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Changing the Course of Faculty Engagement in Academic Governance: Reconciliation through Education

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Abstract

During the past decade, River's Edge has engaged in organizational change due to neoliberal reforms permeating the higher education sector in the province. Chronic under-funding and annual budget cuts have directed change efforts towards commodifying service, education, and research to generate revenue from public consumption. Like other higher education institutions, River's Edge responds by positioning itself to become a driver of economic development rather than a force for social change. The mandate and strategic priorities of the provincial government is the primary driver of institutional change. The mandate holds the institution accountable by setting key performance indicators to serve the interests of the private-for-profit sector to ensure a source of skilled labour. Therefore, what gets measured gets done, and what is not mandated does not. The institution fulfills its mandate by sharing in decision-making to approve new programs and credentials to provide quality skilled workers. Academic governance, as legislated, is democratic by being inclusive of internal stakeholders, including faculty, students, and administrators, in decision-making. However, it excludes engagement and participation by external stakeholders whose interests are not being served. As agents of the crown, stakeholders have a fiduciary duty to act in the best interests of those not represented. The organizational improvement plan aims to address the problem of practice of low faculty engagement and participation in academic governance. Through their roles of teaching, research, and service, faculty are the means by which the institution will achieve the end of reconciliation with Indigenous Peoples.

Keywords: fiduciary duty, reconciliation through education, stakeholders, faculty engagement and participation, shared academic governance

Executive Summary

Higher education institutions have acknowledged the need to take action on the recommendations of the Truth and Reconciliation Commission of Canada (2015). Taking action has been in the form of broad statements expressed in various institutional planning documents. What is missing are specific objectives specifying how the broad statements are actualized, who is responsible, and how they will be anchored in practice. There has been much discussion about the need to Indigenize curricula. However, little discussion has occurred about the need to change the structures, policies, and practices that continue to colonize the institution. River's Edge (pseudonym), a post-secondary institution, attempts to reconcile with Indigenous Peoples through statements in strategic plans, an Indigenous education plan, and a commitment by being a signatory to the CiCan Indigenous Education Protocol for Colleges and Institutes (IEPCI). Indigenizing curricula is a first step on the path to reconciliation, but it must go further and include the institution's structures, policies, and practices. Therefore, the problem of practice (PoP) to be explored is improving faculty engagement and participation in academic governance to advance reconciliation with Indigenous Peoples by sharing power and authority as a means to Indigenize the academic governance structure, policies, and practices.

The organizational improvement plan (OIP) navigates the institution towards taking action by plotting a course where faculty lead reconciliation through education. Change is a journey, and having a map and compass to find your way is necessary to reach the final destination. The ensuing chapters provide the map and compass used to set and follow the direction required for a proactive change for the institution situating it as a leader in advancing the call to action made by the Truth and Reconciliation Commission of Canada (2015).

Chapter one introduces the history and organizational context, describing the terrain navigated to implement change at River's Edge. River's Edge is centrally located within a Western province of Canada. The institution has been operating as a comprehensive community college for 57 years. One year ago, the provincial government approved a change in mandate from a Comprehensive Community College to a Polytechnic Institution. The change permits the institution to offer baccalaureate degrees in addition to the programs previously offered as a Comprehensive Community College. Student enrolment at the institution has not grown in the past decade. With the expansion of baccalaureate degree programs, it is anticipated overall enrolment and revenue will increase, minimizing the impact of reduced provincial grant-based funding. As a result, the organizational structure and approach to leadership are driven by the mandate and impact of reduced grant-based funding contributing to the problem of practice.

Chapter two plots the course I will take by planning and developing my approach to change. My distributed and transformative leadership approach and framework for change will propel the change forward to address the PoP. Three frameworks or change models are considered for application to the PoP. These include Ackerman-Anderson and Anderson's Change Leader's Roadmap, Lewis' Strategic Communication Model, and Kotter's Eight Step Change Model. I selected Kotter's Eight Step change model as it best supports a proactive and planned change, allows for change to be an iterative process, is inclusive of all stakeholders, and supports a bottom-up approach to leading change. The critical organizational analysis assesses stakeholder readiness for change through the lens of people, process, and practice. I analyzed stakeholder values, conducted a force field analysis, and assessed academic governance practice revealing three gaps for stakeholders: (1) low awareness of institutional objectives and commitments to Indigenization and reconciliation, (2) low understanding of authority and

fiduciary duty to govern, and (3) low knowledge of trends in Indigenous student enrolment. Four possible solutions are considered to address the three gaps. Possible solutions include a workshop, revising the orientation to academic governance, using demographic data and enrolment trends of Indigenous Peoples, and incorporating an Indigenous Education Standing Committee (IESC) of Academic Council (AC). Two complementary solutions were selected as I determined they will best facilitate the change process through building awareness and increasing understanding for faculty in academic governance. In leading change, I critically examine my leadership approach by addressing ethical considerations, challenges, and my responsibilities as a change agent engaged in a transformative change process.

Chapter three is the compass I will use to make course corrections to navigate the route to the final destination. I outline the strategies I will employ to implement, evaluate, and communicate the change. The OIP consists of two key phases of the implementation plan, monitoring and evaluation plans, and a communication plan specific to the orientation to academic governance. The implementation plan uses specific, measurable, achievable, relevant, and time-bound (SMART) objectives (Doran, 1981) to take action on the two solutions selected in Chapter 2. The first plan is estimated to take up to 18 to 24 months to complete, while the second plan will take six months and will be used to create the short-term win necessary to propel the change forward. The Plan-Do-Study-Act cycle (Feygin et al., 2020; Hugh, 2012) will be used to make adjustments during implementation along with the monitoring and evaluation plans. The communication plan assists in building awareness for stakeholders by framing their interests within the organizational context preparing us to navigate the obstacles we will encounter. The chapter concludes with my thoughts about knowledge mobilization and the next steps in continuing to decolonize the institution.

Acknowledgments

The past three years has been a personal and professional journey of discovery, integration, and application. Learning is fundamentally about change. For me, learning is about navigating two worlds – personal and professional. Learning provides a way of seeing where I am, viewing the horizon where I need to go, and plotting the course I will take to get there.

The doctoral journey for me has been challenging as it should be. It revealed the importance of being a transformative leader and distributive leader for others but also my need for the same leadership. During this journey, I experienced what senior leaders ought not to do, causing me to change organizations. When leadership fails to know what is right and do what is right, good people leave.

I could not have embarked on this journey without the support and encouragement of my husband, Robert, my biggest fan as I am his. My in-laws Evonne, Luc, Lynne, Karen, and Bud for supporting us both. My grown children, Noal and Clare, who I love deeply. Aunties Debbie and Bonita, and uncles Tony who cared and supported Noal and Clare through the passing of their father, Joe. My sisters, Anne Marie and Michelle, sharing their editorial and culinary talents when able. Our mother, Frances, a consummate life-long learner. Since I can remember, she was always learning with the support of our father, Henk. Well into her eighties, she continued learning by registering in MOOCs offered by universities across the globe, demonstrating for me that learning is life-long.

I also need to acknowledge my employers for the generous professional development funding I received in the past three years. The benefit of working in higher education is the support provided to faculty, staff, and administrators willing to engage in learning for personal and professional improvement. I am also grateful for the encouragement and support I received

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Acronyms

AC (River's Edge Academic Council)

BOG (River's Edge Board of Governors)

BSJS (Government of XX 2030: Building Skills for Jobs Strategy)

CiCan (Colleges and Institutes Canada)

IESC (Indigenous Education Standing Committee)

IEP (River's Edge Indigenous Education Plan)

IEPCI (CiCan Indigenous Education Protocol for Colleges and Institutes)

LMX (Leader-Member Exchange Theory)

OIP (Organizational Improvement Plan)

PI (Polytechnic Institution)

PoP (Problem of Practice)

PSLA (Post Secondary Learning Act)

STP (River's Edge Strategic Transformation Plan)

TRC (Truth and Reconciliation Commission of Canada)

UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)

Definitions

The definitions are intended to provide the reader with clarity on the terminology used by the writer.

Academic Council Constitution and Bylaws: The terms and conditions of governing the academic matters of River's Edge, including stakeholder membership, curriculum, policy and research standing committees, and decision-making authority.

Academic Council Executive Committee: Comprised of the Academic Council Chairperson, Academic Council Vice Chairperson, Academic Council Secretary, Academic Records Coordinator, and Registrar. The executive is representative of the Academic Council voting members, including faculty, student, and administrative members.

Academic Matters: Matters related to the approval of academic curricula, policy, and research assigned to the Academic Council.

Administrator: Exempt staff responsible for administering programs and services, including Deans, Associate Deans, Directors, Managers, and Registrar.

Agent of the Crown: Includes agencies, corporations, boards, and public institutions supported by federal or provincial government acting as a fiduciary delivering services to the beneficiary.

Andragogy: The art and science of teaching adults.

Bicameral Governance: Shared governance, through two chambers, assigned responsibility for non-academic matters (Board of Governors) and academic matters (Academic Council).

Board of Governors Ends (BOG Ends): Five overarching goals of the Board of Governors expressed as Ends statements.

Building Skills for Jobs Strategy (BSJS): The provincial government strategy to transform the postsecondary system focused on developing a highly skilled and competitive workforce, commercializing research and modernizing the system through changes to legislation.

Collegiality: A concept of faculty behaviour that is professional and based on mutual respect, mentorship, collaboration, and informed debate.

Declination: The magnetic pull of the earth creating a deviation from geographic true north.

Fiduciary Duty: An obligation of the fiduciary assigned discretionary power to act in the best interests of the beneficiary (See also Agent of the Crown).

Governance: A model of constitutional governance using a unicameral (one chamber), bicameral (two chambers), or tricameral (three chambers) system to assign legislative authority.

Key Performance Metrics: Metrics or indicators used to quantify and measure the achievement of externally imposed standards of performance linked to the institution's grant-based funding.

Non-academic Matters: Matters related to the administration of the institution are assigned to the Board of Governors and delegated to the President and senior executive.

Post-secondary Learning Act: The provincial legislation governing the post-secondary system inclusive of universities, comprehensive community colleges, polytechnic institutions, specialized arts and culture institutions, and independent academic institutions. The act regulates the governance of each institution.

Reconciliation through Education: The process of decolonizing the institution's structures, curricula, policies, and practices.

Senior Executive: Executive level positions including the President, Vice Presidents, Associate Vice Presidents, and Executive Directors.

Stakeholders: The positions assigned authority, through the Post-Secondary Learning Act, for academic decision-making inclusive of faculty, students, and administrators and exclusive of Indigenous Peoples.

Chapter 1: Introduction and Problem

One of the challenges for Canadian society is a long history of exclusion, racism, and marginalization of underrepresented groups in public institutions. To change this history, public institutions, as agents of the crown, must begin to deconstruct the structures, policies, and practices that have, and continue to, perpetuate inequity in society. Reconstruction will require stakeholders to plot a new course towards equity, truth, and reconciliation. As leaders and educators in higher education, it is incumbent upon us to engage in this critical work – If not us, then who?

The organizational improvement plan (OIP) examines the problem of practice (PoP) of low faculty engagement and participation in academic governance by interrogating the organizational structures, systems, and leadership as the primary cause. Faculty engagement and participation are essential in making progress towards achieving the goals expressed in the River's Edge (pseudonym) Indigenous Education Plan (IEP) and commitment made as a signatory to the Colleges and Institutes Canada (CiCan) Indigenous Education Protocol for Colleges and Institutes (IEPCI). The OIP will consider a planned change initiative to re-engage faculty with their fiduciary duty to govern in the interest of Indigenous Peoples and to advance reconciliation through education.

The metaphor of a compass will be used to navigate the difficult and contested terrain of governance. The metaphor resonates with me as it connects to my first career working in Forestry and to my experience teaching adult students. A compass uses liquid to reduce oscillations of the directional arrow, accounts for the magnetic pull of the earth by adjusting the declination, and allows adjustment to the degrees of change required to reach the destination.

Organizational Context

River's Edge: Vision, Mission, and Values

River's Edge is situated within the traditional territories of the Blackfoot, Tssu T'ina, Stoney Nakoda, Cree, and Saulteaux peoples of Treaty 6 and 7, including the homeland of the Metis. River's Edge has provided education and service to the province's central region for over 57 years. The institution's vision, mission, and values have changed due to a new mandate transitioning from a Comprehensive Community College to a Polytechnic Institution (PI). The mandate identifies the authority under which the institution operates and governs, expected outcomes, type of clients/students served, geographic service area, types of delivery, category of credentials awarded, system collaboration and partnerships, research and scholarly activities, and overall contribution to the social, economic, and environmental health of the region.

As a PI, the vision is to create diverse learning experiences with people at the core, supporting organizational sustainability by leading the transformation of post-secondary education in the province (River's Edge Strategic Transformation Plan, 2022). The vision includes the desire to create a new model for provincial Polytechnic institutions that is more responsive, entrepreneurial, and sustainable to support learners, employees, and employers in the region. This vision aligns with macro-level policy and discourse articulated in the recent provincial post-secondary system review and the Building Skills for Jobs Strategy (Government of XX Advanced Education, 2021b).

The Building Skills for Jobs Strategy (BSJS) conceptualizes the higher education sector as a self-sustaining economic driver of the provincial economy requiring the institution to massify education as a product to increase financial independence from public funding. The institution's strategic transformation plan (STP) came into effect in 2022. The STP is based on

the core principles of experience, people and culture, institutional sustainability, and contributions to the region's intellectual, economic, and social development. The core principles will be achieved by providing education and training based on outcomes for students through skill-based credentials, accessibility, and choice for learners.

The institution also commits to reconciliation with Indigenous Peoples by recognizing Treaties, advancing the call to action of the Truth and Reconciliation Commission of Canada (2015a) and the United Nations Declaration on the Rights of Indigenous Peoples (2007). However, the core principles of the STP lack specificity as to how the commitment to recognize Indigenous Peoples, honour treaties, and answer the calls to action of the Truth and Reconciliation Commission of Canada (TRC) will occur.

River's Edge: History and Context

River's Edge operates under a bicameral corporate policy governance model delineating power and authority over financial, management, and academic affairs through a Board of Governors (non-academic matters) and the Academic Council (academic matters). The institution provides credit, non-credit, and apprenticeship training to a student population of approximately 3,600 full load equivalents, or 6,000 individual students, with enrolment remaining relatively unchanged for the past decade (Government of XX, 2021a).

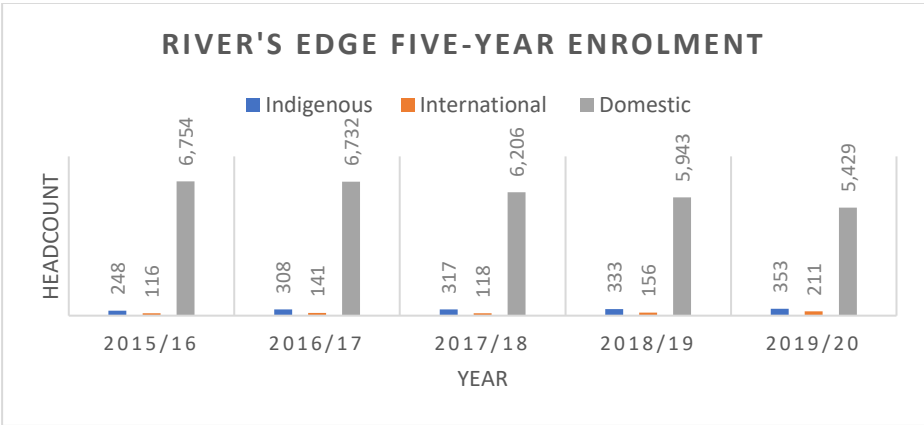
Enrolment is closely tied to the key economic drivers within the region, such as oil and gas extraction, construction, manufacturing, agriculture, accommodation, and food services, followed by public services. Public services include health, social welfare, and education. The institution continues to develop curricula and policies to support these sectors of the economy, limiting its ability to grow enrolment and engage in reconciliation through education. For example, the development of five new undergraduate degree programs has been prioritized over

the continuation of a vocational program for adults with developmental disabilities. The program was deemed to be financially unsustainable given the low student-to-faculty ratio and high direct costs for instruction. Undergraduate degree programs are viewed as financially sustainable as there is a higher student-to-faculty ratio resulting in increased tuition revenue with lower direct costs for instruction.

As shown in Figure 1, the five-year enrolment trend suggests an overall decrease in domestic enrolment. However, Indigenous student enrolment has grown over the same period from 248 to 353 students, an increase of 9.54% annually on average (Government of XX, 2021a). Census data for 2006 to 2016 indicate that this growth will continue as the provincial Indigenous population grew by 3.2% annually (Government of XX, 2016). Enrolment is a key factor influencing micro-level discourse and actions of the institution directing how it will respond to change. With the expected growth in Indigenous student enrolment, the need for the institution to decolonize its organizational structures and Indigenize curricula and policy is urgent in terms of retaining students to support organizational sustainability and meet the institution’s commitment to Indigenous Peoples.

Figure 1

River's Edge Enrolment Trend



River's Edge: Organizational Structure and Leadership Approaches

River's Edge currently operates within a functionalist paradigm underpinned by structural theory and supported by a Leader-Member Exchange (LMX) approach to leading the organization (Dansereau, Graen & Haga, 1975; Graen & Uhl-Bien, 1995; Wayne, 2013). The existing bureaucracy centralizes decision-making, directs work through rules, policies, and procedures, and defines individual roles through job descriptions. "Individuals become *instruments* of purposeful-rational action aimed at technological effectiveness and organizational efficiency" (Putnum, 1983, p. 35). This approach to leadership results in academic governance and collegial decision-making viewed as the problem as they hinder progress and efficiency given faculty do not have defined job descriptions to direct their work.

LMX theory emerged from the work of Dansereau, Graen, and Haga (1975), who theorized that leaders develop both high-quality and low-quality relationships contributing to the attitude, motivation, and behaviour of subordinates. Dansereau et al. studied leadership by evaluating the relationship between the leader and employee. They found that leaders employed either a leadership or supervision technique.

The leadership technique allows employees to negotiate their roles and expectations with the leader. In contrast, the supervision technique results in the leader measuring an employee's compliance with the contractual obligations of the employment relationship (Dansereau et al., 1975). LMX leadership results in the leader sorting subordinates as in-group or out-group followers, applying the leadership technique to in-group followers and the supervisory technique to out-group followers (Northouse, 2019). Wayne (2013) posits that the leader expects trust, commitment, and loyalty from in-group followers in exchange for career development and promotions, preferential treatment, and financial compensation. Faculty do not have defined job

descriptions and are viewed as out-group members where the relationship with senior leadership is often characterized by conflict, ambiguity, and politics.

Structural theory provides a view of governance through the division of labour used to achieve the institutional mission and goals. Austin and Jones (2016) suggest it facilitates work through “lines of communication... hierarchies of authority... rules, and procedures” (p. 51). At River’s Edge, two hierarchical structures support governance and include the administrative hierarchy of the Board of Governors (BOG) and the academic hierarchy of the Academic Council (AC). Both structures are supported by the legislated bureaucracy of the post-secondary learning act (PSLA), creating additional obstacles to navigate. As a result, governance entrenches the functionalist paradigm by shaping, articulating, and structuring the institution’s dominant ideology. The dominant ideology is scaffolded by fixed organizational charts, division of academic and non-academic matters, and policies assigning decision-making authority.

The functionalist paradigm considers society as a complex system whose parts work together to create and maintain social order. Social structures, in the form of higher education institutions, are designed to shape and control societal behaviour by instilling norms, values, and roles through teaching, learning, and research. Putnam (1983) suggests, “Functionalists treat organizational charts as fixed, *concrete* structures that determine authority and task relationships” (p. 35).

As a social structure, River’s Edge maintains order through the existing hierarchy limiting decision-making authority to those in senior executive positions or those granted authority through the PSLA. Although governance is shared, it limits participation to those assigned through legislation, advances the current government's policy such as the BSJS, and maintains social order and civility within the institution. Given the organizational context, a

transformative approach to leading change is necessary to counter the existing functionalist paradigm, rigid hierarchy, and bureaucratic structures maintaining the status quo that excludes Indigenous Peoples from full participation in governing post-secondary education (Caldwell et al., 2012; Ehrich et al., 2021; Shields, 2010).

Leadership Position and Lens Statement

As a scholar-practitioner, my leadership position and lens have formed through 25 years of experience in higher education as an educator, administrator, provider of service to students, and life-long learner. The scholar-practitioner connects work experience and knowledge from academic scholarship to inform practice to engage in continuous improvement for oneself and the organization where they work (Bouck, n.d.; Seefeld, 2015). My role as a scholar-practitioner is to engage in intellectual work to understand, intervene, and solve problems that emanate from a bureaucracy underpinned by a functionalist paradigm within which I work (Jenlink, 2005).

I started my career in post-secondary education by teaching map and compass skills to adults living on First Nations' reserves in northern British Columbia (BC). It was the first time I encountered an adult who could not read or write. This experience profoundly impacted my perspective regarding access to education and has been prevalent in my work to remove systemic barriers such as those found in admission policy. As a result, my leadership philosophy is to make a difference in peoples' lives by providing a safe and respectful work and learning environment where others can achieve personal and professional success through access to education.

My leadership is framed by a social justice perspective, where I view my position and privilege as an instrument to address the inequities present in the organization (Shields, 2010). Lumby (2012) warns that leaders who engage in a superficial way with organizational culture

can perpetuate inequalities; therefore, leaders must engage more purposefully to address these inequalities. To undertake an OIP, my agency comes from my experience coordinating educational programs, developing curricula, instructing students, administering services, and supporting academic governance through the role of Registrar. I rely on my leadership philosophy to support me when challenges are presented and engage in a continuous development approach using an iterative process of learning, application, correction, and clarifying what I value. Kouzes and Pozner (2017) suggest, “The best leaders are continually learning...[and] see all experiences as learning opportunities.” (p. 7).

In practice, my leadership approach is both distributed as I share leadership with others and transformative as I work to meet the needs of multiple stakeholders. However, I use other forms of leadership depending on the context of working with students, staff, faculty, or administrators. Manning (2013) suggests leaders must consider more than one perspective or theory when attempting change as one lens will not provide the skilled leadership necessary to navigate the complexity of the current higher education environment. Kezar (2018b) suggests that change agents often use multiple theories to strategize how the change will be implemented as theories provide insight on tactics to be employed. Theories of adult learning are considered as they relate well to the study of change and development in organizations. Jarvis (2006) contends that “...learning is about experience, usually conscious experience...” (p. 4); therefore, organizations do not learn, only the members of the organization learn, influencing the direction of the organization.

