. It focuses on one department at Mountain College and examining its human resource policies and practices.

### ***Human Resources***

This solution would require establishing a working group comprised of members from the continuing studies department, the applied learning and research department, and the human resources department. The group would develop an inventory of the human resources policies and practices to advise EDI-related changes. Education and training to support an equitable, diverse and inclusive environment in the department will be developed. As part of the recruitment, retention, and success measures, this group could pilot non-gendered inclusive and unbiased language in job postings. A best practice could be to use targeted hiring to address potential gaps within the team. This working group would advise the executive and decision-makers on integrating EDI policies and procedures into the broader college community.

### ***Financial Resources***

It will be necessary for Mountain College to ensure this group can access adequate resources to undertake this work. The impact of COVID-19 has created a budget shortfall, and it is challenging to allocate resources to new initiatives. An essential outcome of this work will be the department staff's education and training in employment equity, the impact of persistent and systemic barriers over the long term, and individuals' lived experiences. This training will include an opportunity to educate the team on why EDI is essential.

***Time***

This solution would involve staff time to review the current human resources policies and procedures at Mountain College and compare them to best practices in the sector. There would also be staff and instructor time to develop the curriculum for workshops and seminars. Finally, staff would need to have release time to attend the training and meetings.

***Technology***

The collection and analysis of student and employee data will be paramount to measuring this solution's success. This group will work with information technology and institutional research departments to develop a way collect both quantitative and qualitative data to identify the department's strengths in this area and weaknesses. This solution will focus on implementing ways to ensure diversity in the candidate pool and work with the human resource and information and privacy officer to collect self-identification data on the applicant diversity using best practices.

***Advantages and Disadvantages***

The advantage of this solution is that it has a narrow scope and can be easily implemented. I have the agency and power to move this initiative forward. Using one department as a microcosmic case study will provide an opportunity to pilot the process before rolling it out to the broader institution. This promising practice will enable the College to identify success, challenges which will advance EDI by identifying a champion and encouraging others to adopt the approach. A disadvantage of this approach is that the small group may have scarce data and concerns regarding privacy, confidentiality, anonymity, and disclosure. This solution would not be sufficient to demonstrate the College's commitment to anti-racism and equity. Finally, this solution will not position the College to continue to be eligible for federal research grants.

### **Possible Solution #3 Create an EDI task force to develop a framework and action plan for Mountain College**

The development of a pan institutional task force to develop an EDI framework and action plan is the final solution to be discussed (see Appendix A). In identifying this solution, I explored the working group concepts of committees and task forces. According to Grisby (2008), a committee is the most formal type of working group. Committees at Mountain College are defined in the College and Institutes Act and have organizational by-laws. Task forces are small workgroups created on an as-needed basis. Task forces typically comprise experts in specific knowledge areas and have immediate access to personnel and materials to enhance the project's success (Grigsby, 2008). I am proposing a task force based on the immediacy of the issue and the need to focus both human and financial resources to accomplish this solution.

#### ***Human Resources***

This proposed solution's human resources will include experts from all levels of the institution. This solution will require support from all leadership and executive team members, the board of governors, and consultants. Together this group will develop the EDI framework and action plan for Mountain College. An output of this process could be exploring becoming a member of the Dimensions Canada Equity and Diversity Program. The Dimensions project's objective "is to foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities" (Government of Canada, 2019). The Dimensions project would support equitable access to funding opportunities, increase equitable and inclusive participation, and embed EDI-related considerations in Mountain College research projects.

### ***Financial Resources***

Establishing a task force will require a financial commitment from Mountain College. The staff and faculty invited to participate in the task force may require a leave of absence from their appointments for travel time and attend meetings. As Mountain College does not have resident experts in this field, a consultant may advise the College on developing the strategy map, framework, and action plan. A pay audit would be considered as part of this solution, which may have a financial impact. If the Mountain College NSERC EDI Institutional Capacity Building Grant is successful, it could provide \$200,000 to advance the EDI agenda. An output of this work would enable Mountain College to continue to apply for other federal research grants.

### ***Time***

The key to this solution's success will hinge on identifying the correct composition of stakeholders who have the time to commit to the project. The unpredictability of COVID-19 may impact College employees' availability to focus on this initiative and potentially delay the project. This solution is timely as it will allow the College to demonstrate its commitment to anti-racism and equity, as outlined in the Ministry mandate letter. As this OIP evolves, I will consider if this project's size and scale will require implementation phases.

### ***Technological Support***

As the framework and action plan are developed, there will be a substantial need for technical support. As there are challenges with data collection and analysis, this solution will include developing a reporting mechanism to track the number of employees that apply to Mountain College from the FDG and their intersectionality. The institutional research department will need to develop a reporting mechanism to consolidate this information annually. There may be training and development required that will be designed and delivered both in a



face-to-face and asynchronous format to address the unconscious biases that exist across the institution. The impact of COVID-19 has already constrained the resources of the educational technology, information technology, and learning and applied research departments.

***Advantages and Disadvantages.***

This solution provides a pan institutional approach to the issue and ensures a political commitment to the initiative. This approach will ensure there is buy-in and support for the initiative from all aspects of the organization. It will lead to the infusion of EDI in all business lines at Mountain College, which will create momentum for changing the organizational culture. Several environmental factors contribute to this solution's urgency, making this an optimal time to explore this approach. This solution will also enable Mountain College to adhere to the federal government's new funding requirements, which will allow the College to continue to receive grant funding. The outcome of this option will be a systemic change that increases the capacity and ensures accountability for the EDI agenda.

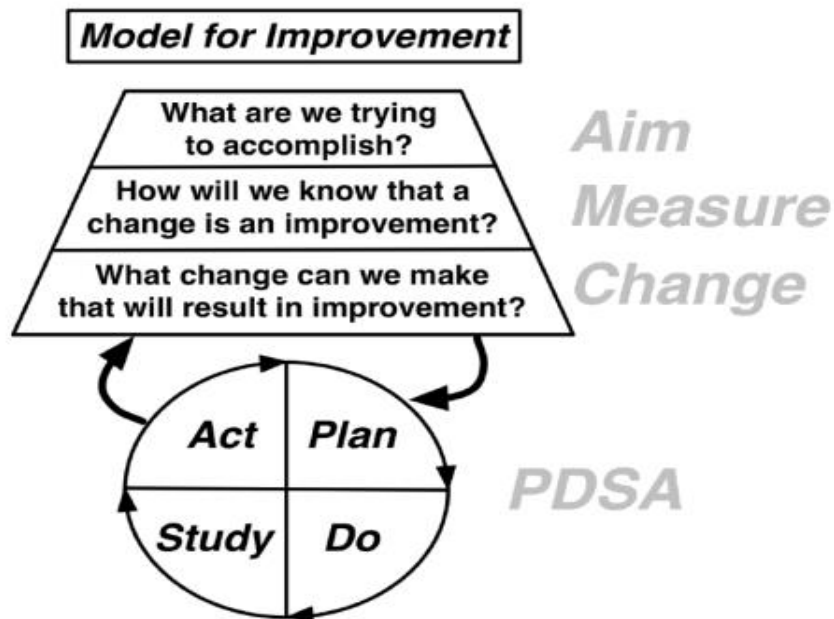
This solution's disadvantage is that it requires buy-in and support from numerous departments across the institution. The impact of COVID-19 has strained resources and contributes to an increase in concern regarding student and employee mental health and wellness. This project's scope is significant, and the output will require Mountain College to invest in human and financial resources when we are in an economic crisis. As noted above, it may be prudent for me to develop a phased-in implementation plan due to this solution's size and scale.

Three proposed solutions to my PoP have been identified. Each solution has been examined from the lens of human resources, financial resources, time, and technological impact. Overall, Solution 3, to create an EDI task force to develop a framework and action plan for Mountain College, is the preferred choice. It demonstrates the commitment of Mountain College

to respond to the ASET mandate letter (2020). This solution positions the College to continue to apply for federal research grants. I will approach this solution as a transformational leader to focus on the vision and empower the representatives on the task force with passion, commitment, and support to achieve our goals. As an ethical leader, I will advocate for fairness, equity, and social justice in this solution's planning and decision-making process. As this is an ambitious long-term goal and vision for Mountain College, it is anticipated that I will need to develop a plan that will have measurable goals and activities based on a 12-18 month timeframe associated with this study.