I will critically analyze the PoP by examining the influence of the historical, social, and cultural context framing the discourse on governance. The Interpretivist paradigm is rooted in the work of Max Weber and Alfred Schutz and acts as my compass to navigate towards my

destination (Lewis-Beck, Bryman & Liao, 2011). Capper (2019) suggests interpretivism is like structural functionalism as it maintains the status quo concerning racism, classism, and sexism doing little to advance social justice issues. Capper also suggests “a leader may ensure that stakeholder perspectives are included, but maintains the leader’s own perspective, and in the end the leader makes the final decision and the goal of stability [status quo] remains the same” (p. 54). Giddens (1984) suggests to counter the limitation of interpretivism a leader must self-reflect to gain awareness of their underlying motivations, intentions, and reasons for their actions. Therefore, equity must be prioritized by the leader undertaking the change initiative. Knowing this, I must prioritize equity and reflect on how my leadership may contribute to maintaining the status quo as I lead the change initiative.

The ensuing OIP is underpinned by my leadership philosophy incorporating distributed leadership, transformative leadership, and social cognitive theories (Bandura, 1986; Shields, 2010; Spillane et al, 2001). Distributed leadership and transformative leadership align with my leadership philosophy, where I aim to make a difference in people’s lives. I do this by empowering them, confronting issues of inequity, and supporting democratic processes in my work. Shields (2010) describes transformative leadership as supporting “equity, deep democracy, and social justice” (p. 559). In considering the PoP, transformative leadership is the dominant approach I will take to complete the OIP. However, transformative leadership will be challenging as I attempt to change academic governance practice within a framework dominated by a functionalist paradigm, bureaucratic systems, and a senior executive team supporting a LMX approach to leading the organization.

Distributed Leadership

Distributed leadership theory is premised on the notion of sharing positional power with those who do not have assigned authority due to their placement in the organizational hierarchy. Northouse (2019) suggests distributing or sharing leadership “involve[s] risk and takes courage” (p. 373) as it is often voluntary and outside the scope of authority of the individual willing to lead. Burke (2010) suggests shared academic governance is often associated with distributed leadership and is used interchangeably with democratic leadership, shared leadership, and collaborative leadership.

The theoretical foundation of distributed leadership comes from the seminal work of theorists such as Spillane, Halverson and Diamond (2001), drawing from the theoretical roots of the social sciences to develop their theory of distributed leadership practice. They suggest that the cognitive dimension of leadership depends on the individual and the environment in which they interact, including the influence of material and cultural artifacts. As a result, leadership in whatever form has a cognitive dimension where leaders and followers learn together to make meaning from the environment in which they must act.

Harris and Spillane (2008) suggest that the increasing complexity and demands of higher education institutions have necessitated the distributed leadership model as leaders no longer have the capacity to engage in solo leadership and decision-making. The organizational structure of River’s Edge provides for some distributed leadership in terms of sharing governance over academic matters. However, it does little to support the practice of administering non-academic matters. Buller (2015b) suggests those lower in the hierarchy are rarely consulted about major decisions and are unable to share their knowledge which may benefit the organization feeling trapped due to the class structure hierarchies inevitably create. Kezar and Holcombe (2017)

suggest redesigning the academic governance structure to capitalize on the benefits of sharing leadership with those without assigned authority. In order to share leadership it requires “adaptable and flexible decision structures, rather than the fixed structures common to shared governance such as faculty senates” (Kezar & Holcombe, 2017, p. 5).

In considering my role, I must be cognizant of how faculty perceive themselves within the hierarchy, as they may feel disempowered rather than empowered. They may also be unwilling to share in leadership as they may view it as an erosion of their authority to govern academic matters. Mercer (2007) suggests that change agents must consider if they are viewed as an insider or outsider as this influences relationships. Faculty may view me as an outsider, using positional power as an administrator to implement the change (Kezar, 2001; Mercer, 2007).

Transformative Leadership

Northouse (2019) describes transformative leadership as “...encouraging creativity, recognizing accomplishments, building trust, and inspiring a collective vision” (p. 164). Transformative Leadership Theory is congruent with my leadership practice in previous change initiatives within the sub-culture of the Office of the Registrar. It required me to build trust, appreciate the past, recognize accomplishments, and inspire a collective vision by developing a philosophy of service. Schein (2010) suggests leadership, whether it is distributed or transformative, occurs within the context of the organizational culture and sub-cultures; therefore, leaders must understand culture as a powerful force for and against change. In developing a theory of transformative leadership, Shields (2010) draws upon the work of Paulo Freire (2000), who contends that social transformation can’t occur without education. Shields suggests that leaders in the 21st century continue to function within a framework dominated by political and bureaucratic systems. Shields warns transformative leadership will present

challenges for the change agent as it will occur within a functionalist paradigm and bureaucratic system where power and authority are not readily distributed or shared. Incorporating aspects of social change will require skilled facilitation and leadership as faculty will need to critically examine their values, beliefs, and assumptions they have constructed through a Western-European perspective.

Social Cognitive Theory

Social cognitive theory suggests all learning and knowledge is constructed through the context in which it occurs and a dialectical process whereby the learner is transformed by critically examining and altering their frame of reference (Bandura, 1986). Social cognitive theory emanates from social constructivism as posited by Lev Vygotsky (1962) where cognitive development occurs through interactions and communication with others framed by the culture within which the learning is situated. Culture provides a frame of reference for learners through adoption of the dominant organizational values and beliefs. Mezirow (1997) describes a frame of reference as “the structures of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition and feelings” (p. 5). My frame of reference, as a scholar-practitioner, assumes faculty have the same desire and interest to contribute to effective democratic governance advancing the interests of Indigenous People. In applying social cognitive theory, I aim to take advantage of the cognitive dissonance faculty may experience between the vision, mission, and strategic plans to facilitate change. Kezar (2001) suggests that “people simply reach a point of cognitive dissonance at which values and actions clash or something seems outmoded, and they decide to change” (p. 45). Social cognitive theory and the leadership theories discussed assist in framing the context in which my leadership problem of practice may be solved.

Leadership Problem of Practice

Governance is defined by institutional relationships with stakeholders, including government, business, community, students, faculty, and administration. Austin and Jones (2016) define higher education governance as authority “distributed across the macro, meso, and micro structure” (p. 13) and consisting of internal and external forms of authority. They describe higher education institutions as loosely coupled and complex organizations where governance occurs at multiple levels, including the group level of faculty and students, the institutional level, and the system level. The existing governance structure (Appendix L) is characterised as providing organizational democracy through participation and representation (Austin & Jones, 2016). However, it is exclusive in practice as Indigenous Peoples cannot participate or have adequate representation. This is due to the influence of macro-level factors, including government regulation of the sector particularly how governance assigns authority.

At River’s Edge, internal governance will continue to conform with the higher education sector and the macro-level policies of government to ensure it is viewed as legitimate. This suggests that the traditional notion of governance has been replaced by new public management and neoliberal ideologies influencing how governance is practiced. The tendency to conform will present a challenge for me as solving the PoP requires a diversion from the existing structure of academic governance (Tierney & Minor, 2004).

Pennock et al. (2012) note that the greatest challenge observed in their study of academic governance in Canada was the difficulty of engaging faculty as active citizens. It is as though faculty do not appreciate the importance of academic governance and lack the motivation to commit their time and energy to govern (Pennock et al., 2012). Jones (2012) observed that many faculty members had little knowledge of their role in academic governance nor saw the need to

take ownership of academic decision-making. Given the social and economic imperative of River's Edge to produce outcomes through academic governance, Trotter and Mitchell (2018) suggest that the process of governance is equally as important as the governance model in use. It provides the order and structure necessary to achieve the strategic goals expressed through the institution's vision, mission, mandate, and strategic plan (Austin & Jones, 2016).

Although the mandate of River's Edge has changed, the model of governance will not and will continue to be inclusive of stakeholders legislated to participate and exclusive of Indigenous Peoples. Attempts to Indigenize organizational structures, curricula, and policy will be constrained due to the existing legislation and the desire to conform to macro-level influences. Sultana (2012) recommends that institutions reaffirm their commitment to what they value to counter the hegemonic managerial approach to governing. I am suggesting that a second-order change is necessary to alter the culture, values, and structures that perpetuate inequity and superficially address the Indigenization of the institution.

Kezar (2001) suggests first-order change is the most frequently attempted as it is easiest to achieve and is limited to non-core areas of the organization with little impact on its overall operation. Second-order change, or core change, requires the institution's engagement in deep transformative change to alter attitudes, values, culture, and structures to reshape the institution's core. I must proceed with caution as any attempt to reshape the institution's core through the governance model could be chaotic, fail to bring about the desired change, and result in adverse outcomes (Kezar, 2001; Sultana, 2012). To achieve the goals and commitments to Indigenous Peoples, I propose that academic governance include their direct participation as they have the knowledge required to Indigenize the structure, curricula, and policies. Faculty, as one stakeholder, have the power and authority over curricula and policies to take action and realize

the goals in the IEP and commitment to the IEPCI. The critical work of Indigenization of higher education is left to individual institutions as legislation, strategy, and the governance model continue to exclude Indigenous Peoples from full participation; therefore, suggesting a second-order change for River's Edge is required. Thus, the core of the PoP, is the questions of how to effectively improve low faculty engagement and participation in academic governance to address and facilitate the Indigenization of curricula, policies, and structures.

Framing the Problem of Practice

In considering the PoP, the framing discussion begins with acknowledging the limitation of my authority as a Registrar. Registrars are tasked with leading and coordinating an efficient academic governance process. However, they have no authority to influence stakeholder attendance, participation, and engagement in AC meetings or meetings of the standing committees of the AC. Average attendance of faculty, when measured over four years and 34 meetings, has ranged from a low of three to a high of seven from the required eight faculty members. Attendance is only one measure of engagement and participation in academic governance and is a symptom of deeper issues, including leadership, structure, and ideological differences between the stakeholders. With a change in mandate, from a Comprehensive Community College to a Polytechnic Institution, the governance model will remain the same. However, the new mandate, revised BOG vision and mission, STP, and IEP necessitate greater faculty participation to challenge the dominant ideology and engage in reconciliation through education. With these changes, what strategies might be employed to re-engage faculty in their fiduciary duty to govern and raise awareness of their responsibility for reconciliation through education?

Plotting the Course

In determining the route to take, navigators plot the course using a map and compass to orient around obstacles planning how they will reach their final destination. Plotting the course for the PoP may reveal obstacles, including political, economic, social, technological, and environmental (PESTE) factors that frame the problem. The impact of globalization, new public management (NPM), and managerialism have shifted power from a collaborative and collegial relationship to a relationship based on responsiveness to the demands of the market economy.

Students are no longer viewed as co-producers but as consumers in their role in academic governance (Austin & Jones, 2016). Faculty are viewed as human capital necessary to produce a certificate, diploma, and degree product for sale to consumers. The Academic Calendar and course outlines considered the contract between the institution and consumers, reframing these as a product catalogue and product guarantee. Administrators are viewed as authoritative, given their responsibility for the business of positioning the institution in the education marketplace. The neoliberal discourse undermines collegial governance as faculty have become factors of production to increase enrolment, meet contract obligations, and generate sales to consumers.

Aguilar (1967) conducted empirical research into how managers could improve their strategic planning through analysis of the external factors influencing the business environment in which they operated. Through this research, the concept of a PESTE analysis was formed. The following PESTE analysis provides insight into the shaping of the neoliberal discourse and how it frames the environment in which the PoP exists.

Political

The effect of globalization, government, and public perception have framed higher education institutions as archaic, entrenched, and unable to meet the demands of society due to

the desire to maintain the status quo (Welton, Owens & Zamani-Gallaher, 2018, p.1). This perception has resulted in a higher education reformation movement to remake institutions into innovative, creative, and responsive contributors to the marketplace. Given that the governance model at River's Edge is a product of legislation and driven by current government policy, many of the actions of River's Edge are influenced by the need to comply with political imperatives such as the BSJS. Austin and Jones (2016) describe this as linking the microworld of the institution to the macroworld of the state through the state's granting of authority and guiding policies. The need to comply results in coercive isomorphism in the institution as it conforms and adapts to skilling rather than educating society to meet the requirements of the BSJS, as one example.

Policies often limit rather than increase the ability of institutions to be innovative, creative, and responsive. For example, the Tuition and Fee regulation dams a key revenue stream by regulating tuition fee increases for all institutions across the province. Upheaval at the senior executive level of institutions, due to conflicts of interest, wrong-doings of Presidents, and other blunders of leadership hired solely for their business acumen, result in further regulation of institutions (Public Interest Commissioner of XX, 2021). These regulations are needed to protect stakeholders concerning human rights, working conditions, conflicts of interest, intellectual property, academic freedom, information privacy, sexual violence, and discrimination to reduce the abuse of power inherent in some NPM practices. The increasingly litigious environment of higher education focuses institutions on protecting their image and brand rather than advancing the needs of society by creating quasi-judicial processes to respond to complaints received from internal and external stakeholders. Quality control or improvement of the curriculum is no longer within the purview of faculty as they are subjected to multiple levels of internal and external

review evaluating their expertise. As a result, the critical work of reconciliation through education is left to the prerogative of the senior executive as government legislation, policies, and quality control bodies exclude Indigenous People from full participation in academic governance.

Economic

Economic factors include the provincial deficit and increasing pressure from global competition. Grant-based funding for the institution continues to be reduced as the government introduces a contingent funding model using performance metrics based on enrolment, work-integrated learning, and graduate employment (Government of XX Advanced Education, Advanced Education Business Plan, 2022). The contingent funding model drives institutional change towards commodifying research, professionalizing academic responsibilities, and establishing partnerships with external private-for-profit entities. Partnerships are used to leverage organizational change towards an innovative, creative, and responsive business model able to offset the gap in funding through revenue generation. Senior executives gain more power to control the institution's mission, values, and strategic direction due to the shift towards marketization and deregulation of the sector (Sporn, 2006). For example, River's Edge eliminated the Faculty Chair position and replaced it with an exempt Associate Dean position now tasked with managing academic programs and faculty performance.

Reorganizing the academic structure has been framed as transformative enabling a high performing and entrepreneurial institution rather than redistributing faculty power to administrators. Sporn (2006) cautions that the trend toward the redistribution of power in education and research requires balance through maintaining strong relationships and

collaboration through shared governance, supporting the imperative of faculty to engage in academic governance.

Social

Social factors include student expectations to receive a high quality but low-cost education and community expectations of contributing to the economy through contracted services, building projects, and leasing of private commercial buildings. Student health and wellness and internationalization create pressure to redirect resources from supporting the core business of education and services to those normally provided by external agencies such as mental health counselling and settlement services. Managing infectious disease outbreaks, reputation, and community expectations distract the institution from contributing to an educated society through the delivery of teaching, learning, research, and service. A significant portion of the institution's budget is associated with salaries and benefits, situating both faculty and staff as high costs of production requiring reduction (River's Edge Annual Report, 2021).

Technological

Significant financial investments are needed to provide technologically advanced services to solve problems and retain a competitive advantage. Investments include human resources to operate, maintain, and upgrade systems. Institutions have adopted costly enterprise resource planning systems with little coordination from the government. From my personal observations and perceptions from literature reviewed, individual institutions spend significant amounts of grant-based funding to support technology while reducing the workforce in other areas to offset the high cost. Increasing investment in, and advancement of, technology is required as global competitors erode the institution's market share through accessible online learning. Technology

enhancements expose institutions to increased incidents of malware attacks requiring new and costly security measures to protect institutional systems and data.

Environment

Austin and Jones (2016) suggest it is important to consider and understand the roots of governance to explain jurisdictional differences that affect governance structures, processes, and practices. Understanding governance models can explain institutional behaviour and responses to the environment. All models of governance, as practiced, reflect the traditions and beliefs of stakeholders and are used to maintain direction to achieve the mission of the institution. Without governance, institutions would likely experience mission drift and engage in activities contrary to the primary purpose of providing education, service, and research to stakeholders.

Setting a New Course

Current governance practices are no longer meeting the needs of society as a result of globalization and neoliberal influences from the Organisation for Economic Co-operation and Development, the World Bank, and the World Trade Organization (Austin & Jones, 2016). Governance practices mirror the philosophical approach government takes with higher education. Sultana (2012) argues that neoliberalism, through NPM, is the “master discourse that has shaped hegemonic views as to how universities should be governed” (p. 357). Building faculty awareness of the environment may aid in understanding how governance must change to set a new course responsive to the needs of society rather than the philosophy of global organizations such as the World Trade Organization. The PESTE analysis provides a macro-level view of how the problem has been framed, questions to consider, and obstacles to be encountered when determining how to address the PoP.

Guiding Questions Emerging from the Problem of Practice

As I frame the PoP within this context, several questions require further consideration. These questions will inform my plan as I work with others to develop and implement the OIP. Diem et al. (2014) emphasize the importance of asking questions such as, “Who is sitting around the decision-making table, and more importantly, who’s not sitting around the decision-making table?” (p. 1076). Cervero and Wilson (2006) suggest that planning programs, curricula, and policy is an inherently political activity and, by its very nature, reproduces unequal power relations that continue to permeate society and the organization. The questions requiring consideration include:

1. How will faculty be re-engaged in academic governance?
2. What is effective and efficient academic governance?
3. How will the obstacles of legislation and the Academic Council Constitution and Bylaws (AC Constitution) be addressed?

Faculty, as do all stakeholders, have a fiduciary duty to participate and engage in academic governance but presently are not doing so in a meaningful way. Fiduciary duty is defined as an obligation to exercise discretionary power in the best interest of a beneficiary who may be vulnerable to the fiduciary who holds discretion or power (Duggan, 2011). The use of NPM practices may be a contributing factor to low faculty engagement and participation. Governance assumes faculty are willing and interested in governing. Evidence of low engagement and participation may be a form of dissent against the neoliberal narrative of faculty being the cause of ineffective governance. When one stakeholder disengages, this creates what Bacchi and Goodwin (2016) identify as a “Subjectification effect...” (p. 23), resulting in faculty becoming the cause of ineffective governance. However, excessive workload, apathy towards

tedious administrative work, and the failure of other stakeholders to respect the importance of collegial self-governance may also be contributing factors to the problem. In addition, faculty have conflicting responsibilities and relationships with professional associations and labour unions which are not easily reconciled with their role in governance (Mackinnon, 2014; Pennock et al., 2012).

Bacchi and Goodwin (2016) suggest reframing how the problem is represented provides a different view to assess an issue and find a resolution to the problem. Much of the literature on governance in higher education implicates faculty as the cause of the ineffectiveness of institutions to respond to market forces rather than hierarchical and bureaucratic structures and the interventionist approach by governments through legislation and regulation. For example, faculty are subjected to multiple approval processes when developing or revising curricula and programs. The internal paper-based approval process includes scrutinizing their work by the school council, curriculum committee, and AC. If a new program, or a substantial change to an existing program, is proposed, the provincial program registry system or quality council provides another level of scrutiny. These paper-based processes take an excessive amount of time due to clerical errors causing rework and duplication of information into systems. Yet, faculty are often viewed as the cause of ineffective and inefficient academic governance (Trotter & Mitchell, 2018).

Indigenizing the academy requires more than one strategic plan, one program, or one service. Pidgeon (2016) posits indigenization requires institutions to transform post-secondary education for the benefit of all through “Responsible Relationships & Governance; Relevance to Curriculum and Co-Curricular; and Respect in Practice” (p. 81). If reconciliation begins with changing existing structures, what I have proposed is necessary. Faculty, as stakeholders, must

be given the opportunity to challenge their assumptions, values, and beliefs about academic governance to understand the necessity to share their power with Indigenous People. I will need to be prepared to challenge the notion that the change initiative is not possible as provincial legislation and the AC Constitution do not authorize sharing of academic governance with Indigenous People. By asking the three questions and considering the obstacles, defining a vision for change will aid in communicating why and how the change initiative is possible.

Leadership-Focused Vision for Change

The success of organizational improvement begins with examining the current state, identifying what drives organizational change, and developing a vision for a future state to unite stakeholders in creating change.

Current State

Currently, academic governance excludes Indigenous People in a meaningful way and has disengaged faculty from full participation due to ideological differences, particularly the use of NPM practices by senior executives. Senior executives hold power and authority over efforts to advance the institution towards reconciliation through education. As evidenced in the IEP, their vision includes adding the indigenous voice in an advisory capacity, rather than as an authority on a standing committee, and simply recognizing rather than including Indigenous People in academic governance. Over the previous three years, the institution has engaged in Lean Six Sigma change management implemented as a top-down directive in concert with an external consulting agency (Society for Quality, n.d.; Wikipedia, 2022). This approach to change management has, and continues to, receive significant criticism due to the high cost of redirecting personnel and financial resources from supporting the core business of teaching, learning, and research.

Drivers of Change

Drivers of change at River's Edge include internal policies and practices, external documents, reports, and research. These can be used to create a sense of obligation for faculty to support the change initiative and begin the critical work of reconciliation through education.

The internal drivers of change to be considered in the OIP include:

- a. Building bridges: An Indigenous education strategic plan for River's Edge
- b. River's Edge Academic Council Constitution and Bylaws
- c. River's Edge Strategic Transformation Plan

The external drivers of change to be considered in the OIP include:

- a. CiCan Indigenous Education Protocol for Canadian Institutions
- b. Government of XX 2030: Building Skills for Jobs Strategy
- c. Government of XX Treasury Board and Finance. 2016 census of Canada: Aboriginal People
- d. Government of XX Advanced Education. Five year FLE Enrolment Summary Table
- e. Post Secondary Learning Act
- f. Truth and Reconciliation Commission of Canada
- g. United Nations Declaration on the Rights of Indigenous Peoples

Varghese (2012) contends that change drivers are often used to reform higher education as institutions are viewed as deficient and need improvement to adequately respond to decreasing public funding and increasing demands in a competitive market-driven environment. Reforms are presented as offering increased autonomy to higher education institutions. However, reforms often result in decreased resourcing of core business and increased government oversight through auditing, reporting, and control of curriculum through quality assurance processes. Increasing

autonomy does present an opportunity to change how governance is practiced. Knowing what is driving change can be leveraged to garner support, which is critical to the change initiative's success. Whelan-Berry and Sommerville (2010) maintain that successful implementation requires the change agent to link the drivers of change to the initiative as change processes are often foreseeable and map-able.

Internal

Internal policies and practices can drive change but also stall change. Mapping or considering the implications will help the change agent navigate the obstacles. The use of LMX leadership practices limits change as senior executives prefer top-down decision-making and assigning authority to in-group followers to ensure adherence to the plans they have developed, such as the STP and IEP. This leadership approach ensures alignment with the macro-level policies of the government. As a result, change initiatives are supported, providing that they occur within the existing hierarchical structure, advance the interests of senior executives, and contribute to performance metrics expected of the government. Enrolment trends, predicting increasing Indigenous student participation and, consequently, a stable source of revenue, are levers to gain support for the need to change. As the COVID-19 pandemic demonstrated, over-reliance on international student enrolment and revenue can be detrimental to the institution's stability. Given the internal policies and practices, the change initiative will need to promote how it will contribute to enrolment growth and financial stability for the institution.