Cawsey et al. (2016) suggest that tracking the change through multiple balanced measures will help assess this OIP's progress towards the end goal. This data will help to determine whether refinements or modifications need to occur to the change path. Several tools will assist in monitoring and evaluating my progress and constraining challenges along the way.

I have previously used variations of the PDSA model (Langley, 2009) in my work as an effective way to assess, monitor, and evaluate progress. The PDSA cycle was first developed by Deming (1986) and then refined into a model by Langley et al. in 2009. The PDSA Model will be initiated by asking the task force three profound questions: 1. What are you trying to accomplish? 2. How will we know that a change is an improvement? 3. What change can we make that will result in improvement? (Moen et al., 2009). The answer to these three simple questions will set the stage for the approach we take to address the PoP. Figure 2 below depicts how Deming and Langley's model align to create the model for improvement used in this OIP.

**Figure 2***Model for Improvement*

*Note:* Adapted from *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*, by Langley et al., 1996, xxi.

The PDSA is then a four-stage model of continuous improvement comprised of the following four steps:

1. Plan. Define the objecting, questions, and predictions. Plan to answer the questions (Who? What? Where? When?). Plan data collection to answer the questions.
2. Do. Carry out the plan. Collect the data. Begin analysis of the data.
3. Study. Complete the analysis of the data to predictions. Summarize lessons learned.

4. Act. Plan the next cycle. Determine what changes need to occur. (Langley et al., 1996)

Table 2 illustrates how the proposed solution aligns with my transformational and ethical leadership approach. It embeds the constructs of the PDSA model for continuous improvement

**Table 2**

*Overview of the PDSA Model and my leadership approach to Proposed Solution #3*

Proposed Solution	Create an EDI task force to develop a framework, strategy, and action plan for Mountain College
Transformational and ethical leadership approach	As an authentic transformational leader, I will act with integrity and focus on our collective vision for EDI change. The result will be a more welcoming and inclusive environment where individuals are respected and valued. As an ethical leader, I will advocate for fairness and consistency in our approach to my PoP.
What are we trying to accomplish?	To develop an EDI framework and action plan for Mountain College.
How will we measure the change?	This change will be measured by establishing a task force and working group to draft the EDI policy, framework, and action plan. The plan will include an accountability framework to monitor our progress.
What change can we make that will result in improvement?	The first step will be to get executive endorsement for the plan. The second step will be to submit the Natural Science and Engineering Institutional Capacity Building Grant to provide this project's resources.
Plan	Identify the critical stakeholders for the task force with the power and agency to move this project forward.
Do	Establish the task force to develop the policy, framework, and action plan
Study	Conduct an environmental scan of best practices in EDI at other post-secondary institutions.
Act	Implement the EDI policy, framework, and action plan. Due to the size and scope of this project, it will be imperative to develop milestones and goals that will guide the work over the next 12-18 months.

I am also drawn to Sirkin, Keenan, Jackson's work (2005) and the duration, integrity, commitment, and effort (DICE) framework. Sirkin, Keenan, and Jackson's (2005) work has shown two out of three transformational change initiatives fail as leaders do not clarify the common denominators for change. Using the DICE framework will provide an opportunity to define the project's scope, examine the project team's capabilities, confirm the commitment of the senior leaders, and ascertain the additional effort required to execute the change. As I develop my organizational implementation plan, I fully expect to utilize this framework and the associated toolkits to help guide my work.

Northouse (2016) identified the following five principles of ethical leaders: ethical leaders respect each other; ethical leaders serve others; ethical leaders show justice, ethical leaders' manifest honesty, ethical leaders build community (p.341). These principles provide the foundation for leadership ethics and espouse that we must not work in isolation but work collaboratively. Using a combined transformational and ethical leadership approach will provide a framework for decision-making to navigate the ethical considerations and challenges associate with this OIP.

### **Leadership Ethics and Organizational Change**

As noted above, I espouse being an ethical leader and champion for equity, fairness, and social justice. I have explored the social learning theory (Bandura, 1986), which argues that leaders must be seen as ethical leaders by followers. They must be approachable and credible role models. As a transformational leader, I am disciplined in embedding authenticity, integrity, trust, honesty, and trustworthiness as core values in my work. From a social learning perspective, I have tried to identify and learn from role models who demonstrate these values in their work. A key characteristic of one of my role models, with whom I associate with ethical leadership, is the

willingness to turn mistakes into learning experiences and humility (Brown & Trevino, 2006). As a transformational leader, it is crucial to recognize we all make mistakes and are continuous learners.

From a social learning lens, organizations supporting and encouraging ethical leadership provide constructs such as formal policies and informal norms that support ethical conduct (Brown & Trevino, 2006). At Mountain College, there is a code of ethical practices policy. This policy states, "Mountain College is a College of 'first choice' providing a workplace which supports excellence in education and an environment in which employees are proud to work. To continue to foster these goals, all employees of Mountain College are accountable for their actions and must act honestly and ethically at all times." (Mountain College, 2014). This policy demonstrates the positive moral climate and culture that prevails at Mountain College. I have identified several leadership team members at Mountain College who emulate these values and conscientiously learn from their actions.

The combination of Mountain Colleges code of ethical practices and ethical leadership principles will guide the actors' and organizations' responsibilities in my OIP. Transforming the EDI culture at Mountain College will be approached using Starratt's (1991) framework, which embodies three pillars of ethics: critique, justice, and care.

### **The Ethics of Critique**

Starratt (1991) posits that an educational administrator's ethics begins with the theme of critique aimed at our bureaucratic mindset. As we explore this OIP from a social learning lens, we will critique the College's structure, relationships, and inherent injustice reflected in our recruitment and marketing approach. Starratt (1991) recommends asking the following questions "Who benefits from these arrangements? Which group dominates this social arrangement? Who

defines the way things are structure here? Who defines what is valued and disvalued in this situation?" (p.189). The answer to most of these questions illustrates that the FDG are excluded from leadership positions at Mountain College. As we move forward with my OIP, there will be an opportunity to critique the College further and ask the difficult but necessary questions to propel the vision for change forward. This critique will include sexist language and structured bias in the workplace, racial biases in the workplace based on power and privilege, and the preservation of powerful groups' hegemony over the media and political process (Starratt, 1991). This examination will lead to a need to construct a better future state in which Mountain College operates more ethically.

### **Ethics of Justice**

The ethics of justice is grounded in the concept that individuals need to be treated fairly and equitably (Starratt, 1991). This OIP will embed the ethics of justice for all Mountain College members and ensure transparency and accountability as the project moves forward. Fostering ethical learning opportunities will be a crucial consideration for my project and result in processing the institution ahead along Kohlberg's six stages of moral development and reasoning (Starratt, 1991). In particular, Kohlberg's (1984) four stages of moral development focused on: individualism, interpersonal relationships, individual rights, and universal principles are aligned with the constructs of transformational and ethical leadership that will guide this OIP. A starting point will be to build on the work underway with the Indigenization plan, internationalization plan, and the positive spaces program (Mountain College, 2020).

### **Ethics of Care**

As a leader who champions the ethics of care, I will focus on the marginalized and systemically racialized members of the Mountain College community. To be a good leader, one

must be honest (Northouse, 2016). I will encourage the College community to examine the motives that could be overt or inadvertent concerning racial, sexual, ethnic, and age stereotypes that block the possibility of open and honest communication (Starratt,1991). This examination process will encourage individuals to reflect on their actions and behaviors and question whether they create a culture at Mountain College that is equitable and inclusive. As I explore the possible solutions to my PoP, I will continue to analyze each one's ethical considerations and impacts.

### **Chapter Summary**

Chapter 2 focused on the planning and development Stages of my OIP. In this chapter, I described my leadership framework and approach for the change. I further examined my approach to change using Cawsey et al., (2016) Change Path Model to evaluate the change using the awakening, mobilizing, accelerating, and institutionalizing steps.

The Change Path Model as a lens allowed me to conduct a critical organizational analysis using the Nadler and Tushman (1989) Congruence Model Framework. Based on these comprehensive tools, I proposed three possible solutions to the PoP. Each solution was evaluated based on the human resources, financial resources, time, and technological resources required. Based on this analysis, solution three is the best option to pursue. To begin thinking about what elements need to be considered in moving from planning in Chapter 2 to implementation in Chapter 3, I used the Langley et al. (2009) PDSA model for continuous improvement that provided a format to focus my approach. This chapter concluded with a discussion on Starrett's (1991) three ethics – ethics of care, justice, and critique. Chapter 3 will present a plan for implementing, monitoring and communicating the organizational change process.



### **Chapter 3 Topics: Implementation, Evaluation, and Communication**

In Chapter 1, I identified the PoP, introduced the organizational context at Mountain College, and described my leadership-focused vision for change. Chapter 2 examined a leadership framework for understanding change using The Change Path Model (Cawsey et al., 2016) and described how it would be applied at Mountain College. The next step was to conduct a critical organizational analysis using The Congruence Model developed by Nadler and Tushman (1989). Three possible solutions to address EDI at Mountain College were discussed and analyzed. Chapter 3 will explore a plan for implementing, monitoring, and evaluating the proposed solution. Finally, a strategic communications plan is developed that highlights the planning required for the change process. Chapter 3 concludes with a discussion on the next steps and future considerations for this OIP.

#### **Change Implementation Plan**

As the change implementation plan was developed, a literature review was conducted. This review determined that Mintzberg and Westley's (2001) three-step approach to change and the Langley et al., (2009) PDSA would effectively guide the implementation plan. Using these two approaches as collaborative tools aligns with my transformational leadership style and aspiration to drive EDI at Mountain College.

The change implementation plan has factored in the organizational change readiness from Chapter 1 and the critical organizational analysis from Chapter 2. Cawsey et al. (2016) stated that "any action plan for change needs to be rooted in a sophisticated understanding of how the organization works and what needs to be achieved" (p. 301). Mintzberg and Westley (2001) claim that "healthy organizations have the capacity for three decision-making approaches: think first, see-first and do first" (p. 89).

By thinking-first, it is essential to identify the need to address the EDI practices and policies at Mountain College. To understand the EDI issue at Mountain College, we need reliable data to establish a baseline and measure our progress. A sample equity audit was conducted in the continuing studies department and provides a snapshot of some of our staff's diversity gaps. The results of this audit are summarized in the Table 3.

**Table 3**

*Continuing Studies Equity Audit*

Category	Actual Number	Representation
Women	23/26	88%
Visible Minorities	0/26	0%
Person with disabilities	0/26	0%
Indigenous People	0/26	0%
LGBTQ+	1/26	4%

This data paints a clear picture that the continuing studies department must awaken to the immediate need to develop a plan to recruit individuals from diverse backgrounds. Working with the other service departments, this OIP will conduct an annual equity audit of the Mountain College employees to extrapolate the data and develop concrete targets for these marginalized groups. Creating a framework and action plan will include analyzing policies and procedures to foster a more diverse and inclusive culture at Mountain College. This process will review the existing code of ethical practices policy, the bullying and harassment policy, the sexual and non-violent threatening behavior policy, and the respectful workplace policy.

**Build momentum: short, medium- and long-term goals.**

This plan's short-term goals are aligned with the awakening stage in The Change Path Model developed by Cawsey et al., (2016). Recently, an acute and intense global awakening to the imminent need to focus on EDI has emerged. This focus on EDI is intertwined in all aspects

of society, from our police forces' composition, our elected officials, and our sports teams to our curriculum and classrooms. We will continue to leverage this global attention to awaken and educate the leadership team and faculty members on the immediate need for change at Mountain College.

As a first step towards this envisioned state, will be to pursue immediate support at the executive level by submitting a briefing note that articulates the issue and the need for change. It will also indicate the need to collaborate with the human resource department and institutional research department to initiate the data collection to identify the current gap in equity and diversity at Mountain College. Taking these initial steps will position Mountain College to be ready for organizational change. Research by Holt et al. (2007) posits that readiness for change is a multidimensional construct influenced by beliefs among employees that (a) they are capable of implementing a proposed change; (b) the proposed change is appropriate for the organization; (c) the leaders are committed to the change, and (d) the proposed change is beneficial to the organization (p. 232). Securing the new President's support for this change will propel this plan forward. Once the president's support is secured this project will have the authority to mobilize the resources required to move forward.

Working with the vice president students, I will identify the task force members to help synthesize the vision for change. Kotter (2012) posits that a guiding coalition is critical to the transformation process. The members of the task force will be a powerful force to drive the vision for change forward. The next step will be to task individuals to conduct a literature review and an environmental scan of best practices in EDI in post-secondary institutions, private sector organizations, and governmental bodies. If the NSERC grant is funded, Mountain College will have the ability to hire additional resources with expertise to support this phase.

During this stage, the goal is to develop an action plan and framework that will guide the activities of Mountain and hold the institution accountable for advancing this agenda. These steps include hosting a series of workshops to identify and synthesize the actions and metrics used to guide and monitor our progress. These workshops will include participants from all aspects of Mountain College, providing an open and safe forum for discussion. These ideas will be drafted and presented to the College through focused consultations at each campus to solicit feedback from the college community.

As part of the institutional 2022 unit plan and budget development process, members of the task force will ask to meet with each department and portfolio. The goal of this meeting will be to add an EDI metric to their performance measures. Having an EDI goal in every unit plan will ensure that the institution understands the urgency of this issue and will assist with stakeholder buy-in from the faculty, unions, and leadership team. This step will mobilize the institution to embed the change in daily operations by including it in formal systems and structures. The unit plan is a public document and will assist in communicating the need for change at a micro and macro level.

The implementation's next milestone will present the draft EDI action plan and framework to the leadership team and board of governors. This plan will include concrete goals aligned with the strategic plan. This action plan will delineate specific actions that departments and portfolios can incorporate into their unit plans to advance EDI at Mountain College. A draft action plan is provided in Appendix B.

### **Establishing a Professional Learning Community at Mountain College**

Moving forward in the implementation plan, the task force members will work to identify change agents from across Mountain College to engage in the cultural shift to help address EDI.

Fullan (2002) recognizes that organizational change will not flourish with just the actions of the top leaders; sustained change requires the support of many. Thus, a goal of this OIP will be to establish a PLC as conceptualized by DuFour (1985). A PLC can assist the creation of a collaborative and cohesive team that will focus on developing the systems and structures required for the envisioned future state. A professional learning committee (PLC) is a collective of individuals that are focused on collaborative investigation to achieve greater results. The PLC will be composed of individuals from all campuses and positions at Mountain College. This group has an ongoing commitment to action. Working together they will establish a mission, vision and values that provide the foundation for their work in EDI. This group can build the institution's knowledge and capacity that will allow us to break down systematic barriers to marginalized populations that have historically impacted the EDI at Mountain College.

The PLCs' committed work can build a model for integrating EDI and building solid relationships across the five campuses, four portfolios, and twelve departments. DuFour's discussion of PLCs is focused on the following three key themes: ensure all students learn, establish a culture of collaboration, and focus on results (McLester, 2012). These themes align with the constructivist theoretical framework that underpins this OIP. We will broaden the first theme from students to include the entire Mountain College community for this change plan. As the task force selects the PLC members to help guide the work, DuFour encourages us to ask a series of 13 questions that align with the Change Path Model stages.

While addressing EDI at Mountain College is a long-term goal, the task force must act now as we have fallen behind our sector and governments in this socially and economically important area. The short-term goal will be to establish the PLC. The long-term goal will include EDI as a key direction in the new strategic plan combined with a revised organizational chart that

identifies a new position reporting to the vice president students. DuFour's (1999) final question examines what steps are required to sustain our improvement efforts until they are institutionalized, which is the fourth stage of The Change Path Model (Cawsey et al., 2016). I will expand on this concept in the monitoring and evaluation section of this chapter.

### ***Stakeholder Reactions to Change***

As previously discussed in Chapter 2, mobilization is the second stage of The Change Path Model. A critical step in this stage is to communicate the need for change organization-wide and manage change recipients and stakeholder's reactions to the change. This section will discuss the stakeholder's responses to change, and at the conclusion of this Chapter, I will discuss communication strategies for the change.