External

The institution's financial stability has become a significant driver of change as public funding decreases and measuring performance increases. This driver has contributed to a decrease in domestic enrolment as prospective student recruitment, and financial resources are

redirected to attract international students. Recent change management initiatives targeted operations as personnel expenditures consume approximately 87% of the institution's grant-based funding. The high cost of personnel leaves little discretionary budget to pursue new opportunities or revenue streams to offset the gap from the reduction in grant-based funding (River's Edge, Annual Report, 2019-2020).

Future State

A future state for academic governance would re-engage faculty with their power to govern academic matters and alter the setting towards reconciliation through education. As I consider theories of change and change models, I am drawn to the Change Leader's Roadmap (CLR). The CLR uses metaphors such as upstream, midstream, and downstream to assist the change agent in navigating the currents or terrain of academic governance (Ackerman-Anderson & Anderson, 2010). Kezar (2018b) proposes that the change agent consider how to leverage the drivers of change to support the need for change and recommends Kotter's Eight Step change model to facilitate transformative change. As the change initiative is transformative, I will need to create a sense of urgency, build relationships, and form a guiding coalition to enable action. The guiding coalition will formulate a collective and compelling vision to enlist others and communicate the need for change. The guiding coalition will need to plan for short-term wins to demonstrate progress and accelerate further change, remove barriers to maintain momentum, and anchor the change as a new state of being for the institution (Kotter, 1995).

Vision for Change

Considering the new mandate, revised BOG vision and mission, and goals expressed in the IEP and STP, action is needed to address the systemic inequity and exclusion in the governance model. This action will require sharing power and authority over academic matters

with Indigenous Peoples. For example, providing a voice to and recognition of Indigenous Peoples requires more than a seat on an advisory committee. Leveraging the TRC calls to action (2015), commitments made under a new mandate, and strategic plans coupled with trends in Indigenous student enrolment will push change towards full inclusion of Indigenous People in governance.

Examining what structures need to be developed to ensure Indigenous representation in decision-making is a crucial first step in the process of reconciliation through education. In a statement to the TRC (2015b), Alma Mann Scott, a residential school survivor, contends reconciliation must begin with making changes to legislation and structures that perpetuate the Western European dominant discourse on education and its systems,

The healing is happening—the reconciliation.... I feel that there's some hope for us not just as Canadians, but for the world, because I know I'm not the only one. I know that Anishinaabe people across Canada, First Nations, are not the only ones. My brothers and sisters in New Zealand, Australia, Ireland—there's different areas of the world where this type of stuff happened.... I don't see it happening in a year, but we can start making changes to laws and to education systems ... so that we can move forward (p. 7).

The sixteenth call to action of the TRC requires post-secondary institutions to develop degree and diploma programs in Aboriginal languages. This work cannot be done by faculty alone. It will require the education of faculty to integrate Indigenous knowledge into their curriculum and education of all stakeholders to address policies and practices that continue to exclude Indigenous People from full participation. Knowing what is driving change, considering the organization's current state, and developing a compelling vision will contribute to assessing the organization's readiness to change to the desired future state.

Organizational Change Readiness

Change leaders must first raise their consciousness by understanding the dynamics in their organizations before attempting a change initiative. Most change today needs to be transformative given the economic, social, and global factors impacting higher education. Successful change requires a planned approach with leadership able to articulate the issue by asking why it's important, what can be done to solve it, who must be involved, and how it will be done? (Deszca, 2020).

The question of “why” change is important for River’s Edge is clear, given the direction of the TRC, IEP, and IEPCI. However, faculty may not agree with the notion of sharing authority over curriculum and policy as a method for reconciliation through education. Framing the PoP for faculty as an opportunity to regain their authority to govern by advancing the interests of those they must serve will answer “why” this change is needed. The question of “what” will be done will be addressed through faculty education of their fiduciary duty to govern. In answering “who” must be involved and “how” it will be done, I will use a proven change model to gain support from a senior leader to act as the Lead Change Agent (LCA). The LCA will be the Vice President Academic. They are well-positioned to influence faculty, given their responsibility for effective academic governance, indigenization of curriculum and policy, and meeting institutional goals expressed in strategic plans.

Effective academic governance requires engagement and participation by all stakeholders, particularly faculty. As the institution transitions to a new mandate, effort must be directed at setting new expectations to improve the effectiveness of academic governance. Loewen and Patten (2017) identify recommendations from their review of academic governance at the University of Alberta. They recommend providing education on collegial shared

governance, orientation for members, and reviewing current committee structures to improve effectiveness. Trotter and Mitchell (2018) suggest faculty failing to engage in the governance process will likely be the greatest challenge for an institution changing its mandate because of “faculty disengagement and ignorance” (p. 100) about governance.

Morris (2020) suggests that change agents must consider their positionality in their problem of practice. The author describes an organization’s culture as a web consisting of stories, symbols, power structures, organizational structures, control systems, routines and rituals connecting to create the paradigm in which we operate (Morris, 2020). Understanding the organization’s paradigm provides the change agent with insight into how their role as an insider or outsider influences their change initiative (Kezar, 2001; Mercer, 2007). For example, as an insider working within the organization, I understand the cultural elements informing the PoP by knowing what others value. However, this can lead me to make assumptions about the problem. Morris suggests change agents should consider the risks associated with being an insider as they may be influenced by their preconceived notions of the organization and what they observe.

Morris (2002) recommends we pay attention to the “paradigm” or cultural web of the academy as these elements are key areas to be addressed in any change initiative (p. 179). For example, creating new stories to replace existing stories will support the change initiative and adding new symbols representative of the change will help anchor the change. As an insider, my role and position as an administrator will influence whether or not faculty are willing to re-engage. However, my experience as a faculty member and leader may also be used to build the trust necessary to re-engage faculty.

Sultana (2012) describes good governance as having high integrity, transparency, equity, honesty, and accountability, among other fundamental values. These values align well with my

distributed and transformative approach to leadership and the rapport I have with faculty as an insider. Defining faculty as a stakeholder with influence, power, and legitimacy will serve me well as I compel them to re-engage in academic governance (Freeman, 2010; Lewis, 2019). Lewis (2019) contends that current approaches to change implementation have weaknesses, including how stakeholders, such as faculty, resist change and influence other stakeholders to do the same. Lewis (2019) cautions the change agent to pay attention to stakeholder relationships as these can derail the change initiative if deliberate and informative communication with stakeholders is absent.

To facilitate change, Freeman (2010) suggests we must account for all groups and individuals who influence how the organization can accomplish its goals. Given the complexity of the higher education environment, from internal and external change drivers, Freeman recommends going beyond identifying stakeholders by considering their interests and how they can be used to achieve the organization's goals. Not all stakeholders are alike. I must assess faculty independently through the lens of a theoretical framework and change strategy, given their vital role in propelling the change forward through their responsibility for curriculum and policy. Support for reconciliation through education exists but needs a cohesive and well-framed approach to engage faculty as set out in the OIP.

The OIP aims to develop a new model of sharing academic governance by re-engaging faculty with their fiduciary duty to serve in the best interest of Indigenous People and advance reconciliation through education. Assessing the history and context in which the institution operates, considering the current organizational structure and leadership, in concert with my approach to leading change, provides the frame necessary to view and solve the PoP.

Framing the PoP in this way provides insight into challenges I will encounter from internal and external factors affecting the readiness of faculty and the institution to undertake the change initiative. A theme emerging from the OIP is the need for higher education institutions to change their governance processes to be more responsive to their environments. Brass and Krackhardt (1999) contend that public sector organizations, like River's Edge, will not be able to meet the challenges of the twenty-first century as the existing structure continues to be based on a bureaucratic and military organizational design. The structure continues to use hierarchies of authority, top-down decision-making, and vertical lines of communication where information is used as power.

In preparing to lead the change initiative assessing the organization's readiness and capacity for change is required to ensure stakeholders are willing, able, and interested in proceeding. A scan of the institution's environment revealed that faculty might be reluctant to engage in the proposed change because of recent experiences where NPM practices and a neoliberal ideology are driving change. Faculty capacity for change will be constrained by their workload and apathy towards tasks that are considered non-teaching or administrative. Lewis (2019) suggests people may want to see change but are overburdened with work and maintaining standards they are expected to achieve. In addition, faculty have not been adequately consulted on the IEP or STP, which may result in resistance to the change initiative. Labour relations between the institution and faculty are strained because of the elimination of the under-compensated but highly valuable position of Faculty Chair and other issues related to faculty workload.

Concern with adhering to legislation and the governance model results in mimetic isomorphism and reluctance to break with tradition to share authority with Indigenous People

and the communities they represent (DiMaggio & Powell, 1983). For example, Pidgeon (2016) contends institutions tokenize Indigenization by not sharing power in a meaningful way and suggests the academy must make space for Indigenous People to address the perpetuation of colonization and inequities by “devolve[ing] their power, position, and prestige to create space for other ways of knowing and being” (p. 80). In assessing the organization’s readiness for change there is general acceptance and knowledge of why change is necessary to advance reconciliation through education. However, overburdened faculty may view the proposed change as additional workload and an attempt by administration to reduce their power and authority.

Chapter 1: Conclusion

I propose the OIP will contribute to a growing gap in knowledge of stakeholder interactions with and shaping of academic governance to address the TRC calls to action of post-secondary institutions in Canada (Eckel & Kezar, 2016; Tierney, 2004). With the expected growth in Indigenous student enrollment, the institution now needs to Indigenize its organizational structures, curricula, and policy. For Indigenous students to be recruited, retained, and successful, they must see themselves represented in the structures, services, and programs offered. In critically analyzing the organizational context and understanding the challenges, I can now plan and develop the route necessary for us to navigate the change required.

Chapter 2: Planning and Development

This chapter provides a detailed approach to the planning and development of the OIP I aim to undertake. The following sections will address how my leadership approach will propel the change forward and how it relates to the problem of practice. Further, I will consider three approaches, or frameworks, to lead change, followed by a critical organizational analysis. This analysis will clarify what needs to change, assess stakeholder readiness for change, the possible solutions, and address how the framework will support my preferred solution.

Leadership Approaches to Change

In Chapter One, I introduced my approach to leadership as one framed by a social justice perspective where I view my position and privilege as an instrument of change. Leading with a social justice perspective and as a bottom-up leader requires a thorough consideration of the context in which the problem exists. This requires that I frame the problem for others, identify potential actions to gain support, and select a framework to follow to accomplish the change initiative (Kezar, 2018a; Ryan, 2016). Harris and Spillane (2008) suggest that no single leader has the capacity to engage in solo leadership and decision-making. Therefore, sharing the responsibility for leading change is necessary and will result in better decisions if stakeholders, such as faculty, are empowered to do so.

Buller (2015b) suggests we must consider the context and level of agency we possess when approaching our change initiative, as most change fails to be transformative. My agency to lead transformative change comes from my role as the Registrar responsible for coordinating the business of academic governance through the Academic Council and two standing committees responsible for curriculum and academic policy. This role, combined with my experience as a part-time faculty member, has allowed me to develop a relationship with faculty based on mutual

respect, collaboration, and trust. This relationship gives me the credibility necessary and the ability to call upon faculty to champion and engage in the transformative change proposed in the OIP.

Integrating Distributed Leadership

Although both distributed and transformative leadership provide a broader perspective on how I lead change, particularly in a multi-stakeholder context, transformative leadership will be dominant as I undertake the improvement plan. It is an approach I used when undertaking a previous first-order change (Kezar, 2001). My leadership philosophy is congruent with transformative leadership. I aim to make a difference in peoples' lives by providing a safe and respectful work and learning environment, enabling others to achieve personal and professional success through development and education. However, it may be incongruent with how distributed leadership is practiced in the institution and, at times, acts to maintain the status quo (Lumby, 2013).

My observations of distributed leadership in practice suggest that this approach will not lead to the enduring change needed to increase faculty engagement and participation in academic governance. However, it remains an approach I will integrate with my dominant leadership style. Although distributed leadership is designed to empower others, I support the notion that distributed leadership temporarily assigns power to stakeholders based on their status as an in-group or out-group follower (Dansereau et al., 1975; Northouse, 2019; Wayne, 2013). Lumby (2013) argues that distributed leadership is a method used to maintain the status quo as it acts as a mirage distorting the true meaning of shared or distributed leadership. In leading the change, academic governance is framed at the macro and micro levels as democratic through sharing authority with stakeholders. However, academic governance at River's Edge acts to maintain the

status quo by limiting, through legislation and the AC Constitution, which stakeholders are privileged to share in decision-making.

Transformative Leadership

Shields (2010) suggests transformative leadership will counter the limitations of distributed leadership as it engages leaders and followers in identifying and critiquing the disparities and contradictions inherent in the current academic governance model. These disparities and contradictions are partly due to macro and micro-level policies influencing the Indigenization of curriculum and policy. Transformative leadership affects both educational and social change through a participatory, collaborative, and transformative process to address issues of inequity existing in society (Burns, 1978; Montuori & Donnelly, 2017; Shields, 2010).

Transformative leadership is dominant for me as it aligns well with the concept of collegiality as relationships are based on the notion of professional equality, democratic engagement in the academy, and ethical behaviour, where academic governance is a collective responsibility based on democratic principles (Austin & Jones, 2016). The faculty's low engagement and participation in academic governance is a symptom of weakened collegial relationships due to the existing bureaucracy and administrators' desire for academic governance expediency (Manning, 2013). Transformative leadership can strengthen collegial relationships as it is underpinned by an ethical and moral purpose of valuing relationships and addressing issues of social justice (Caldwell et al., 2012; Ehrich et al., 2021; Shields, 2010).

Shields (2010) suggests that transformative leaders have four tasks to complete: setting the direction by asking questions, developing stakeholders through education, examining existing power structures, and encouraging critical reflection. As a transformative leader, I must first set

the direction by framing the PoP for faculty as an opportunity to regain their power in academic governance through advancing the interests of Indigenous People.

Second, I will incorporate purposeful and intentional social interactions introducing faculty to the idea that the current academic governance structure is failing to achieve the aim of reconciliation through education. Social interactions may include learning opportunities to deconstruct and reconstruct the faculty's frame of reference concerning Indigenization and their fiduciary duty to govern (Mezirow, 1997).

Third, I will provide learning opportunities to construct new knowledge through the context in which it occurs. Learning opportunities will allow for critical examination and reflection upon what faculty have come to know about academic governance and how the Indigenization of curricula and policy should proceed. This learning may result in cognitive dissonance as they attempt to reconcile a clash of values inherent in the current academic governance of the institution and planning documents such as the IEP (Kezar, 2001). The use of enrolment data and change drivers, identified in Chapter 1, will frame the problem as one faculty must solve, rather than a top-down directive from senior executives. By participating in the improvement plan, faculty will regain their power to govern while advancing the interests of Indigenous People through sharing authority.

The fourth and final task is to consider how reconciliation through education will occur. Transformative leaders face several risks as they must create purposeful conflict to solve problems. Purposeful conflict includes creating discomfort by questioning longstanding practices, identifying issues of inequity, and presenting organizational structure as a form of dominance and maintaining power and privilege over others. As a result, it will require faculty to

consider their positionality and how they can reframe often embedded values and structures as a lever for, rather than against, change.

The framework selected for leading the change process must support my approach to leadership and the tasks of setting the direction by asking questions, developing stakeholders through education, examining existing power structures, and encouraging critical reflection.

Framework for Leading the Change Process

This section aims to consider how change occurs at River's Edge and how change frameworks may be used to facilitate an improvement plan. In initiating organizational change, leaders must consider which framework best suits their leadership approach and the type of change proposed. Types of organizational change include planned, emergent, reactive, proactive, and interactive (Buller, 2015a; Kezar, 2001; Lewin, 1951). Three frameworks, including Ackerman-Anderson and Anderson's Change Leader's Roadmap, Lewis' Strategic Communication Model, and Kotter's Eight Step Model have been compared and assessed for application to the proactive second-order change I am proposing to address in the OIP (Buller, 2015a; Lewin, 1951).

Kezar (2001) suggests first-order change is the most frequently used in organizations as it is the easiest to implement and does not require a shift in organizational culture. In contrast, a second-order change requires a participatory process to engage stakeholders in fundamentally reshaping the culture through transforming their attitudes, beliefs, and values. Planned or proactive change attempts to avoid problems before they occur. It requires a commitment to creating a culture of innovation where ideas come from various sources and all ideas are valued and welcomed (Buller, 2015a). Reactive change results from responding to unexpected external factors causing action without planning. As a result, reactive change is often imposed through

senior executive dictates which fails to create a culture of innovation and consequently contributes to stakeholder resistance to change.

In contrast, emergent change presents as a continuous state of change with no fixed start or end date resulting in change fatigue for stakeholders. Emergent change is prevalent at River's Edge and is characterized by a lack of planning, enforcing compliance, and exercising authority with little emphasis on ethics (Burns & By, 2012). Burns and By (2012) suggest that leaders must act ethically to produce sustainable organizational change that benefits them and the greater good for the greatest number of stakeholders.

The proposed approach to change is proactive and planned improvement as the institution has been engaged in reactive and emergent change over the past three years, causing change fatigue. Reactive and emergent change has been prevalent due to the new mandate and imposed key performance indicators. As a result, faculty and administrators redirect their time, energy, and resources to develop new programs, complete policy revisions, and modify academic governance processes to expedite approval of these programs. Resources used to provide core service to students are redirected to activities that support the achievement of the key performance indicators. Therefore, the current approach to change has the potential to redirect the resources needed to engage in Indigenizing the structures, curricula, and policies. Selecting a framework or change model will facilitate a proactive approach by carefully planning how the change will occur.

Ackerman-Anderson and Anderson's Change Leaders Roadmap Model

Ackerman-Anderson and Anderson's Change Leader's Roadmap (2010) is a prescribed approach to change, providing a map to inform the change agent's thinking and understanding of all the complexities involved in change. Change agents must attend to both tangible and

intangible elements of change, including the technical method used to support change and the human and cultural aspects. The authors suggest that the ability to achieve change depends on how the change agent leads the people and the process. They propose that the key to successfully implementing change requires integrating both organizational and personal change. Without attention to these elements, the desired change will not occur as the existing hierarchy will be used to increase control and mandate change through top-down directives. Top-down directives from senior executives are proven to be ineffective in responding adequately to the complexities of the organization's environment and the personal change needed to sustain organizational change (Black, 2015).

Change agents are advised to raise their consciousness by assessing the organizational dynamics influencing and driving change before introducing a change initiative. Ackerman-Anderson and Anderson suggest that transformative change is necessary as the drivers of change are often economic, social, and global, adding to the complexity of how and why higher education institutions need to change.

As a result, I must articulate the need for change and consider the context in which change will occur. This includes planning the change effort, providing support to stakeholders to engage in personal transformation, securing resources for the change, following a methodology to provide structure, and measuring progress towards the destination (Ackerman-Anderson & Anderson, 2010). In considering this framework, it contextualizes the degrees of change necessary, the need for an iterative process to plot both linear or circuitous routes, and the bearing I must set to direct us to the final destination.

Lewis' Strategic Communication Model

Lewis (2019) suggests current frameworks, or change models, have several limitations, particularly the approach used to communicate the need for change effectively. The Strategic Communication model (SC) proposes that change agents use a backward design approach by first identifying and then communicating the expected outcomes or the desired future state resulting from the change. Backward design is a method frequently used to design curricula. It begins with clearly defining the end result or learning outcome before determining how learning will be assessed or planning the instructional method (Tyler, 1949; Wiggins & McTighe, 2011).

Lewis (2019) contends the strategic communication model addresses the gaps in current frameworks by first identifying the expected outcomes, determining stakeholder concerns with the need for change, and planning to address antecedent factors, or behaviour, that may support or constrain the communication strategies used to propel change forward.

Each framework has benefits and limitations when applied to organizational change. Frameworks are not meant to be a prescribed set of instructions but a method to inform the change agent's thinking and understanding of the complexities inherent in organizational change (Ackerman-Anderson & Anderson, 2010; Buller, 2015b). A limitation of Kotter's Eight Step model is the linear approach it depicts. A linear framework can appear as a top-down directive and may not be effective with stakeholders such as faculty who value autonomy and collegiality (Buller, 2015b; Kang et al., 2020). However, an iterative approach can be incorporated if obstacles are encountered or momentum declines. A benefit of the Change Leader's Roadmap model (CLR) is the transformative approach to change by attending to the human (stakeholder) and cultural (organization) elements. The SC model uses a backward design approach that may resonate with faculty as it begins with clearly stating the outcome at the start of the change

process. For example, incorporating elements of the CLR and SC models by revisiting and refining the vision (desired future state) or reiterating the achievement of short-term wins can re-engage stakeholders, identify and remove unanticipated obstacles, and regain momentum to propel the change forward (Figure 2).

Kotter's Eight Step Change Model

Organizational change is often a progression from a current state to an altered state. Kotter (2012) describes organizational change in similar terms as a process of defrosting the status quo, taking action to bring about the change, and anchoring the change to alter the culture. Kotter's model is more prescriptive and linear as it directs change agents on what they must do, what actions they must take, and how they can assess organizational readiness before moving forward to the next step. The first four steps act to unfreeze or defrost organizational complacency and resistance, which maintain the status quo. The final four steps focus on identifying the actions necessary to remove obstacles, create change through short-term wins, and anchor the change by connecting organizational success with new behaviours.

Kotter (2012) suggests that a change agent's first step is to frame the problem as urgent as organizational complacency and resistance to change are significant barriers. For River's Edge, the urgent need and compelling reason for the change are framed by stagnant enrolment growth, evidence of an increasing Indigenous population accessing higher education, and the need to engage in reconciliation through education. Once stakeholders recognize and accept the urgency for change, they are ready to move to the second step of the model by creating a guiding coalition.

The guiding coalition will comprise stakeholders responsible for academic governance of curricula and policy. Faculty, students, administrators, and the Vice President Academic, must be

part of the guiding coalition to support and champion the need for change. Once the guiding coalition is established, the third step requires an inclusive approach to engage faculty in creating a compelling vision and strategy to lead and guide the organization towards reconciliation through education. Vision and strategy often fail because they are top-down dictates viewed with suspicion and rarely speak to a broader audience (Kezar, 2018a; Lipton, 2004). For the vision and strategy to be successful, it must be created through bottom-up leadership inclusive of faculty as the foundation of change.

The fourth step requires attention to communicating the need for change. Purposeful communication of the vision by faculty, through representation on committees and councils, will generate momentum and demonstrate that the change is initiated by, rather than imposed, on faculty. With faculty assigned responsibility to communicate the vision and strategy, they will role-model new behaviour and diminish stakeholder resistance as they start to connect their role in and responsibility for change.

The fifth step requires attention to removing obstacles to change by empowering faculty to take risks. It will challenge them to consider less traditional ideas to change the systems or structures, such as academic governance, currently undermining the change vision. The sixth step recommends planning for short-term or quick wins to demonstrate progress towards the vision and strategy. Less complex objectives are set to create quick wins that are celebrated and communicated broadly, contributing to the momentum needed for change.