A stakeholder analysis will identify the individuals at Mountain College that should be concentrated on to help move this organizational change forward. Stakeholder analysis helps to understand the interactions between key players and the relationships and power dynamics that form the web of interactions between individuals (Cawsey et al., 2016). Deszca (2020) developed a series of questions that help understand the context and best way to approach stakeholder needs. Conducting a stakeholder analysis to identify and prioritize the individual's power and reaction to the change is critical to this OIPs success. Table 4 provides an overview of the results of this stakeholder analysis. It will be essential to get the president and board of governors' support at Mountain College as they have the authority to approve this change. The change will impact other departments at Mountain College, so support from the leadership team will be critical. The federal government supports this change as they are mandating EDI as part of their Canada Research Chairs funding.

**Table 4***Overview of the stakeholder analysis*

Questions	Key Stakeholder Groups
Who are the stakeholders?	Government, Board of Governors, Executive, Leadership Team, Faculty, Vocational Instructors, Support Staff, Students, Community
How will the change impact the different stakeholders?	The possible change will impact each stakeholder group's hiring practices and focus on changing the demographics and composition of the college.
Which stakeholders are likely to support the change?	Faculty, staff, and students will support the change. Each of these stakeholders' groups has individuals recognizing the need for Mountain College to make an ethical commitment to advance the EDI agenda.
Whose influence will be increased as a result of the change?	The influence of the four equity-seeking groups will be increased as a result of this project.
Which stakeholders have the potential to ease the path to change?	Having support from the government as well as the executive and leadership team will support the path to change. The student's voice is also crucial as they are advocating for change in diversity and inclusion at the College
Can you influence the influencers? If yes, how?	I can influence the influencers in both a formal and informal way. Formally I can draw the leadership's attention to the need to develop an EDI action plan to adhere to the research funding requirements of the federal government. I can also raise the awareness of the need to include a GBA+ lens when making policy and budget decisions as directed by the government mandate letter. Informally, I can influence this group by identifying the driving forces for change and work collaboratively to mobilize this group to take individual actions in our day-to-day operations to advance the EDI agenda within our sphere of influence.
Can these different stakeholders be involved in the change in ways that will support the change?	Building strong relationships and teams will be the foundation for success. As a change leader, it will be imperative that I work with the stakeholders to develop meaning and commitment to this project.

*Note: Adapted from *Organizational Change Management: The Change-Path Model for**

*Ensuring Organizational Sustainability* by Descza, 2020

This stakeholder analysis will assist the task force in identifying the PLC members; it is recognized they will be an early adopter group. This group will be predisposed to embracing this change either for personal or professional reasons. Mountain College has been a stable organization for the past fifteen years, with the same executive team leading the organization. To many in the organization, this stable structure has created a complacency culture that has trapped the organization into a status quo where past strategies are no longer relevant (Cawsey et al., 2016). In the last two years, retirements in the executive and leadership team have resulted in changes and improvements that the institution has well received. This change in personnel has created a culture that is open to moderate levels of change, resulting in a lower degree of risk associated with change (Cawsey et al., 2016). Consequently, this is a perfect climate and culture to champion the implementation of the change plan.

As the task force works to implement this OIP, they will continue to monitor the stakeholder's reactions to change. Jick and Peiperl (2003) outlined strategies leaders and recipients can take to cope with change. They propose that recipients can accept feelings as normal, manage stress, and exercise responsibility. As change leaders, we will need to rethink resistance, listen, and provide resources to create the environment for change by focusing on teamwork and involving the team in decision-making.

It is imperative to understand the impact change will have on individuals, systems, and organizational structures as a change agent. Cawsey et al. (2016) had identified two tools that help determine the organizational dynamics at play. These are the force field analysis and stakeholder analysis. Lewin (1948) proposed that the status quo will change whenever a driving force is stronger than a restraining force. For change to be successful, there must be a strengthening of the driving force or a weakening of the restraining force. Conducting a force



field analysis involves three steps: (1) identify the short and longer-term forces acting in the situation and their estimated strength; (2) understand how the forces could be altered to produce a more hospitable climate for change and develop strategies to maximize your lever on the driving and restraining forces with minimum effort; (3) look beyond the immediate impact and identify ways to increase support and reduce resistance (Deszca et al., 2020).

The results of the Mountain College force field analysis are identified in the Table 5. This process will help determine the pressures for change, power dynamics, cultural norms, and leaders to help move this change forward. This OIP will benefit from the strong support from the president and executive team. The recent focus on the detrimental impact of the residential school system has renewed the focus on working with our First Nations communities. A restraining force that must be address is the lack of reliable data to track Mountain Colleges progress in the area of EDI.

**Table 5**

*Mountain College Force Field Analysis*

<b>Driving Forces</b>	<b>Estimated Strength</b>	<b>Restraining Forces</b>	<b>Estimated Strength</b>
New provincial and federal government-imposed performance metrics for funding	Strong	Potential changes in strategic direction due to new president	Average
Executive and leadership credibility and commitment	Strong	Lack of institutional data to identify EDI gaps	Strong
Mountain College community evolving needs and expectations	Strong	Competing priorities	Strong
Mountain College desire to increase the number of First Nations Students	Strong	Current operational processes are colonial	Average

### ***Additional Resources***

A driving force for this change is the mandate from the provincial and federal governments to focus on EDI. Mountain College has applied for an EDI Infrastructure Grant, and if successful, this will provide much-needed resources and support for this project. Human and financial resources will be required to execute this implementation plan. Access to information from our institutional research, human resource, and information technology departments is required to access the data required to develop a baseline for measuring our performance.

The PLC members will need to have support from their supervisors to participate in the weekly meetings. It will be imperative that each committee member also has access to the necessary technology to participate in virtual discussions. A critical component of this project's success will be to provide training to all Mountain College community members to become a welcoming and inclusive environment with a demonstrated commitment to providing access and representation of historically marginalized or excluded populations.

### **Limitations: challenges, scope, methods, and priorities**

Reflecting on the plan as mentioned above, the task force will need to examine potential limitations and challenges. Given Mountain College does not have a culture that embraces EDI concepts, there may be resistance from employees on this potentially contentious issue. As a transformational leader, it will be essential to engage stakeholders in developing a shared vision for this project. The team will execute this approach by identifying the champions to participate in the PLC and leverage their power to support this initiative.

The impact of the global pandemic, the limitations of the COVID-19 vaccine, and the potential negative impact on the College cannot be underestimated. We are operating in a very complex and dynamic environment, and the ability to secure human and financial resources to

support this project may be hampered. While these issues may impact the project's short and immediate timelines, they will not affect the overall vision and approach.

With a new president arriving in the spring, there could be a disruption in keeping this project's momentum moving forward. However, I believe that we have secured strong support from the vice president students and several other key leadership team members. We will also advocate support from the president by submitting a briefing note and requesting a presentation to the executive within his first 90 days. Finally, given the plan's scope, we will need to ensure we have support from various stakeholders and constituents. These include but are not limited to the student association, faculty association, unions, the board of governors, leadership team, and executive. Given the organization's bureaucratic model and the matrix model of decision making, gaining the support and approval to move forward may take longer than anticipated. It will be essential to track and monitor the project's progress and seek guidance and direction if timelines lag.

By addressing EDI at Mountain College through a programmatic change, working with the task force to implement straightforward and well-structured solutions will be critical (Deszca et al., 2020). The context of the change is clear, Mountain College must address EDI, and it is anticipated that implementing this change will be incremental in nature. The result will fit the strategic plan for Mountain College and the provincial and federal government's priorities. Our efforts to address systemic discrimination must also inform policy and budget decisions by reviewing all decisions through a GBA+ lens (Government of BC, 2020). It will be critical that Mountain College incorporates the GBA+ lens into all our policy and budget decisions.

## **Change Process Monitoring and Evaluation**

This section discusses monitoring and evaluating this OIP. This OIP has used the Cawsey et al. (2016) Change Path Model as a foundational guide for the process of change. This section will build on the previously discussed stages of awakening, mobilization, acceleration, and institutionalization. Within the institutionalization stage, there are two specific steps. The first step identified by Cawsey et al. (2016) is to "track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal and make modifications as required to mitigate risk" (p. 345). This step allows change agents to identify first-order effects and takes steps to address them.

Cawsey et al. (2016) have identified the second step as the opportunity to "develop and deploy new structures, systems, processes and knowledge, skills, and abilities as needed to bring life to the change and new stability to the transformed organization" (p. 345). These steps must be embedded from the inception to the project's conclusion to drive the change process. Cawsey et al. (2016) posit that measurement and control processes play a critical role in guiding change and integrating various parties' initiatives and efforts (p.339). Markiewicz and Patrick (2016) define monitoring as "the planned, continuous and systematic collection and analysis of program information able to provide management and stakeholders with an indication of the extent of progress of implementation, and in relations to program performance against stated objectives and expectations." (P. 12).