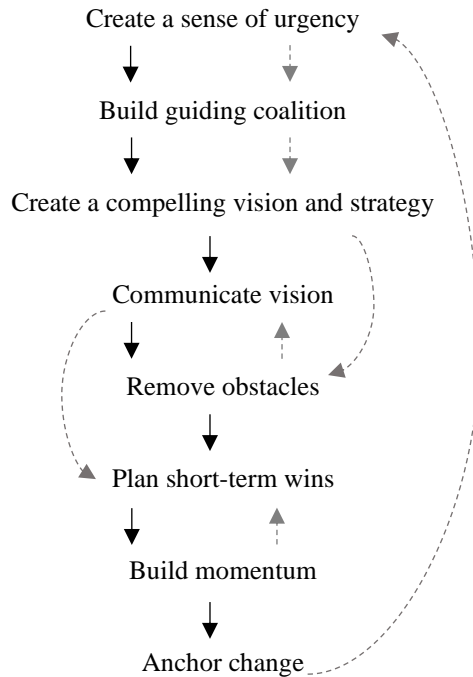
The seventh step requires building on the momentum by assessing how the quick wins were accomplished. Quick wins allow for a course correction and movement towards more complex objectives. Should momentum begin to diminish, adding, additional stakeholders or influencers may be necessary.

The final step is to anchor the change by embedding it into the culture. Anchoring change is difficult as a protracted change initiative, changes in leadership, and stakeholder turnover can derail the improvement plan. Kotter (2012) recommends that continuous communication of the vision and the success of quick wins will help to anchor change. Recognizing the past contributions of leaders and stakeholders and their support will demonstrate an enduring commitment by the organization to realize the cultural change needed to advance the effort of reconciliation through education. These steps are depicted in figure 2.

After considering these frameworks, Kotter's Eight Step change model will be used and incorporate an iterative approach. An iterative approach allows for refinement and adjustment by attending to stakeholders needs as they progress through the eight steps and if necessary, repeat a previous step to gain additional buy-in. (Ackerman-Anderson & Anderson, 2010). The CLR model and SC models both include defining the desired future state or outcome prior to planning and organizing the implementation. Ackerman-Anderson & Anderson (2010) suggests that simply announcing and proceeding with change often fails as stakeholders who are resistant to change must be given an opportunity to critique the desired future state as they "likely see things that you don't want to about what is required for the change to work" (p. 211).

Figure 2

Kotter's Eight Step Change Model



Note. Adapted from Kotter, J. P. (2012) and Kang et al. (2020).

Critical Organizational Analysis

This section aims to critically examine what needs to change, why change is necessary, and how the selected framework, including my leadership approach, will accomplish the needed change (Cawsey et al., 2016). Planning the change by conducting critical organizational analysis, assessing stakeholder readiness for change, and employing a change framework or model will reduce change fatigue and contribute to stakeholder buy-in to support and participate in the improvement plan.

In the first chapter, I considered organizational readiness for change and drivers of change at River's Edge. However, further insight into stakeholder readiness is necessary as stakeholder motivation and values are significant forces impacting change in the institution. I will use Kotter's Eight Step change framework to guide the change. However, the framework lacks the necessary step of engaging stakeholders to critically examine why the problem has

come to be and how it can be solved. I will draw upon the CLR and SC models to address this gap when applying the framework.

In assessing organizational readiness to change in the first chapter, I concluded that River's Edge is well-positioned to undertake the change effort as internal and external factors will be used to drive the change forward. Internally, the STP, IEP, and commitments made in the IEPCI support the need for organizational improvement. The STP commits the organization to engage in reconciliation with Indigenous Peoples by recognizing Treaties, advancing the TRC calls to action and framing future actions through the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The IEP prioritizes the indigenization of the institution by supporting the education of faculty, improvement of curricula and reviewing policies and practices to support Indigenous students, and adding the indigenous voice to the academic governance of the institution. Externally, the IEPCI commits the institution to ensure the academic governance structure recognizes and respects Indigenous Peoples. The trend of an increasing Indigenous population and a reduction in grant-based funding suggest that financial stability can improve through increasing domestic and Indigenous student enrolment rather than international student enrolment.

The current post-secondary environment has been influenced by the BSJS of the provincial government (Government of XX Advanced Education, 2021b). As a result, River's Edge resources and supports changes that respond to the strategy rather than engagement in reconciliation as committed to in the STP, IEP and IEPCI. Since the publication of the BSJS, a new key performance metric was imposed on the institution to measure how the institution incorporates work-integrated learning (WIL) into curricula.

To achieve the new key performance metric, human and financial resources were diverted from operations and programs to support a new WIL Hub. As a result, services to students, including prior learning assessment and academic advising, were reduced. Unfortunately, the critical work of Indigenization of higher education is left to individual institutions as government legislation, and the BSJS strategy continues to exclude Indigenous People from full participation.

Napier et al. (2017) suggest that effective change management requires an assessment of readiness before implementing the change. They note that most approaches consider the technology first, the business process second, and the people third. Based on my experience with first-order change, I subscribe to the notion that change occurs through people, processes, and practice. Attending to the human aspect of change generally occurs first, followed by changes to processes that facilitate new practices.

Napier et al. (2017) note that the challenge of a system-wide change is the ability to prepare for and transform organizational behaviour to support sustainable change. Sustaining change is often the most difficult part of a change initiative and requires significant attention, as I have experienced with a previous first-order change. They conclude, “Change involves moving the people, processes, and culture that are the core of the overall organisation in new directions, perhaps in directions no one foresaw or in directions that would be difficult or impossible to implement” (p. 141). Therefore, my critical organizational analysis is framed by my disciplinary orientation of adult education as I view problems through the lens of social constructivism where teaching and learning is a complex interactive social phenomena between teachers and learners (Dewey, 1966; Piaget, 1950; Vygotsky, 1962). In the case of the OIP the teacher acts as the change agent providing a social environment where the learner or stakeholder can construct and

reconstruct with others the knowledge necessary to solve the problem. Therefore, learning is a means to transform people, processes, and practice.

People

Assessing stakeholder readiness to change is equally important to understand how stakeholder motivation and values will inform strategies to plan and implement the change (Ackerman-Anderson & Anderson, 2010; Freeman et al., 2018; Lewis, 2019). In analyzing stakeholder motivation, I considered their impact, resistance, and capability to determine their readiness for change. I must also consider how stakeholders feel about the need to engage in organizational improvement (Alavi & Henderson, 1981; Burnes & By, 2021).

The felt-need is derived from the stakeholders' emotions about past change initiatives, current workload, and energy to engage in more change (Ackerman-Anderson & Anderson 2010). If the felt need is low, introducing change becomes difficult. It can be particularly difficult if I fail to acknowledge the stakeholders' emotions about and energy for change. The analysis concludes that stakeholder impact is high because of the authority and power they possess. As a result, stakeholder resistance will be significant as the change will impact the cultural elements of the organization. However, stakeholders are capable of change as they have a felt-need to engage in reconciliation with Indigenous Peoples.

Organizational change is most effective when leadership, goals, motivation, and values are shared amongst stakeholders (Burnes & By, 2012). In analyzing stakeholder values, I used my position as an insider to consider cultural elements informing stakeholder values concerning academic governance (Morris, 2020; Sultana, 2012). Sultana (2012) defines good academic governance in terms of values, including accountability, integrity, transparency, equity, and

honesty. I believe good academic governance also includes values of autonomy, collegiality, advocacy, and reconciliation.

As a result of the analysis, the values of democracy and reconciliation are dominant amongst stakeholders as identified in Table 1. Understanding democracy and reconciliation as shared values will inform the leadership approach, stakeholder fit with the selected change framework, and influence of internal and external factors driving or restraining change.

Table 1 –

Stakeholder Value Analysis

Key Stakeholder	Key Values Relevant to Change	Stakeholders value fit with change based on their perspective
Faculty	Autonomy, collegiality, <i>democracy, and reconciliation</i>	Good
Students	Advocacy, <i>democracy</i> , equity, and <i>reconciliation</i>	Good
Administrators (Deans and Associate Deans)	Accountability, integrity, and <i>reconciliation</i> .	Mixed
Registrar and Dean of Enrolment Management	Accountability, <i>democracy</i> , integrity, and <i>reconciliation</i>	Good
Chairpersons of Academic Council, Curriculum and Academic Policy Committees	Accountability, <i>democracy</i> , <i>reconciliation</i> , and transparency	Good
Senior Executive (President, Vice Presidents, and Associate Vice Presidents)	Accountability and <i>reconciliation</i>	Mixed

Note. Adapted from Lewis (2019) Stakeholder Analysis

Processes

I applied Lewin's Force Field Analysis (1951) to predict and map how internal and external factors will drive and restrain the process of change (Lewin, 1951; Lewis, 2019; Whelan-Berry & Sommerville, 2010). Table 2 identifies the influence, or magnetic pull, these factors have on achieving the desired future state. Table 2 reveals a lack of faculty consultation

in developing the STP and IEP, consequences of committing to the IEPCI, and reluctance to deviate from embedded structures will be primary sources of resistance. As discussed in Chapter 1, the current state of academic governance excludes Indigenous People in a meaningful way. It has disengaged faculty from full participation due to ideological differences and the use of new public management practices (NPM) by senior executives. The future state for academic governance would re-engage faculty with their fiduciary duty to participate in academic governance, altering the setting towards reconciliation through education.

Table 2 –

River's Edge Force Field Analysis

Driving Forces Navigators of Change	Influence Magnetic Pull	Restraining Forces Obstacles to Change	Influence Magnetic Pull
Goals of the Building Bridges: Indigenous Education Plan (IEP)	High	Lack of broad consultation with faculty and low awareness of role in achieving the goals of the IEP	Medium
Commitment to the CiCan Indigenous Education Protocol for Canadian Institutions (IEPCI)	High	Lack of faculty awareness of the commitment made as a signatory to the IEPCI and its relevance to their work.	Low
Performance expectations of the Building Skills for Jobs Strategy (BSJS)	Medium	Curricula designed to address decreasing grant-based funding and increasing performance measures for Work Integrated Learning at the expense of Indigenization	Low
Government of XX Treasury Board and Finance. 2016 census of Canada: Aboriginal People and Government of XX Advanced Education. Five year Enrolment Summary Table to inform decision-making	High	Low faculty understanding of the implications of prioritizing international students over Indigenous and domestic students	Medium
Post Secondary Learning Act (PSLA)	Medium	Reluctance of all stakeholders to deviate from the legislated	High

		requirements for academic governance	
Academic Council Constitution and Bylaws (AC Constitution)	High	Faculty desire to adhere to the highly embedded structure of academic governance	High
Strategic Transformation Plan	Medium	Lack of consultation with and input from Faculty	Medium
TRC and UNDRIP	Medium	Perspective of Senior Executives controlling the institution's narrative on Indigenization	High

Note. Adapted from Lewin (1951) Force Field Analysis

The selected framework for change starts with defining the urgency for change and communicating a compelling vision and strategy. These steps in the change model may reduce resistance as faculty will be included, improve understanding, and hold senior executives accountable for achieving the goals of the STP, IEP, and the commitment to the IEPCI.

Practice

A theme in the literature is the need for higher education institutions to change how academic governance is practiced to be responsive to the complexities of the environment as discussed in the PESTE analysis in Chapter 1. Trotter and Mitchell (2018) suggest that the most significant threat to the institution is faculty disengagement in the process of academic governance. Pidgeon (2016) contends that reconciliation begins with changing embedded structures such as academic governance to decolonize and transform post-secondary education. Therefore, the current environment provides an opportunity to reform how academic governance is practiced.

The findings from the critical organizational analysis suggest several gaps need to addressing to navigate the institution from the current state to the desired future state through

changing how academic governance is practiced. The gaps identified include low awareness and understanding of the:

1. Goals of the STP and IEP and commitment made to Indigenization and reconciliation as a signatory to the IEPCI.
2. Content of the PSLA, AC Constitution, and fiduciary duty to govern.
3. Enrolment trends of Indigenous and domestic student.
4. Relationship between Indigenization and reconciliation.

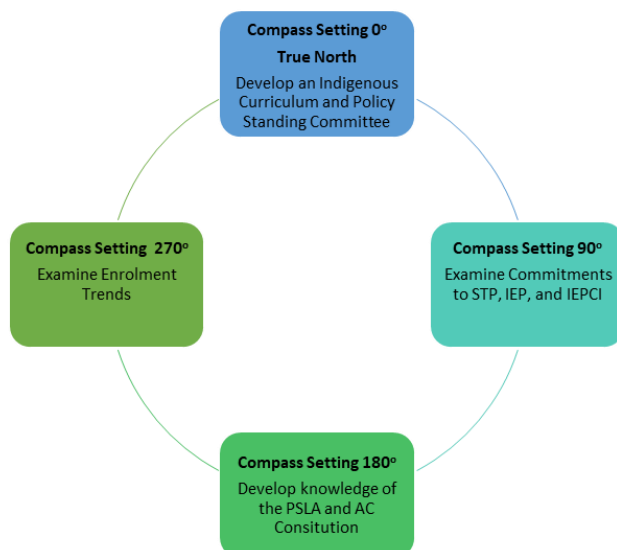
Based on the gaps identified, I will now consider possible solutions that may contribute to addressing the problem of practice.

Solutions to Address the Problem of Practice

Four degrees of change or course settings are considered in plotting a route towards change. The first setting examines the goals of the STP and IEP and the commitment made as a signatory to the IEPCI. The second setting develops knowledge of the governance model by deconstructing and reconstructing governance practice as framed by the PSLA and AC. The third setting examines student enrolment trends to support the orientation toward true north. The fourth setting navigates the institution towards true north by developing an Indigenous Curriculum and Policy standing committee to share power and authority. Figure 3 depicts four possible solutions to direct stakeholders and the organization towards reconciliation through education.

Figure 3

Degrees of Change



Solution 1 - Compass Setting 90°

Review the goals and commitments to Indigenization and reconciliation by examining the STP, IEP, and IEPCI. This solution creates an opportunity for faculty to examine the goals and commitments made by the institution through a review of key documents. Faculty consultation on the development of the STP and IEP was not comprehensive, as evidenced by the list of stakeholders engaged in these planning processes. For example, consultation on the IEP indicates that less than 3.4% of faculty and staff participated in the process (River's Edge IEP). As the faculty and staff participation rate was combined, it is not possible to accurately determine the number of faculty engaged in developing the IEP. Faculty is defined as teaching or non-teaching, including librarians, counsellors, and learning designers. Therefore, it is likely very few teaching faculty participated. Completing a review of these plans, offered in the form of a workshop, may create a sense of urgency for teaching faculty to further the goals of Indigenization and reconciliation. Table 3 provides an overview of the process to assess learning needs using the interactive model of program planning (IMPP) and how we can address the gap of low awareness and understanding of the goals in the strategic planning documents (Caffarella, 2002).

Table 3 –*Workshop Plan*

Gain support	Secure support for the workshop from senior executives and the Centre for Teaching Learning (CTL).
Conduct needs assessment	Assess need for and interest in learning. Identify potential participants and distribute using google forms to collect and collate information on learning needs.
Develop workshop outcomes	Develop learning outcomes based on needs assessment in conjunction with CTL.
Design instructional plan	Plan learning activities to achieve learning outcomes developed. Consider the mode of delivery based on information collected from the needs assessment and selected facilitator.
Design transfer of learning plan	Pilot workshop and develop measures to assess learning.
Conduct evaluation	Prepare an evaluation of the workshop to assess the facilitator, activities, and resources used.
Assess success and failures	Create an evaluation tool to inform what worked well and what needs improvement for future workshops.
Determine budget and schedule	Develop a budget to support the workshop, including catering, supplies, and materials. Draft a schedule based on participant and room availability and preferred mode of delivery.
Book room and arrange catering	Create a course in the learning management system or schedule a room through Room Bookings and Catering portal for all proposed dates and submit catering requests.
Promote workshop through email, staff newsletter, and meeting agendas	Develop a communication plan to promote the workshop through direct email, employee electronic newsletter, and meeting agendas for School Council, Service Council, and Academic Council.

Note. Adapted from Caffarella (2002) Interactive Model of Program Planning.

The following questionnaire, as depicted in Table 4, will determine the need for learning by assessing knowledge, interest, and comfort with understanding the goals of the STP and IEP and the commitment to the IEPCI. In using the IMPP, the next step is to conduct a needs assessment.

Table 4 –*Needs Assessment Questionnaire*

<p>The questionnaire will inform the need for and development of a workshop to communicate the goals and commitments made to advance the Indigenization of the institution and reconciliation with Indigenous people. Please rate your knowledge of, interest in, or comfort with the following questions where (1) is very knowledgeable, interested, or comfortable, (2) is somewhat knowledgeable, interested, or comfortable, and (3) is little knowledge, interest, or comfort. <i>The personal information collected through this questionnaire will be used to improve the delivery and effectiveness of the orientation to academic governance. Results from the questionnaire will be compiled into an aggregate form after which individual questionnaires will be disposed in a secure manner. The collection of this information is authorized under Section 33 (c) of the Freedom of Information and Protection of Privacy Act. If you have questions about the collection, use, and disposition of the information please contact the Registrar, River's Edge.</i></p>			
Please rate the following	(1)	(2)	(3)
Your knowledge of the goals expressed in the Strategic Transformation Plan.			
Your knowledge of the goals expressed in the Indigenous Education Plan.			
Your knowledge of the institutional commitment as a signatory to the Colleges and Institutes of Canada Indigenous Education Protocol.			
Your comfort in the ability to align the goals and commitments with responsibility to development and delivery curriculum.			
Your comfort understanding how the goals and commitments impact your work?			
Your understanding of what it means to Indigenize academic policy.			
Your interest in learning more about the Indigenization and reconciliation efforts of River's Edge.			
If a workshop was offered, would you attend to learn more about the goals and commitments of these strategic plans and how they relate to your work?	Yes		No
If you answered no, explain why.			
If you answered Yes, what workshop delivery format do you prefer? Select one	Online asynchronous self-directed learning	Online synchronous facilitator led workshop	On campus facilitator led workshop

Further reflection on this solution suggests it may not provide the transformative change necessary. The topic to be addressed, while informative, is narrow in application, attendance is

optional, and it may not provide the knowledge and skills necessary to Indigenize curricula and policy. The solution does not address the problem of how the academic governance structure contributes to inequity through the exclusion of Indigenous peoples in curricula and policy development. Resource needs for the workshop include securing a learning designer and facilitator to design the workshop in various formats including face-to-face or online using the learning management system.

Solution 2 - Compass Setting 180^o

Develop stakeholder knowledge about the PSLA, AC Constitution, and fiduciary duty through an orientation to academic governance. This solution aims to increase teaching faculty education on the power, authority, and fiduciary duty granted to them through the PSLA. Tierney and Minor (2004) suggest low faculty engagement and participation in academic governance is a result of apathy, lack of trust and respect, and low confidence in the effectiveness of governance. The current orientation is procedure driven, delivered as a one-hour presentation, and viewed as an inconvenient business matter requiring quick disposal to proceed with decision-making. This approach suggests orientation is used primarily to control behaviour rather than as a forum for democratic practice to engage in informed debate giving faculty voice through dissent. Faculty voice is often not heard or welcomed as administrators view it as unnecessary conflict that delays decision-making (Tierney & Minor, 2004). Reframing orientation as a process of continuous learning rather than a one and done procedure will allow for critical reflection on how the structure and practice of academic governance must change to incorporate reconciliation through education. Offering an alternate view of AC membership, in terms of fiduciary duty to serve in the best interests of beneficiaries, will contribute to creating a sense of urgency and developing a powerful coalition to support the improvement plan. Table 5 compares the current orientation

outline with the proposed orientation outline which will address the gaps of low awareness and understanding. The current orientation frames the role of academic governance as a means to achieve the Board of Governors goals or Ends (BOG Ends). The proposed orientation reframes the role of academic governance to advance the interests of those it is meant to serve.

Table 5 –

Current and Proposed Outline for Orientation

Current	Proposed
Orientation to Academic Council	Orientation to Academic Governance
Review authority of the PSLA as it relates to the BOG and President	Review authority of the PSLA as it relates to faculty, students, and administrators
AC role presented as subject to advancing the interests of the BOG	AC's role is presented as subject to advancing the interests of society
Review the operating requirements of AC	Review the purpose of AC
Review operating procedures, including the delegated authority to curricula, policy, and research standing committees, attendance, agendas, rules of order, voting, and election of officers	Review fiduciary duty in exercising power and authority over academic matters of curricula, policy, and research
Members must act in the best interests of the College	Members must act in the best interests of society to advance reconciliation through education.

Similar to solution #1, the proposed orientation to academic governance will require planning. The plan will include an assessment of stakeholder needs, development of learning outcomes, and assessment of stakeholders' transfer of learning. No additional resources are required as the planning and delivery of orientation is the responsibility of the AC executive committee. This solution also addresses the gap identified in solution #1 as orientation will be a separate and scheduled agenda item where participation is required rather than optional.

Further reflection on this solution suggests it may not provide the transformative change necessary. The proposed orientation does little to address how the academic governance structure and authority over curricula and policy continue to colonize education. However, introducing the

concept of fiduciary duty may result in faculty critically reflecting upon how the academic governance structure fails to address the TRC calls to action made to post-secondary institutions (Truth and Reconciliation Commission of Canada, 2015).

Solution 3 - Compass Setting 270⁰

Use demographic data and enrolment trends of Indigenous people to inform future curricula and policy development. In reviewing enrolment trends, overall growth has remained relatively unchanged, with a notable decrease in domestic student enrolment over the past five years (Figure 1). In contrast, Indigenous and international student enrolment have increased over the same period.

The Indigenous population growth rate is more than four times the growth rate of the non-Indigenous population in Canada (Statistics Canada, 2016). Census data collected in 2016 indicates the province has the third-highest Indigenous population among other provinces in Canada. Indigenous people make up 6.5% of the province's population, higher than the national average of 4.9%. Projections based on the 2016 Census suggest the Indigenous population will continue to experience rapid growth within the next two decades, correlating to the Indigenous student enrolment trend at River's Edge.

As noted in Chapter 1, drivers of change such as the BSJS impact the ability to indigenize curricula and policy as programs are developed to serve economic growth and government policy. International student enrolment has become a priority over domestic and Indigenous enrolment growth due to reduced public funding. As a result, key performance metrics now direct curricula development towards measurable outcomes of work-integrated learning rather than outcomes not easily measured, such as Indigenization.

Further reflection on this solution suggests it may not provide the transformative change necessary as enrolment data does little to influence the Indigenization of curricula and policy, given the priority to increase revenue and meet performance metrics. Additional demographic data and analysis needed to support this solution depend on the availability of institutional research staff, which may be problematic given other institutional priorities. This solution may not create the urgency needed to solve the problem or advance the improvement plan.