For this OIP, monitoring focuses on tracking program implementation and processes, specifically outputs and outcomes achieved. In addition, several monitoring tools can be utilized, such as a balanced scorecard, risk exposure calculator, and the DICE Framework (Deszca et al., 20202). Three tools were used to monitor the progress of this OIP. The balanced scorecard

developed by Kaplan and Norton (1996) provides a simple way to monitor the project against four critical success factors. The balanced scorecard focuses on the following four objectives: financial, business process, learning and customers. The risk calculator developed by Simon (1990) focus on the internal risks that may impact the project's success. Measuring and monitoring the project's risk will ensure corrective action is taken in a timely manner. Finally, the DICE framework developed by Sirkin, Keenan and Jackson (2005) is explored. The DICE framework builds on the risk exposure calculator as it is process orientated and pinpoints concrete actions that address risks.

### **Monitoring Tools**

Kaplan and Norton (1996) developed the balanced scorecard as an integrated way to monitor four key categories: financial, customer relationships, internal business process, and learning and growth. This visual tool will allow the task force to identify actions that need to occur to achieve the vision for change in EDI at Mountain College. As a transformational leader, I will take this information to the broader College community and build support for the steps we need to enact the necessary change at Mountain College.

Using the balanced scorecard tool, we will ask the following four questions: How do students, faculty, and staff see Mountain College? How will Mountain College excel at EDI? Can Mountain College continue to improve and create value through EDI? How does a focus on EDI impact the financial picture of Mountain College? A sample balanced scorecard for Mountain College is provided in Appendix C. Using the data from this tool will allow Mountain College to monitor the EDI change initiative's momentum. It will enable the project team to develop a baseline understanding of the situation and monitor our progress towards the vision for change.

The second tool used to monitor the progress of the OIP is the risk exposure calculator developed by Simon (1999), who identified three risk groups: change pressure, change culture, and information management. It is anticipated that pressure to change due to the Mountain College leadership team's stability is a critical issue that could impact the project's success. In addition, information management is another issue that could impact my project's success and must be watched closely. Simon (1999) encourages managers to apply a risk calculator to determine the organization's risk profile. This score will help the change leader take the appropriate steps to prudently reflect the needs and opportunities for innovation and change balanced by the need for caution and oversight (Cawsey et al., 2016).

Mountain College has a score of 26/45, it would be considered at the low end of the cautionary zone. It would be prudent for the team to use this information to explore ways to make the risk more manageable during the implementation stage of this OIP. The task force can address the level of ambiguity in the change pressure category by focusing on the change vision. In the change culture category, the task force would focus on developing a solid working relationship with the project's executive sponsor to ensure they are informed of positive and negative progress. The team will focus on developing specific measures to diagnose EDI gaps at Mountain College in the final category. Implementing these definitive steps will allow this project to move from the cautionary zone to the safety zone and ensure success. Appendix D provides a summary of Mountain Colleges risk exposure.

The final tool to use to monitor and evaluate the progress of the OIP is the DICE Framework developed by Sirkin, Keenan, and Jackson (2005). This framework refers to the duration, integrity, commitment, and effort to evaluate the risk and predict a change initiative's success. This model will assist in identifying the risk and pinpointing the actions we can take to

minimize them. Duration focuses on how often the change project is reviewed as the risk of failure increases as the time between reviews increases-the ideal timeframe is two months. The intensity category questions whether the leader and team can motivate and commit to complete the necessary tasks, drawing on my transformational leadership skills. The commitment category questions whether senior leadership and local leadership are involved, engaged, and enthusiastic about the change. Finally, the effort category focuses on what incremental effort is required for the change and asks if there is any perceived resistance. I have completed the DICE framework (Appendix E) for this project, and Mountain College scored a 9.

Based on the results of the DICE Framework, this project has a high likelihood of success. However, it will be essential to monitor the team's incremental effort to ensure the additional effort doesn't hinder and impact the project's success. We can do this by regularly checking in on the workload and adjust and refine as required.

Change evaluation expands on the monitoring concepts to focus on forming judgments about program performance and improvement recommendations. Markiewicz and Patrick (2016) define evaluation as "the planned, periodic and systematic determination of the quality and value of a program, with summative judgment as to the achievement of a program's goals and objectives." (p.12). Change leaders must match the measurement to the size and scope of the project. Change agents need to match their measurement tools based on how quickly they need the information, how accurate the data needs to be, and how much it will cost. When complexity and ambiguity are low and time to completion is short, one should choose more precise, explicit, and goal-focused measures. When complexity and ambiguity are high and time to completion is long, one should select more approximate measures, focus on vision and milestones and learn as one goes (Cawsey et al., 2016).

Analytical tools must be used to measure, monitor, and control aspects of a change initiative. Furthermore, these tools must be identified at the inception of a change initiative and utilized throughout the project's life cycle. Taking this approach will enable change leaders to define the need for change, and access progress at specific intervals to evaluate the impact (Cawsey et al., 2016). The interactive four-stage PDSA Model (Deming, 1993) will be used as an iterative way to evaluate my plan's effectiveness. Langley et al. (1994) added three questions to supplement this cycle: What are we trying to accomplish? How will we know that a change is an improvement? What changes can we make that will result in improvement?

### ***Plan***

The first step of the cycle is to determine what you want to accomplish to stay focused. Pietrzak and Paliszkiewicz (2015) have advocated that you must not proceed without a clearly defined plan regarding what you want to achieve and how you will measure it. My goal is to formulate my project's mission and vision and develop the strategy to reach the future state. This step will include identifying the human resources required to fulfill my plan and assigning roles and responsibilities to clarify the expectations. An essential step in this stage is to communicate with all the stakeholders to ensure they know my plan's strategic objectives to address EDI at Mountain College. The final step in this stage will be to determine how we will operationalize the strategy.

### ***Do***

This next step is an implementation stage that demonstrates how the plan is operationalized. In this stage, we will action the short and medium-term goals of the change plan. In addition, it will be essential to communicate the strategy to the stakeholders to ensure there is buy-in for the project. Pietrzak and Paliszkiewicz (2015) identify this stage as the time to



motivate and engage stakeholders to gain momentum for the change. This stage will focus on actioning the vision for change, developing the framework and action plan to address EDI at Mountain College. It will be essential to create measurable goals to hold the institution accountable for the change. We will also focus on celebrating small wins during this stage.

### *Study*

This next step in the process is where real learning and future decision-making occurs. Taking the time to check on the project's progress, learn from our experience, and transfer knowledge to improve continuously. The check step will be required a focused effort to have regular meetings to ensure that the task force moves forward and our milestones are being met. The EDI Action plan will need to include specific and measurable targets to monitor our progress, such as ensuring the GBA + is incorporated into all decision-making at the College.

### *Act*

Senge (1990) is the pioneer of learning organizations and has identified five attributes: personal mastery, mental models, shared vision, team learning, and systems thinking. Mountain College aspires to be a learning organization, and this step is a critical component of our journey towards that state. We must learn from our experiences, adjust and move forward. In this stage, Pietrzak and Paliszkliewicz (2015) identified the following questions to be considered: "What lessons can be learned from the cycle? Adopt and perpetuate methods, which were successful in reaching the objectives. If not, determine the root causes and correct the implementation. Are any adjustments needed in the plan for the next cycle?" (p. 154). There is no doubt there will be lessons learned from my change project. It will be essential to solicit feedback promptly to take corrective action to resolve issues and maintain the momentum of continuous improvement. In the next section, I will discuss and develop the communication strategies and plan to allow

Mountain College employees and students to provide input and feedback into the change strategy.

### **Plan to Communicate the Need for Change and the Change Process**

The final step in this OIP is to develop a comprehensive communications plan. This plan aligns with the four stages of Cawsey et al., (2016) The Change Path Model as we advance Mountain College to address EDI. A key theme through each of these steps is the need for focused attention to communicating the need for change and informing the change process's status. The task force will focus on the vision for change in the awakening stage and why it is needed using multiple channels of communication. In the mobilization stage, the focus will become communicating the need for change across the College and managing its responses and reactions. It will be essential to incorporate a variety of channels for stakeholders to provide feedback on the change. In the acceleration stage, I will focus on communicating the progress we have made and celebrate the small wins along the way. In the institutionalization stage, the change will be embedded in the College's fabric. The progress will be documented and communicated via multiple measures identified in the action plan to hold the institution accountable for the vision for change. This plan to communicate will be addressed through a coherent communication strategy that uses appropriate communication vehicles to ensure institutional support for the change.

The development of the communications plan is informed by the strategies suggested by Beatty (2015). This plan will address the following seven themes: clarifying roles and responsibilities; establishing communications guidelines; conducting a stakeholder analysis; creating a compelling message tailored to the needs of the stakeholders and recipients; identifying the best form of media to convey the messages; determining who will communicate

to each stakeholder group; and, developing a matrix to measure the effectiveness of the communications (Beatty, 2015).

The first step in this process is to identify roles and responsibilities in the communications plan. I have consulted with the director of public affairs at Mountain College, and he has committed to providing resources and expertise to this project. As the project lead, I will be responsible for the messages' content, but the public affairs team will help craft the communication to resonate with the stakeholders and change recipients. As the task force crafts the communications plan, it will be imperative that we consider all of our stakeholders' voices. The imagery and language we use must reflect our desire to intentional and inclusive in our approach. The second step in this process is establishing objectives for each specific message to resonate with the stakeholders (Beatty, 2015). The task force will adhere to the following basic principles that will guide the communications plan: we will communicate promptly with stakeholders; each communication will use more than one medium; we will be open and transparent with our communication; we will not rely on say, we will rely on do (Beatty, 2015). The task force members must lead by example in each phase of the plan.

Next, the task force will focus on two-way communication so that stakeholders have the opportunity to provide feedback in a variety of mediums. Cawsey et al. (2016) advocate that change communication needs to be two-way, as change leaders need to be open to learning as much from exchanges as followers (p. 242). The team will want to be particularly cognizant of our diverse stakeholders and community's communication channels and preferences. Advancing the engagement and the change agenda requires communication to be open, authentic, and transparent. The two-way communication forms can include executive briefings, department meetings, advisory groups, videos on social media and email messages. Furthermore, a focused

effort to promptly communicate with stakeholders will allow employees to respond with questions or concerns. This approach will help build trust and engagement throughout the project, translating to acceptance and adaptation of individual behaviors (Cawsey et al., 2016). This stage is a critical step in the communications plan, and Beatty (2015) has identified the following structured approach to guide the process: (1) identify the stakeholders; (2) map their degree of influence and impact; (3) define what interests in the change initiative could be; (4) decide on the communication and involvement approach for each stakeholder. Building on the results from the stakeholder analysis will assist in determining the frequency and format for communicating with each group.

As identified in the stakeholder analysis, the key constituents include the board of governors, executive, leadership team, faculty association, unions, student's community, and government. The most influential stakeholders will be the leadership team and the students. It will be essential to take a tactical approach to identify the potential stakeholder issues and identify concrete steps to address them. Beatty (2015) recommends using the following tools to help clarify stakeholder concerns: online/telephone/mail surveys; focus groups; and, interviews. Taking this targeted approach will build support for the project and minimize the change's potential adverse effects.

The fourth step in Beatty's (2015) change plan process is to create persuasive messages tailored to each stakeholder group's needs. In developing these messages, three key components must be addressed: (1) what is the compelling reason for the change, (2) what are we striving to become, and (3) what's in it for me. The communications plan will take these three questions into consideration and craft both a formal plan and informal actions. As previously mentioned, it will

be important that the Mountain College leader's actions align with the messages we create to advance EDI. The key messages will reinforce the following concepts:

- Mountain College is working to address a complex global issue of EDI;
- Inclusion advances innovation;
- The EDI action plan will demonstrate Mountain College's commitment to attracting faculty and students from all walks of life;
- This process is aligned with the College's Strategic Plan, Indigenization Plan, and Internationalization Plan;
- Mountain College strives to become a workforce that is representative of the populations we serve;
- Bullying, harassment, discrimination, and sexual violence is not tolerated at Mountain College; and,
- Advancing this plan will create an environment that is more welcoming and inclusive to all.

The fifth step in the communications plan is to select the media channels for each stakeholder group. As mentioned above, there are many channels to explore, from meetings to communiques to electronic and social media. Beatty (2015) suggests that "change leaders should choose the best delivery mechanism given the audience, group size and location, the message complexity, message frequency and the stage in the change process" (p. 13). In the awakening stage, the task force will communicate the vision for change at the board of governor's meeting, leadership team and department meetings. This process will allow the message to be distributed promptly and engage the College in two-way dialogue regarding the project. Klein (1996) advocates that face-to-face communication is the most effective due to its immediacy and interactive nature, allowing for the opportunity to clarify ambiguities.

Print and electronic media will be widely used during the mobilization stage of the project. Print media is effective for "conveying routine information when large numbers of people must be reached quickly at the same time" (Beatty, 2015, p. 14). Print media will include postcards that are distributed to the Mountain College staff to announce the project and invite their participation. In addition, posters will be printed at each campus and hung on bulletin boards in each classroom to create awareness of the project. These formats will be utilized over the duration of the project to keep employees updated on the project milestones.

As Mountain College is a large College that services a 180km geographic area, print, and social media will provide the staff, student, and community constituents with timely updates on the project's progress. Social media will communicate stakeholders' opportunities to engage in focus groups, panel discussions, and targeted training. Electronic media will be used to as an efficient and cost-effective way to provide regular updates to employees. Electronic tools will include: developing a website to provide updates on the project and solicit feedback. A monthly email will be used to provide an accurate and consistent update to all employees. These tools will help build new knowledge, engage and empower others to support the project. As part of this stage, it will be important to showcase and celebrate small wins through featuring stories in the weekly College electronic newsletter. This approach to communication will continue to foster engagement and provide a variety of platforms for two-way dialogue.

In the final institutionalization stage, the communication plan will unveil a new strategic plan that includes a goal related to EDI. Embedded in this process will be developing documents that will ensure the institution is accountable to the inclusion action plan goals and performance metrics. This stage will include deploying the new structures, systems, and processes to bring stability to the project and ensure its sustainability (Deszca, 2020). During this phase, the

communications channels used will include print media, electronic media, social media, forums, and open panel discussions.

In summary, this communications plan will build momentum and awareness of Mountain College's need to address EDI within and across the organization. A vital aspect of this plan is facilitating two-way communication, engaging the Mountain College in the dialogue, and soliciting feedback. As a change agent and champion, a particular focus will be to reflect on the process, adjust tactics as necessary and ensure that we celebrate our milestones and accomplishments along the journey.

### **Chapter summary**

Chapter 3 focused on developing a change implementation plan that summarized the goals and priorities for the planned change at Mountain College. Creating an EDI task force is the preferred solution to create a framework and action plan for Mountain College. I discussed the importance of stakeholders and developing a plan to manage adverse reactions to the change. The use of PLCs was examined to ensure my project had the right personnel to engage and empower others at Mountain College to advance and support the desired future state. The change plan's short, medium, and long-term goals were discussed, the potential challenges and limitations were acknowledged.

Next, a change implementation and monitoring plan were developed. This plan outlined the tools and measured utilized to ensure this project moves forward. This stage was followed by developing a strategic communications plan to disseminate information about the project. This plan involved a variety of formats that provided a forum to get feedback from all the stakeholders. Chapter 3 concluded with some general reflections on the next steps and future considerations.

### **Next Steps and Future Considerations**

As I started my Doctorate of Education, I was transfixed with the opportunity to advance the issue of EDI at Mountain College. This process has been enlightening and challenging as I have advocated for the institution and stakeholders to comprehend the current landscape. I continue to be inspired by the passion of many colleagues who recognize and value the College's need to advance this issue. I acknowledge that there is already a lot of grassroots work and promising practices underway to break down the systemic barriers for marginalized groups across the College and the communities in which we operate. Moving forward, this OIP will leverage this great work and build an institutional commitment to advance EDI through the students, employees, and broader College community.

Advancing this OIP will require this writer to consider the following questions: Are the critical internal and external issues underpin EDI at Mountain College addressed in this OIP? Have we investigated the perspectives of all stakeholders? Is this a collaborative solution? Have we developed a comprehensive communications plan that is appropriate for all stakeholders?