Solution 4 - Compass Setting 0⁰

Create an Indigenous Curriculum and Policy standing committee of AC. This solution addresses the problem of practice that proposes faculty share power and authority to govern by creating an Indigenous Curriculum and Policy standing committee of AC. Normally, academic governance decision-making is done through standing committees or ad hoc committees to address academic matters related to teaching, learning, and research. A standing rather than ad hoc committee is proposed in keeping with this approach. The Policy, Guidebook, and Terms of Reference (TOR) for a committee permits the establishment of the standing committee and sharing authority with constituents or stakeholders not represented due to legislated requirements of the PSLA. The standing committee has a high value in terms of being permanent rather than temporary, allowing critical and detailed examination of academic matters, and distributes leadership to members through setting the purpose, mandate, and acting in the role of Chair should they wish.

The Policy requires endorsement by at least one of the institution's governing bodies to create a committee. In this case, AC is the governing body to approve and provide oversight of the standing committee. The policy statement supports the proposed solution as the work

contributes to effective academic governance and decision-making, meeting the institution's legislative requirements and achieving the STP and IEP goals and the commitment to the IEPCI.

The Policy permits the inclusion of key stakeholders, including those representing a specific constituency. Anastasi (2018) suggests that a lack of stakeholder engagement is a contributing factor in an organization's failure to respond to the current environment. A stakeholder mapping exercise will be conducted to ensure inclusivity, transparency, and the building of new relationships (Anastasi, 2018). Stakeholder mapping provides an assessment of each stakeholder's relative power, influence, interests, and knowledge (Appendix J). A starting point for the stakeholder mapping exercise will be to identify the Indigenous leaders previously engaged in developing the IEP. The mapping exercise will also serve as the guiding coalition as the improvement plan progresses (Aligica, 2006; Newcombe, 2002).

Preferred Solution

Each possible solution was ranked in terms of the ability to address identified gaps, contribute to addressing the PoP, my capability to implement the solution, potential to distribute leadership, and investment in resources. I have used a scale of 1 to 3, with 1 being High, 2 being Moderate, and 3 being Low, to rank the possible solutions. The lower the ranking, the higher the impact to address the PoP.

Table 6 –

Ranking of Possible Solutions

Impact	Solution #1 Workshop	Solution #2 Orientation	Solution #3 Enrolment	Solution #4 Standing Committee
Ability of the solution to address identified gaps	1	1	3	1
Contribution to addressing the PoP	2	2	3	1

Capability to implement the solution	1	2	1	1
Potential to distribute leadership	2	3	3	1
Investment of time, human, and financial resources	3	2	1	2
Ranking	9	10	11	6

In ranking the four possible solutions, the preferred solution is #4 to create an Indigenous Curriculum and Policy standing committee of AC. This solution has the potential to transform the academic governance structure, re-engage faculty, and share power and authority with Indigenous people advancing the Indigenization of the institution. Solution #2 will also form part of the improvement plan as an orientation to academic governance, particularly understanding the concept of fiduciary duty, which connects well with the preferred solution. Both of these solutions have several ethical considerations. They will require stakeholders to question how their role in academic governance may contribute to inequity and further colonization of education through curricula and policies.

Leadership Ethics, Social Justice, and Decolonization Challenges in Organizational Change

Sefa Dei (2016) suggests that higher education institutions must engage in decolonizing the academy by first reframing curricula. Reframing curricula requires institutions to critically assess the structures and processes that are sites for the reproduction of the status quo, including the continued colonization of education. Sefa Dei suggests leading the decolonization of education, including the structures, curricula, and policies, is a matter of social justice, will be controversial, and is often undermined, both consciously and unconsciously, by stakeholders. I recognize that neoliberal reforms, NPM practices, and LMX leadership have the potential to

immobilize the OIP. Therefore, further consideration of leadership ethics, social justice, and decolonization prepares me to overcome these challenges as a change agent.

Ethical Considerations of the Change Process

The power to change River's Edge rests within the culture and process of academic governance, the authority granted through the PSLA, and understanding how these structures perpetuate inequity and colonization of education (Anderson et al., 2019). The nature of academic governance, coupled with neoliberalism, frames ethics as low value and necessary only to mitigate risk, protect the brand, and avoid legal action (Dua & Bhanji, 2017). Lumby (2012) contends, "knowledge and understanding are change in themselves. Greater understanding of culture may be the most sustainable tool to enable leaders to make persistent adjustments more authentically to relate to the cultures in their organization" (p. 587). In completing the critical organizational analysis and proposing a number of solutions several ethical considerations require attention.

The governance model is entrenched in legislation and an AC Constitution where adherence to the rules is paramount to addressing the need for the meaningful participation of Indigenous People. The proposed OIP requires internal stakeholders to question how the authority of the PSLA and AC Constitution contribute to a culture of compliance and marginalization of Indigenous Peoples. Austin and Jones (2016) suggest that widespread isomorphism in the sector contributes to a culture of compliance and marginalization of underrepresented groups as "universities are influenced by prevailing societal beliefs and values and are guided by governmental regulations [resulting in] homogenous structures and process" (p. 6). This authority acts as a restraining force creating an ethical dilemma for stakeholders participating in organizational improvement. Stakeholders may not be willing to consider

changes outside of the legislated requirements of the PSLA and AC Constitution or those that contradict the prevailing beliefs, values, and regulation of the post-secondary sector. However, this level of change is necessary to decolonize academic governance (Pidgeon, 2016).

Engaging Indigenous Peoples in the change process presents several ethical considerations as institutional structures, curricula, and policies are derived from a history of social exclusion. Inclusion of Indigenous Peoples has often been superficial and token, often taking the form of consultation sessions used to expedite decision-making (Absolon, 2016; Pidgeon, 2016).

Challenges of the Change Process

The first challenge of the change process is finding space and time for incorporating the Indigenous worldview of education within the entrenched academic governance process where efficiency is paramount. The second challenge is the notion that Indigenous Peoples are merely equal stakeholders rather than those with indelible rights to decolonize the institution. The term stakeholder is a colonial construct most frequently used to facilitate Indigenous Peoples' acquiescence, particularly with the extraction of natural resources from traditional lands.

The third challenge will be leading internal stakeholders through a transformative change requiring a deep cultural shift in their view of academic governance and who has the authority to decide. Cohen (1999) suggests that organizations supporting and implementing transformational change are the most successful. This shift will require faculty to critically reflect upon their role in academic governance and how it perpetuates inequity and further colonization of education. Absolon (2016) suggests that obstacles to change may come in the form of internal stakeholder ignorance, colonial amnesia, power, and privilege. I recognize these are obstacles for me and will require critical examination. As noted previously, the limitation of Kotter's Eight Step change

model (Kotter, 2012) is the prescriptive and linear approach and the absence of a step to foster relationships between stakeholders by learning and sharing knowledge. As a result, a learning plan will be incorporated, recognizing that it will extend the time to complete the OIP.

Responsibilities and Commitment to Stakeholders

Ehrich et al. (2015) define ethical leaders as those who value human relationships by demonstrating care for others, social justice, including diversity and inclusion, and a desire to promote and protect those most marginalized in society. Northouse (2019) identifies five principles underpinning ethical leadership: respect for others, serving others, concern for what is just, acting honestly, and a desire to build community. Applying these principles to the change initiative raises several ethical considerations as I strive to implement the improvement plan. In identifying senior executives as operating from a LMX leadership position and presenting them as an obstacle to change, I may lose respect and support for the change initiative (Graen & Uhl-Bien, 1995; Wayne, 2013). Senior executives may not respect my position whereby faculty possess the power and authority to transform the organization, and Indigenous Peoples have a right to participate. At River's Edge, senior executives view second-order transformative change as exclusive to their domain of responsibility.

Ethical leaders are able to reflect on their positionality and recognize the need to protect the rights of others, allowing all voices to be heard and acknowledged, value fair and equitable treatment of people through democratic practices, and are willing to raise awareness about the impact of power structures in social relationships (Caldwell et al., 2012; Ehrich et al., 2012; Manning, 2018). As a change agent, I must share leadership as my passion and credibility can become a liability if I am the only one who believes this change is necessary, as others may view my leadership as self-serving (Kezar, 2018c). In considering this, when working with others, I

am not satisfied with implicit forms of activism. I must be willing to challenge myself to be explicit about the need to act regardless of the risk to my professional reputation (Ryan, 2016). Issues of equity, ethics, and social justice can be polarizing for stakeholders. Therefore, ethical leadership requires me to view dissent as a positive form of activism. The improvement plan is situated within a white privileged organization where oppression occurs through the silencing of dissenting voices. As Freire (2000) suggested, “In order to dominate, the dominator has no choice but to deny true praxis to the people, deny them the right to say their own word and think their own thoughts” (p. 126).

Northouse (2019) suggests that leaders make decisions about their moral conduct through three types of actions. These actions include serving self-interests, serving to do the greatest good for the greatest number, and serving to promote the best interests of others. In my desire to serve others and do what is just, stakeholders may view my actions as self-serving or as a pseudotransformational leader. A pseudo-transformational leader is considered to be “self-consumed, exploitive, and power oriented, with warped moral values” (Northouse, 2019, p. 165). Although transformational leadership differs from transformative leadership, I must reflect upon how my actions will be perceived and link my passion for social change to goals that are compatible with stakeholders.

To demonstrate ethical leadership, I must build relationships, assess the political environment, and consider how social issues will influence the successful implementation of the OIP. I need to pay attention to how we frame the change for others as norms, values, and beliefs are one of the most difficult obstacles to overcome when managing and implementing change. Therefore, we must address this important question: How do we provide stakeholders with an opportunity to challenge their assumptions, values, and beliefs about academic governance and

the necessity to share their power to advance reconciliation through education? The proposed solutions aimed at building awareness and understanding will facilitate the crucial conversations needed to answer this question.

Connecting Leadership to the Change Process

With a distributed and transformative leadership approach I am compelled to engage in a process of identifying and critiquing the disparities and contradictions inherent in academic governance. Transformative leadership is necessary to affect the educational and social change needed to move the improvement plan forward (Bass & Bass, 2008; Shields, 2010). Shields (2010) contends transformative leadership practice has distinct elements, including the desire to effect both deep and equitable change; deconstruction and reconstruction of knowledge frameworks that perpetuate inequity; acknowledging personal privilege and power; and a focus on liberation, democracy, equity, and justice.

As a transformative leader I must acknowledge how my privilege perpetuates further marginalization and colonization of Indigenous peoples. Transformative leadership requires knowing what is right and doing what is right. As the change model selected is limited in terms of developing an understanding of and fostering relationships with Indigenous Peoples, I must include a learning plan as education and knowledge are forces for social change. Distributing leadership to faculty is an essential element of the OIP. The development of the learning plan must be done by faculty as they are subject matter experts in curriculum design, andragogy, and disciplines related to social change.

Through a social constructivist perspective, the process of learning will likely result in conflict as stakeholders begin to question personal beliefs and values in relation to their own culture and Indigenous culture (Amstutz, 1999). Although I view myself as an adult educator due

to my experience and education, I know my limitations to facilitate the change required as raising issues of equity, ethics, and social justice are polarizing and have the potential to immobilize the OIP.

Chapter 2: Conclusion

The aim of chapter 2 was to detail my approach to planning and developing the improvement plan. I revisited my preferred leadership approaches to inform the selection of a change framework, fit with possible solutions, and the ability to address issues of equity and social justice. In determining how to change, I considered the Change Leadership Roadmap model (Ackerman-Anderson & Anderson, 2010), Kotter's Eight Step change model (Kotter, 2012) and the Strategic Communication model (Lewis, 2019) to determine which change framework is best suited to my leadership approach and PoP.

In determining what needs to change, I critically examined how my leadership approaches and preferred framework would support effective change management through people, process, and practice. To address the PoP, I identified four possible solutions and selected the solution that I believe will have the most significant impact to reconcile with Indigenous peoples through education. Finally, I considered the ethical implications of leading stakeholders through a transformative change process.

Chapter 3: Implementation, Evaluation, and Communication

This chapter provides the approach I will take to implement, evaluate, and communicate the OIP. The following sections will outline the implementation strategy, monitoring and evaluation methodology, and communication plan for the planned and proactive change discussed in Chapter 2. Weiner (2003) suggests transformative leaders exercise their power and authority from a place of questioning “justice, democracy, and the dialectic between individual accountability and social responsibility” (p. 89). In doing so, I assert academic governance is a form of dominance over Indigenous Peoples as it retains power with a privileged few. My assertion will create discomfort, conflict, and resistance as stakeholders begin to question their norms, values, and beliefs about academic governance.

Change Implementation Plan

Napier et al. (2017) suggest, “Change involves moving the people, processes, and culture that are the core of the overall organisation in new directions, perhaps in directions no one foresaw or in directions that would be difficult or impossible to implement” (p. 141). In Chapter 2, my organizational analysis viewed change through people, process, and practice. As a result, I assessed stakeholder values (people), applied Lewin’s (1951) force field analysis (processes), and identified three gaps (practice) informing four possible solutions to address low faculty engagement and participation in academic governance. In ranking each solution, I identified the best strategy as including two complementary solutions and selected Kotter’s Eight Step change model to guide the implementation of the OIP. As a result, two key phases of the implementation plan were developed to incorporate Solution #2 and Solution #4. These solutions will provide stakeholders with a comprehensive orientation to academic governance within the first six

months, creating a short-term win and prepare stakeholders to engage in Solution #4 by establishing the Indigenous Education Standing Committee (IESC).

Envisioned Outcomes

The first chapter suggested that a long history of exclusion, racism, and marginalization of underrepresented groups persists in public institutions such as River's Edge. To improve this situation, River's Edge must deconstruct and reconstruct the governance structure, policies, and practices that perpetuate inequity in society. For River's Edge, it is not enough to simply recognize and give voice to Indigenous Peoples, but it must share its power and authority in governing academic matters.

The PoP identified low engagement and participation of faculty in shared academic governance, suggesting this may be a symptom of deeper issues, including the structure and ideological differences between faculty and administrators. The implementation plan will re-engage faculty to exercise their fiduciary duty to govern, lead the change to reconstruct academic governance, and drive reconciliation through education.

The envisioned outcomes, as a result of the OIP, would demonstrate:

- Action on the IEP, STP, and IEPCI through the inclusion of Indigenous Peoples in the academic governance structure responsible for curricula and policy.
- Evidence of the BOG and AC achieving the fourth BOG goal of a commitment to Indigenous Peoples through recognition of Treaties, advancement of the Truth and Reconciliation Commission of Canada: Calls to Action, and responsibility to the UNDRIP (River's Edge BOG Policies, 2022).
- Improved engagement and participation of faculty in academic governance.

- Efficiency in the curriculum approval process and academic calendar production through the use of a curriculum management system.
- Sharing power and authority with Indigenous Peoples through a revised academic governance organizational structure.

Goal-Setting

Locke and Latham (2006) contend goal-setting is an effective mechanism to direct attention, effort, and action toward improved performance to achieve the envisioned outcomes. Latham (2011) suggests that goal-setting is to take an intangible vision and reframe it into tangible actions or objectives. Objectives are most effective when developed collectively, assigned, or are self-identified by stakeholders. However, objectives can become ineffective if they lack specificity, increase stakeholder workload, and are under-resourced (Brown et al., 2005; Schmidt & Dolis, 2009).

Burns and By (2012) suggest organizational change is most effective when leadership, goals, motivation, and values are shared amongst stakeholders. I identified the values of democracy and reconciliation as values common to all stakeholders. Considering these values, setting goals together will contribute to building strong relationships, assist in developing a shared purpose, and provide a sense of direction (Kezar, 2018c). Kezar and Lester (2011) suggest that creating and setting objectives together promotes stakeholder buy-in and reduces conflict and resistance. To reduce resistance to change, I will align objectives with the authority under which stakeholders such as the BOG, President, AC and AC executive committee may act and the goals they have set through the STP, IEP and commitment to the IEPCI.

Lewis (2019) contends that current change frameworks fail to address the impact stakeholder resistance can have on the change effort. Lewis (2019) suggests that stakeholder

reactions to change are framed by emotions, misunderstanding communications, experiences with prior change efforts, and cognitive processing of what the change will mean for them. As a result, stakeholders tend to promote self-interests rather than shared interests. Therefore, I must provide opportunities for stakeholders to engage in collective sense-making through learning which assists in forming a powerful coalition. The aim of Solution #2 is to reduce stakeholders resistance and gain buy-in for Solution #4, where collective goal and objective setting will give stakeholders, the agency required to complete the structural change to academic governance.

Goal-setting was first introduced by Drucker (1954) through the concept of management by objectives (MBO), as he believed organizational performance improves when employees and managers collaborate on setting challenging yet achievable goals. Doran (1981) devised a framework for writing effective goals to manage organizational change by educating employees on what to change, how to change, and when to change. Doran distinguishes goals from objectives, where goals typically express the desires of senior executives, and objectives quantify these desires for employees to execute. The process of setting goals provides stakeholders with a means to connect their objectives with senior executive goals as set in strategic plans. Therefore, to execute goals, Doran suggests that objectives must be specific, measurable, achievable, realistic, and time-dependent (SMART). Using the SMART framework assists change leaders and stakeholders to understand what needs improvement, how progress will be measured, who is responsible and when, and ensures it is done within existing resource limitations.

I have proposed using the SMART framework for this implementation plan to connect BOG, and senior executive goals to the objectives stakeholders will achieve. The SMART framework aligns with a transformative approach to leadership and Kotter's Eight Step change model. Collectively setting objectives will inspire stakeholder motivation, improve

communication, and stimulate the intellect to address the inequity and disparities inherent in academic governance. As a transformative leader whose practice is rooted in equity, democracy, and social justice, I will be able to leverage stakeholders' values of democracy and reconciliation to advance the implementation plan of the OIP. (Grin et al., 2018; Latham & Yukl, 1975; Shields, 2010).

As my approach to leadership is both distributed and transformative, my challenges will include the desire of all stakeholders to conform to the existing academic governance structure. Administrators, as one stakeholder, will prefer to advance the neoliberal ideology to reduce regulation rather than improve the quality of curricula or distribute power to the IESC. Solution #4 will increase regulation and impact revenue as the IESC adds a step in the governance process, delaying the final recommendation for approval by AC to the President. Eight priorities have been identified to frame the strategy within Kotter's Eight Step change model (Kotter, 2012). Table 7 demonstrates how the priorities are congruent with the selected change model as priorities 1, 2, and 3 will create the climate for change, priority 4 begins the process of communicating the vision to stakeholders, priorities 5 and 6 enable the change to occur, and priorities 7 and 8 contribute to implementing and sustaining the change.

Table 7 –

Application of Kotter's Eight Step Change Model

Kotter's Eight Step Change Model	Priorities
Create a sense of urgency	Framing the strategy for AC executive committee through the organization's strategic plans, commitment to reconcile with Indigenous Peoples, and the enabling structure of the AC Constitution.

Build a guiding coalition	Gaining buy-in and approval from the AC executive committee to present the strategy to the VPA, President, and BOG.
Create a compelling vision and strategy	Collaborating with the AC executive committee, VPA, and President to create the compelling vision and strategy.
Communicate the vision	Assessing stakeholder needs through an engagement session.
Remove obstacles	Securing resources to support the engagement session, revision of the AC orientation, establishing the AC ad hoc committee, and future IESC.
Plan short-term wins	Delivering a revised orientation to academic governance.
Build momentum	Establishing the ad hoc committee of AC.
Anchor the change	Revising the AC Constitution to incorporate the new bylaw for an IESC.

Organizational Strategy

As part of the strategy to implement the OIP, I will use my position and agency as Registrar to influence faculty, students, and administrators, given my responsibility for managing the operations of the AC and its standing committees. As a result of my role, I am able to distribute leadership to the AC executive committee to consider the proposed solutions and begin the process of improving academic governance. The first priority requires framing the need for change within the context of the strategic plans and commitments made by senior executives of the institution. Knowing senior executives also value reconciliation with Indigenous Peoples, we will present the change as one to position the institution to actualize its mandate, mission, and strategic plans. As the change agent, I will first create and deliver a presentation for the AC

executive committee and VPA. The presentation can be used by the AC executive committee and VPA to inform the President and BOG.

The second priority will prepare the AC executive committee to engage with senior executives and the BOG to gain buy-in for the planned and proactive organizational change. The AC executive committee and VPA will prepare a briefing note framed by the goals of the BOG, STP, IEP, and IEPCI to communicate the need for change to the President and BOG. This approach will create a sense of urgency to fulfil these goals and garner support to build the guiding coalition. The third priority is to deliver a stakeholder engagement session to AC members. This session will facilitate communication of the vision, leverage faculty and student values of democracy and reconciliation, and garner faculty interest as the drivers of educational change and reform (Sanaghan & Napier, 2002). The fourth priority is to gain support from Academic Council members to establish an ad hoc committee responsible for developing the terms of reference to establish the new IESC.

The fifth priority will address the process of change by including faculty from the Centre for Teaching and Learning (CTL) as they are at the forefront of Indigenizing the curriculum. I will draw upon their expertise, including the Indigenous scholar in residence, to design the curriculum for the AC orientation. As CTL faculty are not assigned an instructional workload, no additional resources are required, such as course release. The sixth priority will demonstrate to stakeholders the institution's commitment to making the change happen by adequately resourcing the engagement session, developing the AC orientation, and supporting ad hoc committee work and future work of the IESC.

Resources such as course release(s) will be necessary to improve faculty engagement and participation. Support, in the form of a course release, will be required as assuming the role of

Chair for an ad hoc committee requires dedicated time for planning, organizing, and coordinating the work. In addition, both short-term and long-term financial resources are required to support Indigenous leaders participating in the ad hoc committee and future IESC. Should the IESC Chair be an external Indigenous leader, regular compensation will be required rather than token gifts of appreciation.

An additional staff position estimated at 0.5 FTE for an Academic Records Coordinator will be required to provide administrative support to the ad hoc committee and future IESC. A curriculum management system (CMS) would aid in the curriculum review and approval process, replacing the current paper-based system that lacks version control and requires manual production of the academic calendar. A business case for the purchase of a CMS will be prepared as part of the implementation plan. The final priority is to anchor the change through academic governance practice and structure, relying on the AC Constitution as the mechanism for an ad hoc committee to establish the IESC.

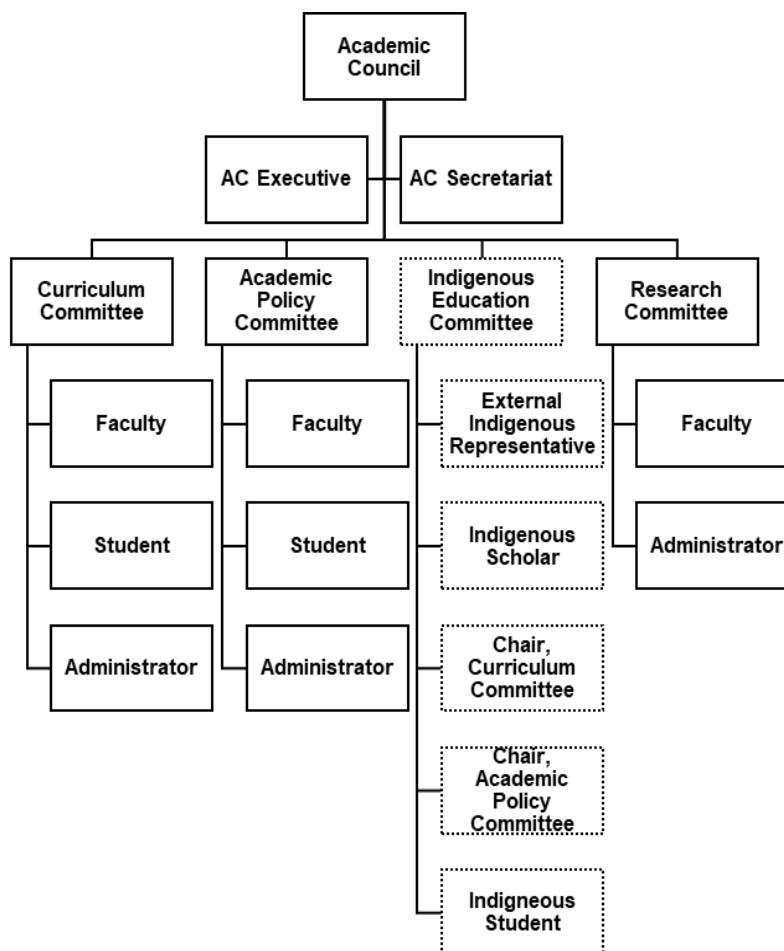
Academic Governance Structure

A revised academic governance structure is required to incorporate the IESC. Through Articles 3.2, 3.6, and 7.4, the AC Constitution requires AC to regularly review its effectiveness, establish ad hoc committees with a specific mandate, and make recommendations to the BOG in matters affecting academic governance. Changes to the academic governance structure require advance notice to AC members under Article 8.1 of the AC Constitution (River's Edge Academic Council Constitution and Bylaws, 2016). Upon notice, the change comes into effect after ratification by the Faculty Association, Students' Association, Deans' Council and final approval by the BOG.

Upon implementing the plan and ratification of the AC Constitution, the revised academic governance structure will include a bylaw for the IESC. The ad hoc committee will propose the power and duties of the IESC through a bylaw requiring approval by AC. The revised organizational chart, depicted in Figure 4, suggests the IESC will have initial responsibility for oversight of indigenizing curricula and policy. However, it may also assume this oversight for research and scholarly activity or other academic matters in the future.

Figure 4 –

Proposed Academic Governance Structure

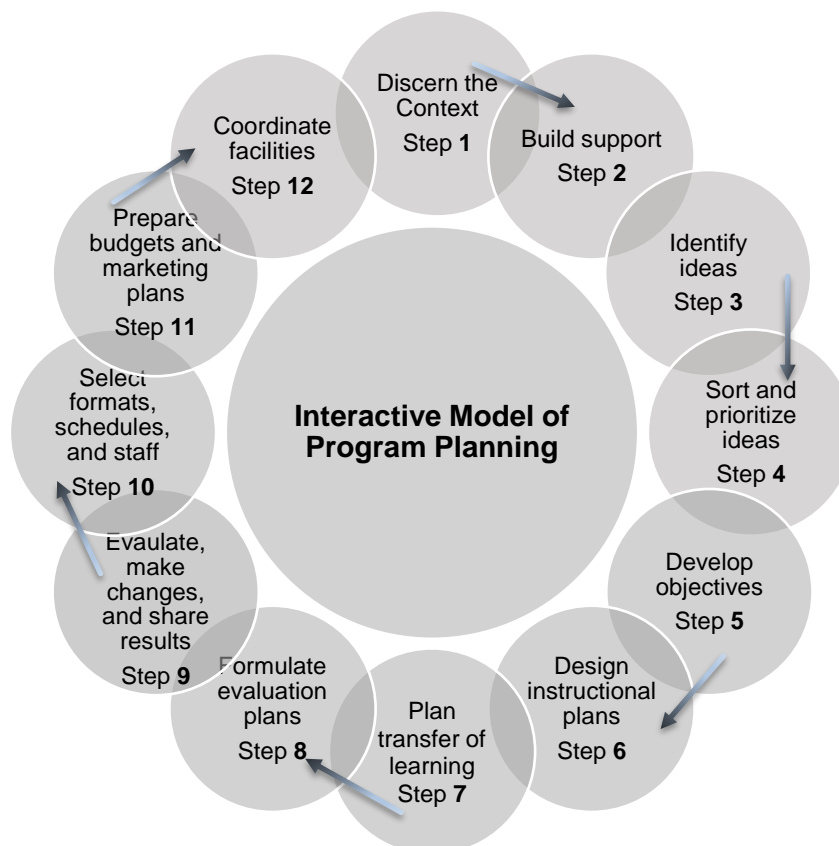


Transition Plan

Marks (2007) contends organizational change often fails as a result of not facilitating a formal adaptation process for stakeholders to transition to the envisioned future state. Adaptation requires stakeholders to engage their intellect to make sense of the change. To help stakeholders adapt, I will use Caffarella's (2002) interactive model of program planning (IMPP) to facilitate the process of sense-making for stakeholders. Developing and delivering a revised curriculum for orientation to academic governance serves to adapt stakeholders to the envisioned future state. The revised curriculum will also prepare them for the change in academic governance structure as proposed in Solution #4. The IMPP provides a description of the steps to take in planning an educational program.

Figure 5 –

Interactive Model of Program Planning



Note: Adapted from Caffarella, R. (2002). Planning programs for adult learners: A practical guide for educators, trainers, and staff developers.

Testing the orientation as a pilot and utilizing a formative assessment tool will measure stakeholder reactions to the change and inform future adjustment of the instructional and transfer of learning plans. Conducting a formative assessment or evaluation is a form of continuous improvement (Shakman & Breslow, 2017). The formative assessment will be in the form of facilitator observations and group activities. The subsequent delivery of the pilot is a critical component of applying Kotter's Eight step change model as it creates a short-term win, builds momentum, and facilitates the transition to Solution #4.

In managing the transition for Solution #4, an engagement session with AC members will be offered and include an evaluation to measure their reactions to the proposed change. AC membership buy-in is crucial as they have the power and authority to decide whether or not Solution #4 proceeds. As part of the engagement session, break-out groups and an individual evaluation form will collect feedback from participants. The AC executive committee will facilitate the break-out group activity allowing full participation by AC members. The engagement session will identify why change is necessary, how the change can occur within the existing academic governance structure, and the required human, financial, and technological resources necessary.

As the Registrar, I submit budget requests for personnel, operational, and technological resources. However, approval of all budget requests rests with the budget committee and senior executives. Lack of funding to support these resources can delay implementation and consequently confirm the senior executive perspective that academic governance is resource-intensive and inflexible in response to the marketplace. As such, the perspective of senior

executives must be influenced by evidence collected from monitoring and evaluating the change process.

Change Process Monitoring and Evaluation

As noted in Chapter one, Jarvis (2006) suggests “learning is about conscious experience” (p. 4). Therefore, organizations do not learn; only the members of the organization learn. As a result, continuous learning is an effective tool for organizational improvement as it motivates changes to structures, policies, and culture. It engages stakeholders to think critically about why a problem exists and find new ways to creatively solve the problem to achieve the desired result (Darkenwald & Merriam, 1982; Jarvis, 2006; Senge, 1990).

Langley et al. (2009) identified four fundamental principles of organizational improvement:

- Knowing why improvement is necessary.
- Gathering feedback to determine if improvement occurred.
- Selecting a change that is possible and will result in improvement.
- Testing a solution before full implementation.

Monitoring progress and evaluating impact is fundamental in determining if improvement of a process, system, or organization occurred. Monitoring and evaluation (M&E) are distinct yet complementary processes (Markiewicz & Patrick, 2016). For the OIP, M&E will measure results, inform decision-making, create accountability, and guide learning for organizational improvement. To be effective, M&E requires a planned, continuous, and systematic approach to collecting, analyzing, and reporting the outcomes of a planned change (Guijt et al., 1998; Holland & Ruedin, 2012; Markiewicz & Patrick, 2016). Collecting and reporting results provides monitoring information, whereas evaluation provides evidence to explain why expected

outcomes were or were not achieved (Zall Kusek & Rist, 2004). For the OIP, a post-implementation review, or summative evaluation, will be completed. My experience completing a post-implementation review after introducing a new timetabling system proved to be informative, resulting in positive changes, and invaluable as I created trust with stakeholders. M&E is also a tool to empower stakeholders when conducted within a frame of participatory action research (Holland & Ruedin, 2012). Participatory M&E includes stakeholders from initial planning to implementation, monitoring, and evaluating (Estrella, 2000).

The application of M&E is widespread across the higher education sector, with stakeholder engagement as a standard practice. However, stakeholders most often participate in monitoring but rarely in the evaluation process. Monitoring is often used at the macro-level of higher education. For example, the government aims to regain citizens' confidence by demonstrating the return on investment from expending tax dollars to support public services (Osborne & Gabler, 1993). Monitoring key performance indicators for higher education institutions tracks progress towards achieving institutional mandates. Monitoring often requires mandatory participation of institutions in provincial or federal student outcomes surveys or research projects to monitor the performance of the entire higher education sector.

At the micro-level, monitoring measures the effectiveness of teaching, learning, programs, and services. Examples of monitoring include:

1. Faculty evaluations monitor student satisfaction and inform improvement in teaching;
2. Program reviews measure performance expectations of external program advisory committees, ministry quality assurance, and accreditation agencies;
3. Service reviews are monitored by applying improvement frameworks such as Lean Six Sigma; and

4. Academic governance is monitored by annual reports from the standing committees
Reports include the number of courses, programs, and policies recommended for approval.

Aside from faculty and staff performance reviews, the process of evaluation from monitoring activities does not occur. Using an established M&E framework can promote the inclusion of stakeholders and adds an element of legitimacy to planned change as it reduces stakeholder skepticism about change for the sake of change (Vermeulen et al., 2010).

Markiewicz and Patrick (2016) recommend that change agents prepare a framework to monitor and evaluate the effectiveness of a program or change initiative. They suggest that effective monitoring and evaluation include determining what to measure, the data to be collected and analyzed, and the evaluation questions and criteria proposed to realize value from lessons learned during the change (Markiewicz & Patrick, 2016). For example, monitoring the orientation to academic governance will include measuring current and previous attendance, results from the formative assessment, financial expenditures, and allocation of human resources.

Participatory M&E considers who to involve in measuring change and identifying who benefits from learning about the change (Estrella, 2000). Estrella (2000) suggests that standard M&E frameworks are used to produce objective, value-free, and quantifiable data and ignore the role of stakeholders in selecting tools and learning from evaluating the results (Estrella, 2000). Including stakeholders in monitoring, evaluating, and reporting results will inform decision-making.

In planning to monitor and evaluate change, I reflected upon the theoretical framework guiding the development of the OIP. The theoretical framework influences my behaviour as a change agent, my approach to monitoring, and the adjustments I will make from evaluating my

findings. My approach to monitoring and evaluating will include qualitative data inclusive of individual surveys, engagement sessions, literature, and encouraging personal reflection and sharing of observations by stakeholders. Collecting qualitative data in this manner supports a participative approach to M&E and transformative leadership whereby stakeholders are included, empowered, and inspired to make changes that affect them. It also facilitates continuous learning and the transfer of learning by stakeholders (Langley et al., 2009; Lavis et al., 2003; Pietrzak & Paliszkievicz, 2015).

Tools for Improvement

Hugh (2012) suggests scientific inquiry requires “imagination, insight, creativity, and sometimes luck” (p. 22). Improvement science is premised on the notion of applying tools to reduce “luck” when engaging in scientific inquiry for continuous improvement in organizations. Improvement tools such as Lean Six Sigma, appreciative inquiry, and the Plan-Do-Study-Act (PDSA) cycle are structured methods of inquiry, range in complexity, and require careful selection to fit within the distinct culture of an organization. (Kang et al., 2020; Kezar, 2011).

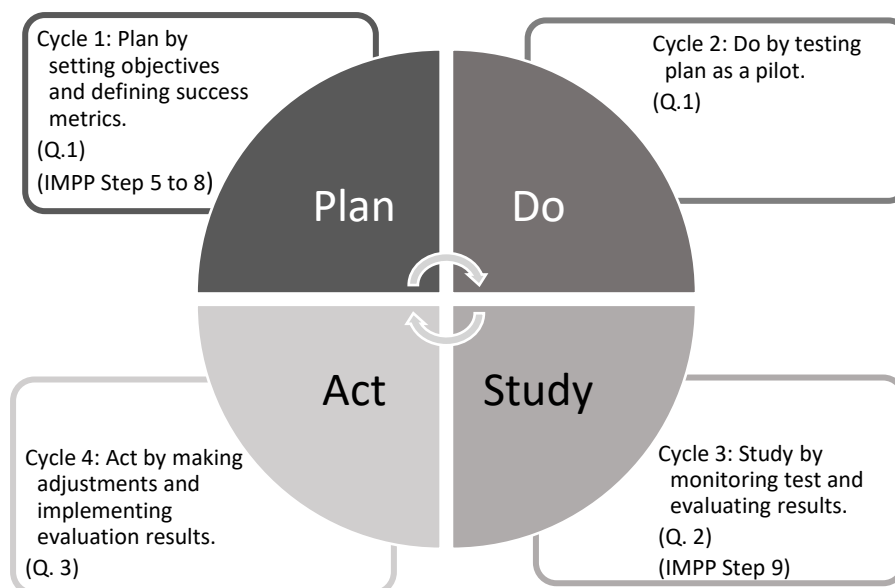
Mikel Harry is credited for developing the Lean Six Sigma model for organizational improvement (Wikipedia, 2022). As a scientific method of inquiry, Lean Six Sigma (LSS) diagnoses what is wrong and prevents future defects, waste, and cycle time due to a manufacturing problem. The aim of LSS is to replace inefficient and ineffective processes to improve customer satisfaction which will improve the financial results of an organization. (American Society for Quality, n.d.; Svensson et.al., 2014). As a change model, LSS is not well suited for the change proposed due to the unique characteristics of shared governance over academic matters, multiple power structures, and ambiguous goals (Kang et al., 2020; Kezar, 2001).

The PDSA cycle originates from Edward Deming, who proposed a four-part systematic and iterative process to measure organizational improvement. The Deming cycle begins with setting objectives to achieve the change (Plan), followed by implementing the plan (Do), measuring the outcomes to determine effectiveness (Study), and identifying problems requiring correction (Act). The PDSA cycle is a continuous improvement approach using testing, adjustment, and refinement of solutions to solve a problem of practice (Feygin et al., 2020; Hugh, 2012). The PDSA cycle is an iterative inquiry process, differing from the traditional scientific method, where inquiry begins with a hypothesis predicting an outcome through experimentation (Shakman & Breslow, 2017).

In my experience, applying the LSS change model at River's Edge was not inclusive of stakeholder participation in monitoring and evaluating results. The model requires adherence to rigid methods to monitor, evaluate, and report results. The model excludes stakeholders from determining what will be monitored, how it will be evaluated, and what to report. As a result, I have selected the PDSA cycle, as depicted in Appendix F, to monitor and evaluate the effectiveness of the improvement plans as it is less complex and more inclusive than LSS. Regardless of the tool selected, improvement begins by asking (1) what needs to be accomplished, (2) how will we know the change is an improvement, and (3) what additional changes can we make to result in the improvement desired (Donnelly & Kirk, 2015; Langley et al., 2009; Sokovic et al., 2010). Figure 6 is a depiction of the PDSA cycle to demonstrate how it can be used to answer these questions (Q).

Figure 6

PDSA Cycle



Note. The PDSA Model for Change. Adapted from Donnelly & Kirk (2015), p. 279.

PDSA Cycle

To demonstrate the application of the PDSA cycle, I will use Solution #2 framed by Caffarella's (2002) interactive model of program planning (IMPP). The first four steps of the IMPP are complete as I have discerned the context, determined support through Article 3.1 of the AC Constitution, identified and prioritized the ideas into Solution #2. The following PDSA cycle presumes the next four steps of developing objectives, designing the instructional plan, planning for the transfer of learning, and formulating evaluation plans are complete as shown in Figure 5.

Plan

The first step in the cycle is to recommend the delivery of a pilot of the orientation curriculum. Planning the pilot will include identifying participants, facilitators, scheduling, and securing resources required for delivery. Facilitators will include the Chairpersons assigned to the existing curriculum and policy standing committees of AC, the VPA, and the AC Chairperson acting as the lead facilitator. The lead facilitator will request the participation of a sub-set of AC members, including at least two faculty, two students, and two administrators in

the pilot. The AC Recording Secretary will schedule pre-delivery, delivery, and post-delivery meetings for facilitators, the VPA, AC executive committee, and participants using personal calendars. The meeting duration of the pilot will be no more than three hours to mirror the duration of regular AC meetings.

Do

The second step in the cycle is the pre-delivery meeting, including the AC executive committee, VPA, and facilitators to review the instructional plan and practice timing and sequencing within the delivery time scheduled. Together, we will deliver the pilot to participants, including AC executive committee members, not facilitating the delivery. A formative assessment (Appendix H) in the form of group activities will be used to monitor participants' reactions to the content of the curriculum, sequencing of topics, timing and mode of delivery. An additional questionnaire (Appendix I) will be used to collect observations made by the VPA, AC executive committee, and facilitators during the curriculum delivery.

Study

The third step in the cycle is to review and evaluate the data collected at the post-delivery meeting. Results will be analyzed by the AC executive committee, facilitators, and a faculty participant. In analyzing the data, questions to ask will include:

1. What worked well for participants and facilitators?
2. What did not work well for participants and facilitators?
3. What themes or issues emerged during the delivery and from the data?
4. What will be done differently to improve the subsequent delivery of the curriculum?

The data will inform changes to the instructional and transfer of learning plans, learning activities, room and technology requirements, and mode of delivery.

Act

The final step of the cycle applies what was learned from the evaluation to make adjustments and improve the orientation. The revised curriculum will be delivered to all AC members at the first meeting of the new academic year for the AC. A year-end formative assessment (Appendix G) will be incorporated into subsequent orientations for continuous improvement of the curriculum and to measure stakeholder learning. Working collectively with Human Resources (HR), the orientation to academic governance will become part of new faculty onboarding setting another anchor for change by preparing new faculty for their future role in academic governance. As noted in Chapter 1, this will address the challenge of faculty failing to engage in the governance process due to inexperience and knowledge. (Trotter & Mitchell, 2018).

Tools and Measures

Two key phases of the implementation plan, as depicted in Appendix A and B, have been developed using SMART objectives and incorporating Kotter's Eight Step change model. Each plan specifies what will be done, by whom, and when. In concert with these plans, M&E plans will be used to specify how the implementation plan will be monitored and evaluated. For example, the monitoring plan includes questions to assess the appropriateness, effectiveness, efficiency, impact and sustainability of the orientation to academic governance. Monitoring activities include faculty learning in the form of formative and summative assessments, as represented in Appendix G and H, human and financial expenditures using budget records and timesheets, trends in attendance using meeting records, and assigning responsibility to AC executive committee members for each monitoring activity. (Markiewicz & Patrick, 2016).

Similarly, the monitoring activities are evaluated by the CTL and AC executive committee using interviews, questionnaires, meeting records, and the HR onboarding evaluation. For example, an increase in the duration of meeting times is a possible indicator of increased engagement through discussion and informed debate on agenda items. For demonstration purposes, the M&E plans for the orientation to academic governance are provided in Appendix C and D.

Plan to Communicate the Need for Change and the Change Process

The following section describes how we will build awareness and communicate the need for change by framing the issues relevant to stakeholders. I also consider how we can mobilize the knowledge from the change process to be undertaken. A significant part of the change process is mobilizing our collective knowledge and integrating it into current and future practice.

Building Awareness of the Need for Change

In building awareness of the need for change, I must frame the implementation plan in terms of what stakeholders value and what questions they may ask as they operate within a culture defined by a functionalist paradigm and bureaucratic structure.

Lewis (2019) suggests constructing discourse frames for stakeholders by using existing stories and creating new stories to help to build awareness. Discourse frames are used to contain and simplify communication about change by facilitating sense-making for stakeholders (Fiss & Zajac, 2006; Lewis, 2019). To facilitate stakeholder sense-making, I referenced stakeholder values assessed in Chapter 2, sections of the PSLA, articles of the AC Constitution, and documents including the BOG Ends, STP, IEP, and IEPCI. Framing the discourse for stakeholders aids in building awareness by answering questions about why improvement is necessary and how it will occur within existing structures. In applying Kotter's Eight Step

change model, communication with stakeholders contributes to a sense of urgency, building support from the guiding coalition, gaining buy-in by communicating the vision and strategy, and removing obstacles by connecting change to organizational strategy and enabling structures.

To build awareness, the guiding coalition and I will plan to communicate with each stakeholder audience independently, considering their power, influence, and interests in the proposed change (Freeman, 2018; Mitchell, Agle & Wood, 1997). The stakeholder audience includes:

- a. AC executive committee, as the guiding coalition, is charged with the responsibility to ensure effective and efficient academic governance.
- b. BOG, with the responsibility to execute the institution's mandate.
- c. President, with delegated authority from the BOG.
- d. VPA, with primary accountability for operationalizing the STP and IEP.
- e. AC membership, with recommending authority to the President on all academic matters.
- f. Deans' Council, with the responsibility to develop policies, procedures, and plans which govern instructional programs and academic life and ratification of changes to the AC Constitution.
- g. Faculty Association, with the responsibility to elect representatives to AC, its standing committees, and ratify changes to the AC Constitution.
- h. Students' Association, with the responsibility to elect representatives to AC, appoint representatives to AC standing committees, and ratify changes to the AC Constitution.
- i. Education and Information Technology (EIT) committee, with authority to approve and support the implementation of a curriculum management system.
- j. Human Resources (HR), with the responsibility to onboard new faculty.

AC Executive Committee. Building awareness with the AC executive committee is the first step to changing the course of academic governance. First, I will submit an agenda item to the AC executive committee to present the two key phases of the implementation plan to revise the orientation to academic governance and create an IESC. The presentation begins the first step in implementing Kotter's Eight Step change model by communicating the urgency for change and building the guiding coalition with the AC executive committee.

The presentation will frame the need for change within the context of our duties as assigned in the AC Constitution. For example, Article 6.3.1 of the AC Constitution authorizes the AC executive committee to receive, review, and approve items for inclusion on the AC agenda. It is a possibility that the AC executive committee may not support the change or approve the item for inclusion on the AC agenda. However, if items brought to our attention are not considered by the AC executive committee, they must be included in the executive committee minutes which are part of the AC agenda. In reviewing and approving the agenda, AC members have the opportunity to move the executive committee minutes to the discussion agenda.