In terms of the next steps, I am cognizant that achieving the future vision for Mountain College will take time. This project's scope is ambitious; however, there is support for the task at both the leadership and executive level. In addition, there is a pressing need for Mountain College to address the issue of EDI as we have fallen behind our counterparts in the post-secondary sector. If we want to remain competitive and attract and retain top talent from both a student and faculty lens, Mountain College must advance this project.

This project's scope is limited to establishing a vision for EDI at Mountain College. The next phase of the project will be implementing the action plan and holding the institution accountable for meeting the established performance metrics. A penultimate goal is for Mountain



College employees and students to reflect the demographic composition of the community and broader Canadian society. This transition will take years to materialize. However, I am confident that it will be achieved with time, commitment, and sustained resources. This OIP represents the first concrete step towards institutionalizing EDI objectives and actions at Mountain College. I am passionate about the opportunity to create positive change and look forward to the journey.

### **OIP Conclusion**

The specific issue of developing a shared vision to prioritize the urgent need to address EDI at Mountain College has been presented in this OIP. Chapter 1 of this OIP identified the PoP and explored the organizational context of Mountain College, which helped frame the structure, history, and mission of the College as they related to EDI principles. I provided an overview of my leadership position and discussed the contextual forces that influence this PoP. The chapter concluded with a discussion of Mountain College's readiness for change, which influenced my leadership vision for change.

Chapter 2 outlined my leadership approach to change, which included discussing both transformational and ethical leadership theory. This discussion bridged a critical organizational analysis using The Change Path (Cawsey et al., 2016) and The Congruence (Nadler and Tushman, 1999) frameworks to determine how to lead the change process. Three proposed solutions to address my PoP were identified and analyzed based on the variables of human and financial resources, time, technological support. The development of a pan institutional task force to develop an EDI framework and action plan is the proposed solution.

Chapter 3 focused on developing an implementation plan for the proposed solution. The importance of internal and external stakeholder support for the project was discussed. Using the PDSA model (Deming, 1993) model and the Balanced Scorecard (Kaplan and Norton, 1996), the

author developed an implementation plan for this OIP. Finally, the next steps and future considerations for the research of this OIP are explored.

As Mountain College strives to pursue implementing the ideas presented in this OIP; it will be important to stay current in the language, literature and research. I am also drawn to reflect on how the world around us has change due to the impact of the global pandemic and the detrimental effect it has on individual's mental health. Moving forward we must be cognizant of the impact COVID-19 has on our students, faculty and community. I look forward to the next step in this journey by embracing opportunities and tackling both ongoing and new challenges as we strive to improve the social, economic, environmental, and cultural fabric of our community. Finally, I want to thank my parents for instilling in me the passion to pursue my dreams and the commitment to stay focused to reach the endzone.

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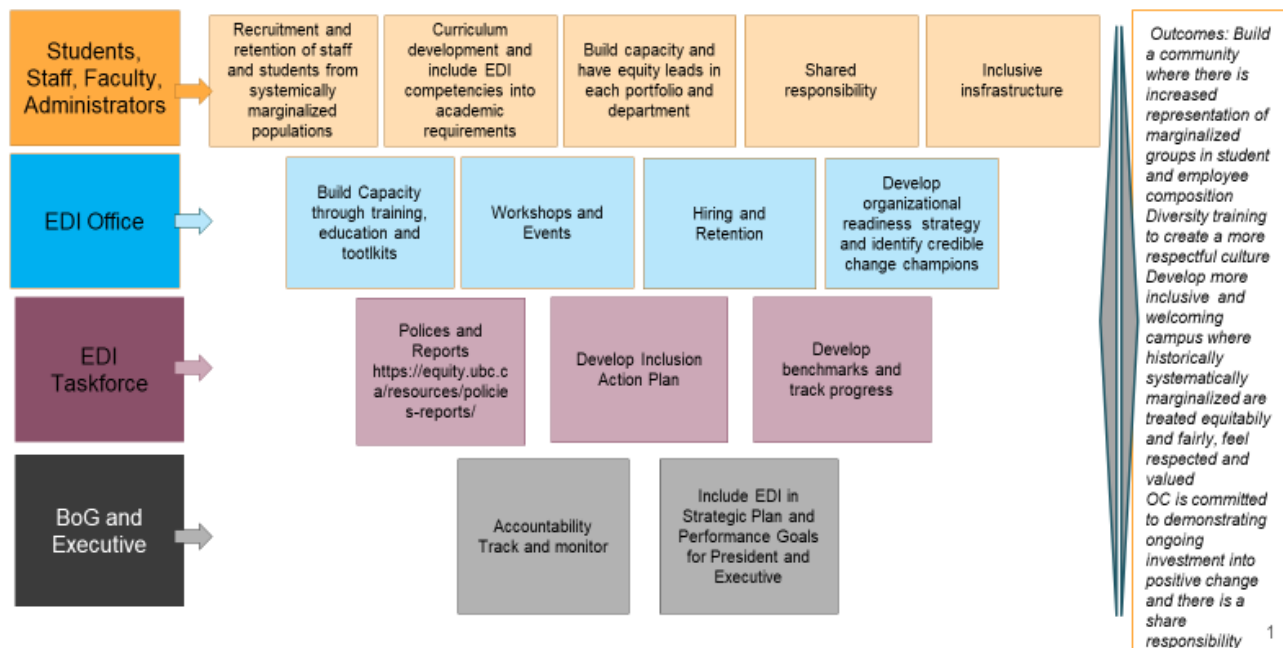
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## Appendix A

### Equity, Diversity & Inclusion Framework



### Appendix B

Change Path Model	Stakeholders	Goals	Action 1	Action 2	Action 3
Awakening	Task force, PLC, Student, Faculty	Student & Faculty Recruitment and Retention	Recruit for EDI Skills and Competencies	Include EDI goals in performance reviews	Identify inclusive spaces and provide training and support for developing an inclusive culture
Mobilization	Executive and Leadership Team	Systematic Change, Accountability	Conduct a system review of the employment practices.	Incorporate GBA+ lens into the decision-making process	Identify an EDI lead and goal in all department and unit plans
Acceleration	Students, Faculty, Employees,	Capacity Building	Work with the Human Resource, Applied Learning, and Teaching Departments to develop a comprehensive EDI training plan	Develop an engagement strategy to provide workshops, training, and professional development opportunities for students and staff	Work with Education Council and Curriculum and Program Review Committees to embed EDI into programs' learning outcomes.
Institutionalization	Executive Leadership Students	Learning and Research, Research	Work with the President's office to sign the Dimensions Charter	Work with the Applied Learning and Research Office to submit grant applications to enhance research on EDI	Conduct a student survey and focus groups on identifying ways to strengthen the inclusiveness of the College
Institutionalization	Board of Governors, Leadership Team, Students	Accountability	Work with Institutional Research to develop a mechanism for annual reporting on performance metrics	Work with the President's Office to incorporate the GBA+ lens into the decision-making process at Mountain College	Work with Institutional Research and Human Resources to develop a mechanism to monitor and track our progress on student, staff, and faculty from systematically marginalized groups

**EDI-Draft Conceptual Framework 2021--2023**

Mountain College (OC) respectfully acknowledges that our campuses are located on the traditional and unceded territory of the Syilx Okanagan and Secwepemc people.

**Vision** Mountain College's equity, diversity, and inclusion team envisions a community where human rights are respected, and equity and inclusivity are embedded in our courses, community, research, and workforce

**Theoretical framework:** Mountain College operates as a large post-secondary institution in the province of British Columbia. This plan was developed with the underpinnings of Organizational Theory, Critical Race Theory, and Constructivist Theory. A ten-person pan institutional working group created this plan in the Fall of 2021.

**Goal:** to advance EDI at Mountain College by creating the systems and structures that will promote a diverse and inclusive community that engages in dialogue and action to address systemic barriers to marginalized groups.

**Objectives:**

- To increase recruitment of underrepresented groups among faculty, instructors, students, and staff,
- Develop overarching EDI policies and procedures for Mountain College,
- Target embedding EDI in teaching curricula in courses of every learning program,
- Provide EDI training to faculty, instructors, students, and staff through periodic workshops, professional development, webinars, and events,
- Maintain alliances to support community-based EDI initiatives, and,
- Put in place a respectful and sensitive mechanism to bring forward and resolve any breach of EDI.