Second, we will frame the revision of the orientation to academic governance within the context of bylaw 3, Orientation to Academic Council, where "The incumbent Executive Committee annually prepares and conducts a full and comprehensive orientation for the members of the incoming Council" (River's Edge Academic Council Constitution and Bylaws, 2016, p. 18). Currently, the orientation includes at least a review of the institution's mission statement, the AC Constitution, year-end reports from AC and its standing committees, and any unfinished business from the previous year. The AC executive committee may ask why a revised orientation to academic governance is required, given that the minimum requirements are being met. The

response will suggest that the existing design and delivery method of orientation does not adequately engage AC members. In conjunction with the first regular meeting of the Council, the current delivery of orientation limits orientation to monitoring rather than a learning opportunity. To undertake the structural change to academic governance, AC members must learn more about their fiduciary duty to govern in the best interests of those not represented and the authority granted to them through the PSLA and AC Constitution.

Third, we will frame the need to create an IESC within the context of Article 7.4. The article permits the Council to establish ad hoc committees. Article 6.3.8 allows the AC executive committee to call special meetings of the Council as required for the proposed engagement session (River's Edge AC Constitution and Bylaws, 2016, pp. 13-14). Referencing the articles assures the AC executive committee that the engagement session as an agenda item is within their scope of authority.

The AC executive committee may ask how a revised orientation to academic governance and an engagement session can be incorporated into a typically full business year for the AC. I will share the requirement of AC to meet at least six (6) times per year over a ten (10) month period. In the previous five years, AC meetings scheduled ranged from a low of seven (7) to a high of nine (9) annually, demonstrating that an additional meeting dedicated to orientation is possible.

Board of Governors. As the guiding coalition, the AC executive committee will build awareness for the BOG by framing the need for change through the institution's mandate and BOG Ends. The mandate includes the requirement of the BOG to increase Indigenous student participation and make a social impact by partnering with Indigenous Nations (River's Edge Mandate, pp. 1-3). The fourth BOG goal, or End statement, is a commitment to reconciliation with Indigenous Peoples. Individual BOG members must execute their responsibilities as described in the Board job description, including demonstrating results for all five goals of the BOG. Section 47(1) and (2) of the PSLA require the BOG to consider recommendations made by the AC through the President. The BOG may ask how this change will impact stakeholders. The questions anticipated from other stakeholders will be compiled and used to inform the BOG.

President. The AC executive committee will build awareness by framing the President's responsibilities and authority. The President is responsible for executing the five BOG goals, including the fourth goal of a commitment to Indigenous Peoples by recognizing Treaties, advancing the TRC calls to action, and responsibility to UNDRIP. The President has delegated authority to approve recommendations from AC on academic matters as specified in Article 3.0 of the AC Constitution (River's Edge Academic Council Constitution and Bylaws, 2016, p. 3). The President is responsible for forwarding, in writing, recommendations or reports from the AC to the BOG for their consideration. The President may ask, what is the purpose of the IESC, how will it increase Indigenous student enrolment, will this improve relationships with the Indigenous communities in the region, and what are the long term budget implications?

Responding to these questions would include the need to provide oversight of the Indigenization of curriculum and policies as current standing committees cannot represent

Indigenous Peoples' interests. A terms-of-reference drafted by the ad hoc committee for approval by AC will further define the purpose.

Indigenous student recruitment will improve if they are represented in the structures, services, and programs offered. Indigenous leaders will be included in the standing committee demonstrating the institution's commitment to reconciliation through education through a process of inclusion.

A budget is required to sustain the ongoing operation of the new standing committee. One faculty course release is necessary to coordinate the business of the standing committee members and collaborate with the curriculum and policy committees. Stipends, or other forms of remuneration, are required for external standing committee members. One-time capital investment in a curriculum management system is necessary to create efficiency in the review and approval workflow for committees of AC. The one-time capital investment is estimated at \$200,000 and ongoing costs are estimated at \$30,000 for course release, stipends, and the annual license fee for the curriculum management system.

Vice President Academic. The Vice President Academic (VPA) is designated as the chief academic officer for the institution and has delegated authority from the President to oversee academic matters, including the Indigenization of curriculum and policy. The VPA sets the direction for the Deans' Council and AC to achieve the goals of the STP and IEP and the commitment to the IEPCI. The AC executive committee will present the implementation plan to the VPA framed within these responsibilities and authority to approve the operating budget to build awareness. Article 6.3.9 of the AC Constitution requires the AC executive committee to recommend the operating budget to the VPA as part of the annual budget process (River's Edge Academic Council Constitution and Bylaws, 2016, p. 13). The additional human and financial resources budget will be submitted and managed by the Registrar, who has signing authority for the AC budget.

The VPA may ask if the implementation can happen sooner than planned, what impact will the addition of a new standing committee have on the timelines for approving curricula and policies changes, and given the scope of the change do faculty, staff, and administrators have the capacity to engage in this work. The implementation plan is structured around the academic year for AC starting in October and ending the following September with a break of two months in July and August. The change is inclusive of all stakeholders requiring collaboration across schools and departments. Consultation with Indigenous leaders and communities, following their protocols, must be planned but also respect their time, availability, and interests. Typically, a planned and proactive change takes 18 to 24 months to complete. Implementing a curriculum management system will result in a timely review and approval process, increasing institutional capacity through the use of advanced technology.

Academic Council Membership. To build awareness with AC members, we will appeal to their values to do what is right for Indigenous Peoples to advance reconciliation through education. The current governance model perpetuates colonialism by retaining power and dominance over education in particular curricula and policies. Decolonization begins with change to existing structures, even those purported to be democratic and collegial. The IEP prioritizes the Indigenization of the institution through the education of faculty, improving curricula, policies, and practices, and adding the Indigenous voice to academic governance. Questions from AC members may include how is this possible, what would this change look like in practice, and how does it advance reconciliation? The AC Constitution Article 7.3 permits structural changes to academic governance (River's Edge Academic Council Constitution and Bylaws, 2016, p. 14). In practice, a new organizational structure for academic governance will include a standing committee providing oversight over the Indigenization of curriculum and policies, among other responsibilities to be determined. AC can advance reconciliation by sharing power and authority with Indigenous People through inclusion in academic governance.

Deans' Council. Deans' Council is comprised of academic Deans, Associate Deans, the VPA, Associate Vice Presidents, Registrar and Associate Registrars. Some members of the Deans' Council are also members of AC. Deans' Council members with this dual role will facilitate communication of the vision. Deans' Council must ratify the AC Constitution due to adding the new bylaw for an IESC. Members with a dual role will assist in removing obstacles, building momentum, and anchoring the change. Questions from the Deans' Council will be similar to those anticipated from AC, the VPA, and President.

Faculty Association. The Faculty Association is responsible for electing faculty members to AC and its standing committees. In creating the IESC, the Faculty Association will appoint the Indigenous Scholar to the standing committee. The Indigenous Scholar is a faculty member with a permanent assignment to the standing committee. The Faculty Association will suggest this is a fundamental change to the democratic election process when filling academic governance vacancies. To respond, the new IESC bylaw will include the appointment, rather than election, of the Indigenous scholar as a Faculty Association member. Ratification of the AC Constitution adding a new bylaw requires agreement from the Faculty Association.

Students' Association. The Students' Association is responsible for electing students to AC and appointing students to standing committees. In creating the IESC, an Indigenous student representative is required to support the proposed structure of the standing committee (Figure 4). Given the small population of Indigenous students, it may be difficult for the Students' Association to solicit interest in the position. A likely question from the Students' Association will be if an Indigenous student is not available for the appointment, what are the alternatives to ensure Indigenous student representation? A solution may be to appoint a former Indigenous student to act on behalf of the Students' Association. The Students' Association policy for Academic Council Student Members may be amended as it only addresses current students' election to AC. The policy does not specify how students are assigned to standing committees of AC or require them to be current students. Ratification of the AC Constitution due to adding a new bylaw requires agreement from the Students' Association.

Education and Information Technology Committee. The EIT committee is responsible for prioritizing and approving technology projects aligned with the institution's strategic goals. The communication for EIT will connect the curriculum management software project to the strategies and commitments of the STP, IEP, IEPCI, and the direction of AC should the plan to create an IESC be approved. Adding another standing committee will require a system to support efficient workflows for moving curriculum from the Curriculum standing committee to the IESC and then to AC. EIT will have questions concerning the cost and capacity to undertake another technology project, including ongoing support. A business case will be submitted to EIT demonstrating the value of the investment, the scope of the work, and the responsibility for implementation. Should the project be approved, the Registrar will prepare a complete project management plan in collaboration with stakeholders. Staff within the Office of the Registrar have extensive experience successfully managing and implementing technology projects.

Human Resources. Human Resources (HR) is responsible for onboarding all new employees, including faculty. Current onboarding aims to connect new employees with the internal community, review the institution's vision, mission, and values, and learn about services, departments, and resources (River's Edge Hiring Process, n.d.). Our request to add the orientation to academic governance to the onboarding session will be a concern due to competing priorities and resource limitations of HR. HR will ask how the addition of content to onboarding will be supported. Assigning the Chair of Academic Council and Executive Director of BOG operations to facilitate the session and the orientation to academic governance will be modified based on the time allocated. Orienting new faculty to academic governance has the potential to reduce reliance on Deans and Associate Deans as they navigate changes to the curriculum.

We will communicate the path of change, achievement of milestones, and wins, with stakeholders using formal and informal channels. Formal channels for communication will include the discussion agenda of AC and Deans' Council, preparing briefing notes for the President and BOG, delivering presentations, and providing regular updates on the implementation plan through the information agenda of AC and Deans' Council. Informal channels include the faculty email distribution list, attending School Council meetings, and utilizing the employee electronic newsletter as required.

Framing the Issues

In the first chapter, I conducted a PESTE analysis to frame how the problem of practice has come to be, revealing several issues I will encounter as we attempt to change academic governance. First, academic governance, as it exists, entrenches the functionalist paradigm by empowering others to act only according to the norms, values, and rules established for them. Lessnoff (1969) describes governance as a functional social activity providing social order used to maintain the continuity of the existing social structure. Second, academic governance as a social structure operates within a bureaucracy used to maintain order by deciding who is and who isn't included in sharing power and authority. I will use these issues to appeal to stakeholders as a leader with a distributed and transformative approach by conceptualizing change through an interpretivist paradigm and creating opportunities for stakeholders to lead a critical examination of how the existing structure perpetuates inequity and exclusion of Indigenous Peoples.

In Chapter 2, I discussed the need to demonstrate ethical leadership by building relationships, assessing the political environment, and considering how social issues will influence the successful implementation of the OIP. Governance is defined by the relationships

institutions have with their stakeholders, including government, business, community, and internal stakeholders, including students, faculty, and administration. Horisch et al. (2014) suggest stakeholder theory is a frequently used approach in social, environmental, and sustainability management research making it applicable to the PoP when examining the social relationships between stakeholders as they participate in academic governance. Freeman et al. (2018) suggest stakeholder theory has a moral foundation where the management of stakeholders requires “respect for humans and their basic rights, integrity, fairness, honesty, loyalty, freedom to choose, and assumption of responsibility for the consequences of the actions” (p. 3). Therefore, stakeholders must be respected, included, and empowered throughout the change process.

In building awareness with stakeholders, the guiding coalition and I will encounter obstacles such as policies, practices, or actions that attempt to derail the implementation plan. (Kezar, 2018a). We will follow Kotter’s Eight Step change model to direct the change process in preparing for this. Creating urgency and building a guiding coalition begins with building awareness of the need for change with the AC executive committee. As part of the guiding coalition, the AC executive committee will contribute to the strategy needed to communicate the vision to stakeholders. This includes gaining buy-in from AC members and senior executives to remove obstacles by aligning stakeholder values and leveraging existing legislation and the AC Constitution demonstrating change is possible. Revising the orientation to academic governance creates the short-term win necessary to build momentum to create a new standing committee. As a result, the change will be anchored in the new standing committee and sustained through learning about stakeholder's fiduciary duty to govern.

Knowledge Mobilization Plan

Knowledge mobilization starts with my approach as a distributed and transformative leader, where I view education as the means for social and organizational change.

“Transformative leadership, therefore, inextricably links education and educational leadership with the wider social context within which it is embedded” (Shields, 2010, p. 559). Lavis et al.

(2003) suggest that knowledge mobilization requires more than a one-way knowledge transfer.

The hope is that purposeful engagement in learning as part of the implementation plan and strategically communicating with stakeholders will facilitate knowledge transfer from one

context to another (Perkins & Salomon, 1992; Schneider, 2014). Knowledge mobilization is

about moving theory from the abstract into tangible actions. Appendix K depicts how I intend to

mobilize knowledge into action by applying learning from the context of this OIP to a new

organizational context. Knowledge mobilization contributes to the last step of Kotter’s Eight

Step change model by anchoring change throughout the organization. As I have changed

organizations in the previous year, I am able to mobilize my knowledge, distribute leadership to

others, and apply it in my current position as Registrar and Director of Institutional Research

within a similar college setting. I have started to mobilize my knowledge by applying

Confederation College’s Diversity, Equity, and Indigenous Lens (2019) to both academic and

administrative policy development and revision. This is a first step in applying my knowledge

towards decolonizing the governance structures, policies, and practices of the institution. I am

planning to present at the next Western Association of Registrars of the Universities and

Colleges of Canada as I was a recipient of the J. David McLeod Assistantship Fund providing a

small but meaningful financial contribution to my learning.

Chapter 3: Conclusion

To assess how the OIP will be implemented, evaluated, and communicated, I first applied Kotter's Eight Step change model to eight priorities to frame the organizational strategy for stakeholders. Second, a new academic governance structure was introduced to demonstrate how the change is possible. The use of the IMPP provides a structured approach to planning the learning necessary for stakeholders to re-engage in academic governance. Last, a communication plan, based on interests relevant to each stakeholder, provides a detailed approach to addressing stakeholder questions about the need for change.

The path to reconciliation with Indigenous Peoples requires tangible action by higher education institutions. Changing the course of faculty engagement and participation in academic governance is a means by which reconciliation through education can occur. As a governance structure frames all higher education institutions, elements of the OIP may be informative to creating sector-wide change. As noted in Chapter 1, as leaders and educators in higher education, it is incumbent upon us to engage in the critical work of reconciliation through education – If not us, then who?

Next Steps and Future Considerations

My previous experience using Kotter's Eight Step change model resulted in the successful implementation of a first-order change to improve service related to application processing within the Office of the Registrar (Kezar, 2001). Admittedly, I had not prepared comprehensive plans for implementation, communication, or monitoring and evaluating results. However, using Kotter's Eight Step change model was effective in framing the need for change, why it was important, how it benefited enrolment, and would improve staff workload by reducing overtime and redundant practices. Although no formal M&E model was employed,

improvement was evident by reducing application processing time from an average of eight weeks to three days and reducing overtime by 75%.

As noted in Chapter 1, the process of decolonization begins with examining and deconstructing the structures, policies, and procedures that have, and continue to, perpetuate inequity in society. I suggest the next steps include further examination of administrative structures, policies, and practices. My work will continue to be guided by a theoretical framework underpinned by an interpretivist paradigm and transformative approach to leading change.

Step 1

The first step is to conduct a comprehensive review of institutional policies, procedures, and standard practices within the context of Indigenization. The IESC will be responsible for reviewing academic policies for evidence of Indigenization, but not policies related to administration and human resources. Administrative and human resource policies are revised, reviewed, and approved through Service Council in consultation with the Deans' Council. As a member of both Councils, I believe I have the agency to pursue this type of change with both councils.

First, I will propose that Service Council employs Confederation College's Diversity, Equity, and Indigenous Lens (Lens) to complete the review of policies. Confederation College has granted permission to all organizations to use the Lens with a request to share organizational learning and success to advance the effort of decolonization. The Lens provides a framework for addressing gaps by examining policies, programs, and practices (Confederation College, 2019).

In reviewing 179 policies for evidence of equity, diversity, and inclusion (EDI), I found one policy, the Admission to Credit Programs policy (River's Edge, 2021), containing language

related to EDI. Specifically, “Admission requirements, whether academic or non-academic, will be objective, measurable, transparent and non-discriminatory contributing to an equitable, diverse, and inclusive learning environment” (p. 1). The policy attempts to improve access to education for Indigenous Peoples through designating seats in academic programs. In reviewing the same 179 policies, I found only one reference to Indigenous culture. The Smoking and Tobacco Use policy (River’s Edge, 2018) formally recognizes tobacco use as an Indigenous cultural practice. Specifically, the institution “recognizes and accepts that some traditional indigenous events or ceremonies involve the use of smudge sticks or other materials as provided under the Tobacco and Smoking Reductions Act, 2013” (p. 1).

Step 2

The second step is to review registrarial services as it is the first point of contact with Indigenous People seeking education. The review will require a registrarial service improvement plan to review standard practices, including the recruitment, admission, and advising of Indigenous Peoples. For example, the Admission to Credit Programs policy and procedure does not describe how applicants access a designated seat for Indigenous applicants. The standard practice recognizes that Indigenous and Metis applicants may have difficulty providing evidence of their ancestry. Typically, applicants seeking a designated seat must provide proof in the form of a status card or Metis citizenship card. However, other evidence, including a conversation about the applicant’s cultural background and experience, is acceptable proof of ancestry to qualify for a designated seat. Applying the Lens to registrarial services will facilitate a culturally informed and structured approach to improving registrarial services.

The Future

Although the aim of the OIP is to solve the problem of low faculty engagement and participation in academic governance, it revealed that students and administrative stakeholders would also benefit from the implementation. It also revealed the need to improve the administrative governance structures of the Service Council and Deans' Council. Engagement and participation by non-faculty employees are equally important in the effort to advance reconciliation with Indigenous People through decolonizing the entire academy. It also revealed the need to improve registrarial services by reviewing policies and practices from the perspective of Indigenous students.

As I conclude the OIP and contemplate the future, I envision mobilizing my knowledge into various contexts, including administrative governance and registrarial services. My approach to future organizational change will continue to be underpinned by an interpretivist paradigm and transformative leadership. However, leading the change in the administrative governance structure will require a different champion. I recognize that my effort must be directed to registrarial services.

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Appendix A: Implementation Plan – Indigenous Education Standing Committee

SMART Objectives	Responsibility	Stakeholders	Timeframe	Governance Authority (Post Secondary Learning Act Section and Academic Council Constitution Article)	Approval
Prepare presentation to communicate change proposal	Change Leader	AC executive committee	March 30, 2023	Reference: Article 3.6	AC Chairperson
Deliver presentation to AC executive committee	Change Leader	AC executive committee and VPA	April 15, 2023	Reference: Article 5.9.3	AC executive committee
Submit briefing note to President and BOG	AC executive committee Chairperson, VPA	President and BOG		Reference: BOG Ends, STP, IEP, IEPCI Prepare a two page briefing note summarizing the need for change and future amendment to the AC Constitution	
Submit AC information and action agenda items including a policy brief	Change Leader and VPA	AC executive committee and AC membership		Reference: Articles 3.5, 6.3.1 and 3.8 Call for a special meeting of Council on May 1, 2023 Motion to recommend the creation of an Indigenous Education standing committee (IESC)	AC executive committee
Deliver engagement session to Academic Council	Change Leader VPA, AC Chairperson	AC membership, President	May 1, 2023	Reference: Articles 3.5.1, 3.5.2 and 3.5.3 Topics: <ul style="list-style-type: none"> • Why change is necessary. • How the change can occur within the existing academic governance structure. • The human, financial, and technological resources 	AC executive committee

				<p>required including a staff position, faculty course release, and purchase of new software.</p> <p>Tools:</p> <ul style="list-style-type: none"> • Presentation to build a new story • Break-out group activity to reframe the existing story • Opportunity for Q&A • Member evaluation of the proposed change. • Report back to AC membership on findings from evaluation to inform next steps. 	
Submit AC action agenda item Submit Deans' Council discussion agenda item	VPA	AC	May 15, 2023	Motion to recommend the creation of the IESC.	AC executive committee, Deans' Council Coordinator
Deliver presentation and AC recommendation to Dean's Council	AC Chairperson, VPA, and Change Leader	Deans' Council, AC members	May 31, 2023	Reference: Article 3.2 and 3.7	AC Chairperson
Submit BOG action agenda item	VPA and AC Chairperson	President and Director of BOG Operations	August 15, 2023	Reference: Sections 47(1) (c) and Section 47(2) Motion to approve the creation of the IESC from AC by amending the AC Constitution.	Executive Director BOG Operations, President

Present motion to recommend the IESC to BOG	President	BOG, VPA, AC Chairperson	September 1, 2023	Motion to approve the creation of the IESC by amending the AC Constitution.	BOG
Submit AC action agenda item	VPA	AC executive committee, AC membership	October 15, 2023	Reference: Articles 7.4, 7.4.1 and 7.4.2 Motion to approve ad hoc committee.	AC
Plan and schedule ad hoc committee meetings	VPA, Academic Records Coordinator	Academic Records Coordinator	November 15, 2023	Plan agenda for initial ad hoc committee meeting. Schedule tentative meetings.	
Identify Indigenous stakeholders to engage in ad hoc committee	VPA and Manager ISS	BOG, President, AC membership	November 30, 2023	Schedule meetings with Indigenous leaders within the region to present proposal for inclusion of Indigenous stakeholders on the ad hoc committee. Arranges transportation, and manages protocols for Indigenous leaders.	N/A
Assign ad hoc committee members and Chairperson.	VPA	AC	December 30, 2023	Reference: Article 3.4.2 Appoint internal ad hoc committee members inclusive of Faculty, Students, Administrators, Manager Indigenous Student Services (ISS), Chairpersons Academic Policy and Curriculum Committees	N/A
Appoint external ad hoc committee members	VPA	Indigenous community leaders and students	January 30, 2024	Appoint external ad hoc committee members.	N/A
Submit information agenda item	VPA	AC executive committee	February 15, 2024	Communicate ad hoc committee membership to AC	N/A
Prepare business case for the purchase and implementation of a Curriculum Management System (CMS)	Registrar	AC executive committee, AC, Centre for Teaching & Learning, Faculty, Deans, Associate Deans, Operations Managers,	February 15, 2024	Research CMS software. Complete business case template and submit through the annual budget cycle. Upon approval of the business case, prepare a request for proposal.	Budget Committee, Finance Department

		Educational Information Technology Committee		Coordinate a selection committee. Review vendor proposals. Schedule demonstrations with vendors. Rank and select vendor. Finalize the project management plan.	
Submit budget request for an additional 0.5 FTE Academic Records Coordinator and faculty course release	Registrar	AC executive committee VPA	February 15, 2024	Prepare rationale for additional position to support the CMS. Submit request through the annual budget cycle.	VPA
Develop Terms of Reference for ad hoc committee	Ad hoc committee	Indigenous leaders and students, Faculty, Administrators, Manager ISS, Chairpersons Academic Policy and Curriculum Committees		Prepare draft using the Committee Terms of Reference template	AC executive committee, AC
Submit AC action agenda item AC	Ad hoc committee Chairperson and VPA		March 15, 2024	Motion to recommend approval of the ad hoc committee Terms of Reference. Submit motion ten days prior to the scheduled AC meeting	
Draft IESC bylaw	Ad hoc committee		May 15, 2024	Reference: Section 3.1, 3.4.1	
Submit AC discussion agenda item	Ad hoc committee Chairperson		June 1, 2024	Present IESC bylaw to AC	AC executive committee
Revise IESC bylaw based on feedback from AC members	Ad hoc committee Chairperson	Ad hoc committee members	June 30, 2024		Ad hoc committee
Submit AC discussion agenda item Submit AC information agenda item	Ad hoc committee Chairperson	AC membership, Ad hoc committee members		Reference: Article 8.1.2 Review draft IESC bylaw Notice of motion to amend the AC Constitution at the following meeting	N/A
Submit AC action agenda items	Ad hoc committee Chairperson		September 15, 2024	References: Articles 8.1, 8.1.1, 8.1.2 and 8.1.3 Motion to recommend approval of the IESC bylaw	AC

				Motion to recommend amendment of the AC Constitution with support from at least two-thirds of all members present.	
Deliver presentation for ratification of the amended AC Constitution	VPA and AC Chairperson	Ad hoc committee, AC executive committee, AC membership, Deans' Council, Faculty Association, Students' Association.	October 15, 2024	Present to Deans' Council, Faculty Association and Students' Association for ratification.	N/A
Ratify AC Constitution	Academic Council	Faculty Association, Students' Association, Deans' Council	December 1, 2024	References: Articles 8.2, 8.4, and Section 62.	AC, Faculty Association, Students' Association, Deans' Council
Submit BOG action agenda item	President and Executive Director BOG operations	AC	December 15, 2024	Present ratification results. Motion to approve the ratification of the AC Constitution.	BOG
Operationalize IESC	IESC Chair and Academic Secretariat	IESC members	January 1, 2025	Academic Secretariat coordinates academic business schedule for all standing committees and AC. Schedules first meeting of the IESC.	AC executive committee

Appendix B: Implementation Plan – Orientation to Academic Governance

SMART Objectives	Responsibility	Stakeholders	Timeframe	Governance Authority (Academic Council Constitution Article)	Approval
Prepare presentation to discern the context, gain support, identify, sort, and prioritize program ideas for the orientation to Academic Governance	Change Leader and AC executive committee	Academic Council members	February 15, 2023	References: Articles 3.1, 3.2 and 3.3 The orientation includes at least the following: a review of the Mission Statement of the institution; the Constitution of Academic Council; the year-end report of the outgoing Council and its committees; and, an introduction to the unfinished business of the Council which will be before the new Council.	AC executive committee
Conduct a survey to assess learning needs	Change Leader, AC Chairperson	Academic Council members, Faculty Association, Student's Association, Deans' Council	March 15, 2023	Distribute using Microsoft Forms Survey to identify stakeholder demographic (student, faculty or administrator); assess knowledge of PSLA, AC Constitution; institutional strategic plans and commitments to Indigenization; collect feedback on current orientation; and, assess current understanding of key concepts (fiduciary duty, shared academic governance and colonizing structures)	AC executive committee
Review survey results	Change Leader and AC Chairperson	Academic Council members	May 1, 2023	Identify themes and gaps in knowledge and understanding.	AC executive committee

Develop learning outcomes based on survey results to inform design of the instructional plan	Centre for Teaching and Learning (CTL)	AC executive committee	May 30, 2023	New topics based on themes or gaps from the survey including authority of the PSLA as it relates to faculty, students, and administrators; responsibilities of AC and relationship to BOG; power and authority over academic matters of curricula, policy, and research; role of standing committees.	AC executive committee, Academic Policy Chair, Curriculum Chair
Design instructional plan including multiple modes of delivery (synchronous, asynchronous, blended)			June 30, 2023	Schedule AC executive committee meetings with CTL faculty and Indigenous Scholar to design the instructional plan including transfer of learning plan, and evaluation tools.	AC executive committee
Design transfer of learning plan			July 31, 2023	Evaluate facilitator, delivery mode, activities, and content.	AC executive committee
Design formative assessment			September 30, 2023	Schedule pre-delivery, delivery, and post-delivery meetings. Finalize formative assessment tool	
Prepare for test delivery with facilitators	AC executive committee, VPA, Academic Records Coordinator, Academic Policy Chairperson, Curriculum Chairperson, Designated lead facilitator	AC executive committee	October 10, 2023	Deliver pilot to AC stakeholders Distribute formative assessment to stakeholders	
Pilot orientation	AC executive committee, Academic Policy Chairperson, Curriculum Chairperson, Designated lead facilitator	Academic Council members	October 15, 2023	Review results from facilitator observations and formative assessment	AC executive committee, Designated lead facilitator,
Monitor and evaluate learning	AC executive committee	Academic Council members	October 15, 2023		

					Chairpersons
Revise instructional and transfer of learning plans, delivery mode, and activities, based on evaluation results.	AC executive committee and CTL	Academic Council members	November 30, 2023	Make adjustments to the curriculum	AC executive committee, CTL

Appendix C: Monitoring Plan – Orientation to Academic Governance

Evaluation Questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Who is Responsible and When
Appropriateness	Participation of stakeholders	Number of AC faculty in attendance for orientation	Maximum of 100% or 8 faculty Minimum of 87.5% or 7 faculty	Meeting attendance records for current year	Academic Records Coordinator for academic council year end report – September
Effectiveness	Did faculty stakeholders increase their knowledge of academic governance including the PSLA, AC Constitution and fiduciary duty?	Application of new knowledge at AC meetings demonstrated through informed debate and dissent.	80% of faculty stakeholders report increase in knowledge of the PSLA, AC Constitution, and fiduciary duty.	Formative assessment	AC Chairperson after each orientation
Efficiency	Were financial and human resource costs within budget and scope.	Over expenditure on catering, supplies, and time to coordinate delivery of orientation	5% or less over expenditure on catering and supplies. 10% or less in overtime costs for Academic Records Coordinator	Budget records and timesheets	Registrar at fiscal year end - June
Impact	Has average attendance of faculty increased from five year baseline?	Trends in AC faculty attendance at AC meetings	20% increase in average attendance when compared over five years	Meeting attendance records from current year and previous five years	Registrar at Academic Council year end - September
Sustainability	Is there evidence of additional benefits from the curriculum?	Partnership with the CTL and HR to incorporate orientation into new faculty onboarding plans	No target	Formative assessment for onboarding	AC Chairperson – annually after faculty onboarding

Note. Adapted from Markiewicz & Patrick (2016). Monitoring plan for community education program (p. 157) in *Developing monitoring and evaluation frameworks*. Sage.

Appendix D: Evaluation Plan – Orientation to Academic Governance

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Method	Method Implementation	Who is Responsible and When
Appropriateness	Participation of stakeholders - Number of faculty attending	Interest and motivation	Faculty stakeholder interviews	Eight interviews with faculty	AC Chairperson and AC Vice-Chairperson following pilot and first orientation.
		Reasons for participation			
		Reasons for not participating			
Effectiveness	Did faculty stakeholders increase their knowledge of academic governance including the PSLA, AC Constitution and fiduciary duty as a result of the new curriculum?	Identify which areas of knowledge increased and existing gaps	Formative assessment	Eight questionnaires	CTL and AC Chairperson after the pilot and first orientation.
Efficiency	Were financial and human resource costs within budget and scope.	Reasons for variation from budget plan	Interview Academic Records Coordinator and Facilitators	Five interviews	AC executive committee and Registrar
		Reasons for overtime			
Impact	Has average attendance of faculty increased from five year baseline?	Identify benefits of attendance including increase in meeting duration	Average meeting duration over academic year		
Sustainability	Is there evidence of additional benefits from the curriculum?				

Note. Adapted from Markiewicz & Patrick (2016). Monitoring plan for community education program (p. 158). Developing monitoring and evaluation frameworks. Sage.

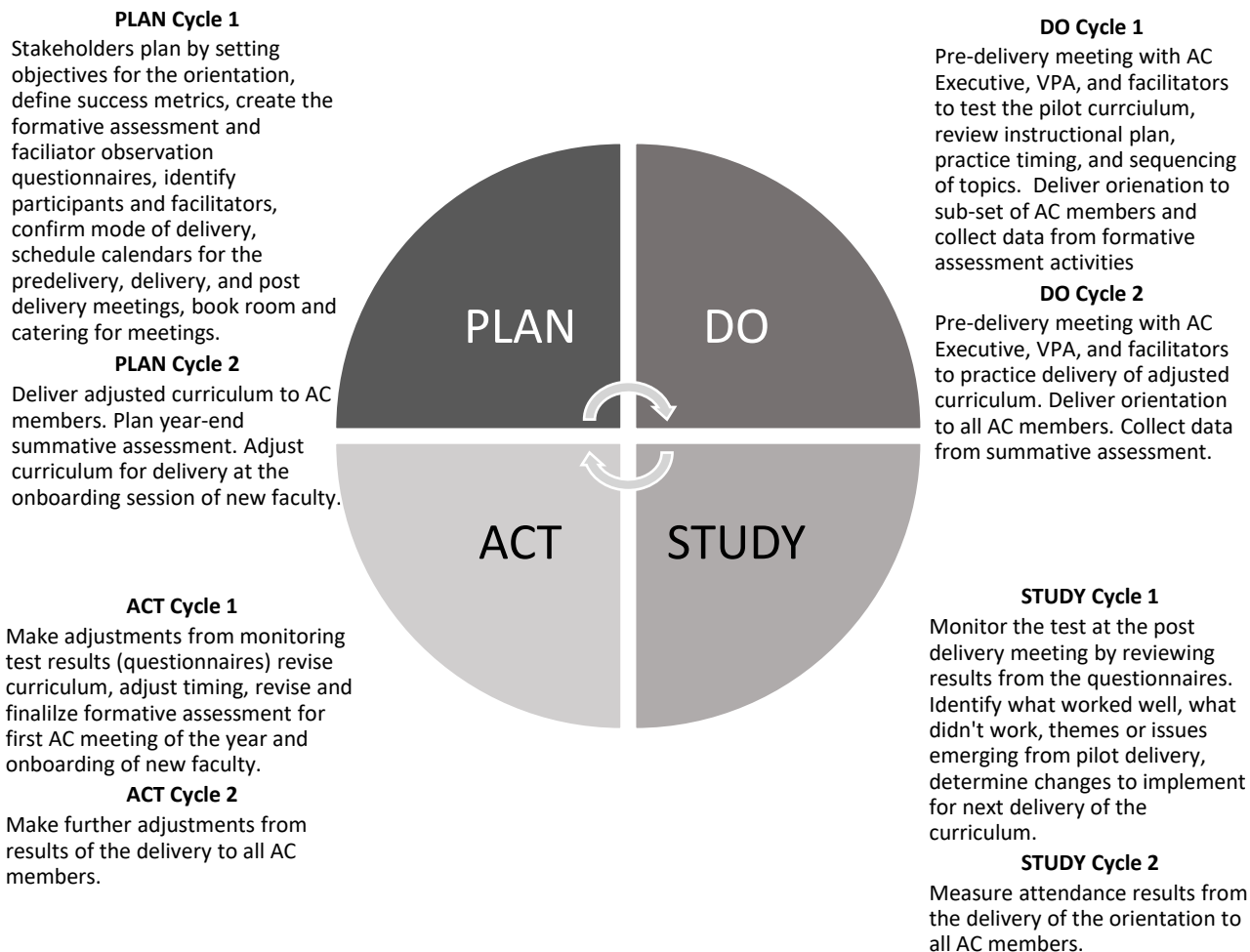
Appendix E: Communication Plan

Stakeholder Audience	Key Values Relevant to Change	Envisioned Outcomes	Discourse Frame and Key Messages
Academic Council Executive	Accountability, democracy, reconciliation, and transparency	1. Action on the SP, IEP, and IEPCI through the inclusion of Indigenous Peoples in the governance structure responsible for curricula and policy. 2. Evidence of the BOG and AC achieving the goal of a commitment to Indigenous Peoples through recognition of Treaties, advancement of the TRC calls to action, and responsibility to UNDRIP	The AC executive committee is accountable to AC membership in supporting a democratic and transparent process of academic governance. Faculty engagement and participation in academic governance is the means by which reconciliation through education must occur. Revising the orientation to academic governance will re-engage faculty, and other members, to their fiduciary duty to represent the interests of Indigenous Peoples, share power, and distribute authority over academic curriculum and policies. The AC executive committee demonstrates transparency by regularly reviewing its effectiveness including the orientation for members and considers academic matters of interest to AC members brought forward for inclusion on the AC agenda.
Board of Governors, President, and Vice President Academic	Accountability and reconciliation	3. Improved engagement and participation of faculty in academic governance. 4. Efficiency in the curriculum approval process and academic calendar production through the use of a curriculum management system. 5. Sharing of power and authority with Indigenous Peoples through a revised academic governance organizational structure.	The BOG is accountable for monitoring and evaluating achievement of the institutional mandate and BOG policies, specifically the fourth goal, through delegating authority to the President. The fourth goal describes the BOG's commitment to reconciliation with Indigenous Peoples. BOG members are responsible for assuring organizational performance in achieving the results defined in the Ends policies. The President and VPA must provide evidence that End-4 was achieved. Evidence can be provided by implementing the plan to change the academic structure adding the IESC.
Academic Council members and Deans' Council	Autonomy, collegiality, democracy, and reconciliation		The current governance structure perpetuates colonialism by retaining power and dominance over education in particular curricula and policy. Decolonization begins with changing existing structures even those purported to be democratic and collegial. The IEP prioritizes indigenization of the institution through the education of faculty, improving curricula, policies, and practices, and adding the Indigenous voice to academic governance. Structural changes to academic governance are possible through the AC Constitution.
Faculty Association	Accountability, integrity, and reconciliation.		
Students' Association	Advocacy, democracy, equity, and reconciliation		
EIT Committee	Not assessed		Current paper-based process is a risk to the organization in terms of version control and accuracy of academic records. Curriculum is the

			one tangible asset of the organization. Connecting the curriculum management software project to the strategies and commitments of the STP, IEP, IEPCI, and the direction of AC.
Human Resources	Not assessed		Onboarding new Faculty into the culture of shared governance.

Note. Adapted from Lewis (2019). Organizational change: Creating change through strategic communication

Appendix F: PDSA Cycle



Note. The PDSA Model for Change. Adapted from Donnelly & Kirk (2015), p. 279.

Appendix G: Formative Assessment for Orientation to Academic Governance

Activity of Stakeholders	Outcome for Stakeholders
Collectively draw an organizational chart depicting the governance structure.	Demonstrates ability to connect the PSLA requirements for a governance structure. Delineates academic governance from administrative governance. Demonstrates understanding of delegation of authority from the BOG to the President and AC to the President.
Collectively write one job description, in less than 100 words, for each AC member role (faculty, student, administrator)	Uses Article 4.6 to demonstrate understanding of member roles, responsibilities, and duties. Identifies the conflict between Article 4.6.5 (acting only in the academic interests of the institution) and the concept of fiduciary duty.
Collectively draw a workflow for curriculum and policy approval.	Demonstrates ability to identify authority for approval, and steps required for curriculum and policy development or revision Curriculum Workflow: School Council – Curriculum Committee – Academic Council – President – Ministry Quality Assurance Academic Policy Workflow: Policy Owner - Academic Policy Committee – Academic Council – President Administrative Policy Workflow: Policy Owner - Deans’ Council and Service Council – Academic Council if cross-cutting - President
Collectively sort and categorize a sample list of policies.	Uses Article 3.26 of the AC Constitution to categorize sample policies as academic or administrative.

Appendix H: Year-end Summative Assessment for Orientation to Academic Governance

<p>The questionnaire will be used to inform the Academic Council Executive of the effectiveness of the orientation to academic governance delivered at the start of the AC year. Please respond to the questions where your knowledge and comfort have (1) increased substantially, (2) increased somewhat, or (3) not increased. <i>The personal information collected through this questionnaire will be used to improve the delivery and effectiveness of the orientation to academic governance. Results from the questionnaire will be compiled into an aggregate form after which individual questionnaires will be disposed in a secure manner. The collection of this information is authorized under Section 33 (c) of the Freedom of Information and Protection of Privacy Act. If you have questions about the collection, use, and disposition of the information please contact the Registrar, River's Edge.</i></p>			
Please rate the following	(1)	(2)	(3)
Your knowledge of the Post-secondary Learning Act			
Your knowledge of the Academic Council Constitution			
Your knowledge of the standing committees of Academic Council			
Your knowledge of what it means to indigenize the AC structure, curriculum, and policies.			
Your understanding of your fiduciary duty.			
Your comfort with Robert's Rules of Order.			
Your comfort to ask questions to those presenting motions.			
If you answered (3) for the above question, explain why.			
Your comfort to oppose a motion			
If you answered (3) for the above question, explain why.			
Did you vote <i>not</i> in favour of a motion this year? (Check one)	Yes	No	
If you answered Yes, was the decision a result of not having enough information to make an informed decision? If any, what other factors caused you to not vote in favour of a motion?			
Please comment on how the orientation to academic governance prepared you to engage in AC meetings.			
Did you attend all meetings of Academic Council this year? (Check one)	Yes	No	
If you answered No, explain why.			

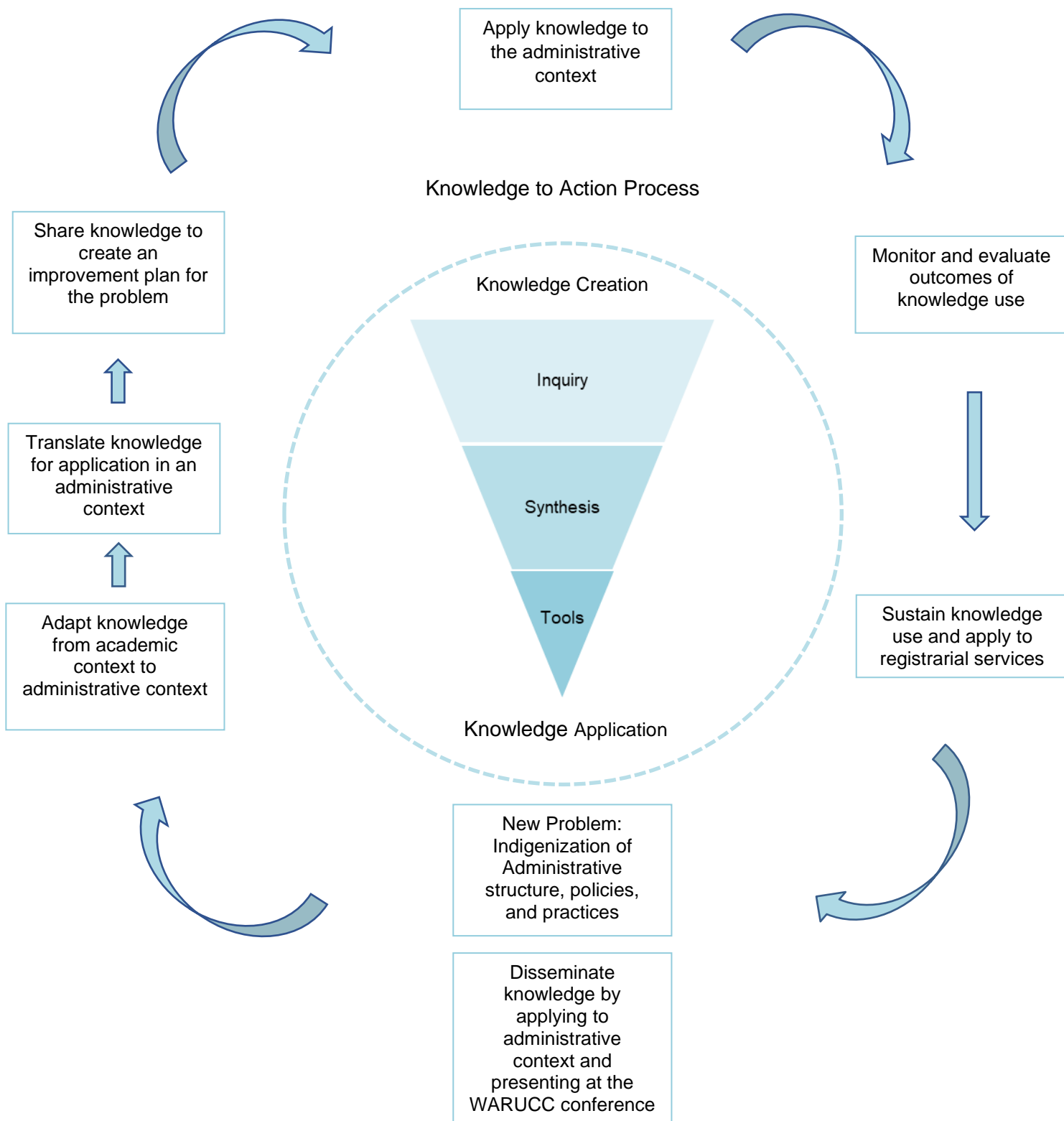
Appendix I: Facilitator Questionnaire

<p>The questionnaire will be used to inform improvements to the curriculum and future delivery of the orientation to academic governance. Please check Yes or No and provide any additional observations you made during the delivery. <i>The personal information collected through this questionnaire will be used to improve the delivery and effectiveness of the orientation to academic governance. Results from the questionnaire will be compiled into an aggregate form after which individual questionnaires will be disposed in a secure manner. The collection of this information is authorized under Section 33 (c) of the Freedom of Information and Protection of Privacy Act. If you have questions about the collection, use, and disposition of the information please contact the Registrar, River's Edge.</i></p>		
Delivery	Yes	No
Did the orientation start on time?		
Were there issues with technology?		
Did you feel prepared to deliver the orientation?		
Did you have suitable materials for the group activities?		
Content		
Did you adjust the content based on the participants needs?		
Did participants ask questions?		
Did you feel prepared to respond to participant questions?		
Did the sequencing of topics align with the group activities?		
Were you able to keep the participants on task?		
Participants		
Did any participants arrive late?		
Did any participants leave early?		
Did participants readily engage in group activities?		
What gaps in participant knowledge were evident?		
Co-facilitators		
Please provide any comments you have for your co-facilitators.		
Observations		
Please provide comments, to clarify your responses above, or additional observations you made during the delivery.		

Appendix J: Stakeholder Mapping for Solution #4

Stakeholder	Level of Power	Level of Influence	Level of Interest	Level of Knowledge	Strategy to Engage Stakeholder
Indigenous Community Leaders	Low	High	High	Moderate	Invitation for consultation from BOG Chair and President
BOG	High	High	Moderate	Low	Briefing note from President
President	High	High	High	Moderate	Briefing note from AC/VPA
AC Executive Committee	Moderate	Moderate	High	Moderate	Presentation of implementation plan by change agent
VPA	Moderate	Moderate	High	Low	Presentation to VPA by AC executive committee
Students	Low	Moderate	Low	Low	Presentation to AC members by AC executive committee, VPA and change agent
Faculty	High	High	Moderate	Low	
Administrators	Moderate	Low	High	Low	

Appendix K: OIP Knowledge Mobilization Plan



Note: Knowledge to Action Process. Adapted from Graham et. al. (2006). p. 19.

Appendix L: Bicameral Governance Structure