<b>Recruitment, Retention, and Career Advancement</b>	<b>Organizational Accountability</b>
<p>Recruit Director of EDI</p> <p>Identify EDI barriers in actions, processes, policies;</p> <p>Data collection and analysis; Establish EDI baseline</p> <p>Identify EDI gaps</p> <p>Include EDI activities in performance reviews and career advancement starting with the President and Executive</p> <p>Implement proactive EDI-informed recruitment, retention, and advancement approach</p> <p>Track retention, career advancement, and satisfaction of the target groups</p> <p>Ensure search committees have taken unconscious bias training</p>	<p>Statement of commitment to EDI and sign Dimensions Charter</p> <p>Incorporate GBA+ lens into the decision-making process</p> <p>Make EDI a strategic goal priority in the 2021-2025 strategic plan</p> <p>Develop organizational readiness strategy</p> <p>Review and amendments to OC's board EDI mandate</p> <p>Take inventory of policies to identify EDI gaps</p> <p>Create OC's policies from EDI perspective, including intersectionality</p> <p>Develop evaluation model (Theory of Change)</p> <p>Define and track benchmarks, milestones, and progress; reassess periodically</p> <p>Establish in compliance reporting and resolution process</p>
<b>Campus and Community Engagement</b>	<b>Research, Teaching, and Learning</b>
<p>EDI roll-out throughout the College</p> <p>Identify credible change champions</p> <p>EDI training on unconscious bias, Consultation, surveys</p>	<p>Research on EDI</p> <p>Work to include EDI in all curricula and activities</p> <p>Monitor research success, scope, and innovation</p> <p>EDI History Month</p> <p>EDI international week</p>



<p>Communications, dissemination, workshops, events, town-halls, focus groups</p> <p>Identify and celebrate stories</p> <p>Inclusive language and signage</p> <p>Engagement with union, Diversity action groups</p> <p>Create an EDI pan institutional steering committee/task force</p>	<p>Develop workshops and training for staff and students</p> <p>Build on the work of positive spaces</p>
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## Appendix C

### *Sample balanced scorecard for addressing EDI at Mountain College*

Financial	
Objectives	Actions
Access new sources of funding to support the initiative	Monitor the implementation of the National Science and Research Council- Equity Diversity and Inclusion Grant 2022-2024
Increase composition of students from targeted groups	Increase domestic and international tuition from equity groups. Increase the number of students from indigenous groups, persons with disabilities, females, LGBTQ+, and immigrants.
Provide targeted training on EDI for staff, faculty, and students	Provide 0.5 faculty release to develop a training program that will provide staff and students with cultural sensitivity training, positive spaces training, and other workshops focused on inclusivity.
Develop inclusive infrastructure at Mountain College	Work with a cross-functional team to examine infrastructure for supporting and accommodating employees and students concerning religious, spiritual, and cultural observances, flexible work, and childcare arrangements.
Internal Business Processes	
Objectives	Actions
Develop an EDI action plan	Develop action plan by Sept 2022
Develop a framework that identifies inclusion goals for Mountain College	Work with the Executive to have framework developed and endorsed by Jan 2023
Include EDI as a goal in the unit planning and budget process at Mountain College	Work with the Executive to have EDI goals added to each faculty and departments unit plan by October 2022 for the 2023/24 academic year
Enhance the inclusiveness of the Mountain College Campuses	Launch an inclusive space initiative that will create a culture of inclusion. For example, this will include ensuring each campus has a gender-neutral bathroom by January 2022
Work with the President's Office to include the GBA+ lens in all decisions at Mountain College	Work with the Executive to have EDI goals added to each faculty and departments unit plan
Learning and Growing	
Objectives	Actions
Provide Mountain College Leadership Team and Deans Forum with training on EDI	Host a workshop on EDI developed for students and employees. Work with the Learning and Applied Research to develop additional training for staff and faculty.

Revise the recruitment and hiring process at Mountain College to actively recruit students, faculty, instructors, and leadership team members from equity groups	Work with Institutional Research to develop a baseline of students, staff, and faculty from equity groups. Develop a recruitment process
Enhance performance review process and discussions to focus on EDI	Include discussions and resources on EDI as part of employee performance reviews. By September 2022, include criteria for recognizing participation in initiatives to advance EDI at Mountain College.
<b>Customer Relationship</b>	
<b>Objectives</b>	<b>Actions</b>
Develop a series of workshops and resources for students on inclusivity, welcoming spaces, and cultural sensitivity.	Identify an equity lead by January 2022 for each department and faculty responsible for coordinating the implementation of training opportunities
Develop and implement EDI decision-making principles at Mountain College	Work with the Executive to include equity, diversity, and inclusion as a performance measure for senior leadership by September 2022
Incorporate EDI skills and competencies into a certificate, diploma, and degree requirements	Encourage faculty and instructors to include EDI in their courses. Work with Education Council to track this progress on an annual basis.

## Appendix D

### *The Risk Exposure Calculator*

Using the Risk Exposure Calculator				<i>Score</i>
Change Pressure	Pressure to produce Low High 1 2 3 4 5 Score:3	Level of ambiguity Low High 1 2 3 4 5 Score:4	Experience with change High* Low 1 2 3 4 5 Score:1	Out of 15: 8/15
Change Culture	Degree to which individuals are rewarded for risk- taking Low High 1 2 3 4 5 Score: 3	Degree to which executives resist hearing bad news Low High 1 2 3 4 5 Score:3	Level of internal competition Low High 1 2 3 4 5 Score:3	Out of 15: 9/15
Information Situation	Degree to which situation is complex and fast changing Low High 1 2 3 4 5 Score:2	Level of gaps that exist in diagnostic measures Low High 1 2 3 4 5 Score:4	Degree to which change decision making is decentralized Low High 1 2 3 4 5 Score:3	Out of 15: 9/15
Total score =26/45				

Note: Adapted from Simon, R. "How Risky is your Company?", Harvard Business Review, Vol 77, #3 (1999).

## Appendix E

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### Applying the DICE Model

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Consider a change initiative that you know is currently being considered for adoption and apply the DICE model to it.

Duration: How frequently is the project formally reviewed?

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- a) Time between project reviews is less than 2 months—1 point
- b) Time between project reviews is 2–4 months—2 points
- c) Time between project reviews is 4–8 months—3 points
- d) Time between project reviews is more than 8 months—4 points

Duration Score = 1

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Integrity: How capable is the project team leader? How capable and motivated are team members? Do they have the sufficient time to devote to the change?

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- a. Leader is respected, team is capable and motivated, and members have sufficient time to commit to the project—1 point
- b. If leader or team is lacking on all these dimensions—4 points
- c. If leader and team are partially lacking on these dimensions—2 to 3 points

Integrity of Performance Score: (Your Initial Score  $\times$  2) =   2  

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Commitment of Senior Management: How committed is senior management to the project? Do they regularly communicate the reasons for the initiative and its importance? Do they convincingly communicate the message and their commitment? Is the commitment to the project shared by senior management? Have they committed sufficient resources to the project?

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- a. If senior management clearly and consistently communicated the need for change and their support—1 point
- b. If senior management appears neutral—2 to 3 points
- c. If senior management is reluctant to support the change—4 points

Senior Management Commitment Score: (Your Initial Score  $\times$  2) =   2  

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Local Level Commitment: Do those employees most affected by the change understand the need and believe the change is needed? Are they enthusiastic and eager to get involved or concerned and resistant?

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- a. If employees are eager to be engaged in the change initiative—1 point
- b. If they are willing but not overly keen—2 points

- c. If they are moderately to strongly reluctant to be engaged in the change—3 to 4 points

Local level Commitment Score =   1  

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Effort: What incremental effort is required of employees to implement the change? Will it be added on to an already heavy workload? Have employees expressed strong resistance to additional demands on them in the past?

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- a. If incremental effort is less than 10%—1 point  
b. If incremental effort is 10% to 20%—2 points  
c. If incremental effort is 20% to 40%—3 points  
d. If incremental effort is greater than 40%—4 points

Effort Score =   3  

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To calculate your overall DICE score: Add the scores from the above: 9

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*Source:* Adapted from Sirkin, H. L., Keenan, P., & Jackson, A. The hard side of change management. *Harvard Business Review*, 91(9), 108–118.