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Improving Sexual Violence Reporting in Higher Education Institutions

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Abstract

This Organizational Improvement Plan (OIP) addresses the lack of sexual violence (SV) reporting at an undergraduate university (Coastal U; a pseudonym) where values of equity, diversity, and inclusion are espoused. Nonetheless, students from diverse cultures at Coastal U report a lack of visibility, unclear pathways for reporting, poor student and staff education, and numerous reporting fears, culminating in a lack of SV reporting. A critical and intersectional feminist lens frames this issue as one of social injustice, wherein inequity and lack of inclusion are problematic. Institutional context, capacity, and readiness, together with consideration of external factors, led to three possible solutions. Developing a comprehensive SV website is put forth as the most viable and valuable solution, with the hiring of a full-time SV coordinator prior to site implementation. Although some cost, time, human resources, and information technology would be needed, the benefits would be substantial. A change implementation plan is outlined based on a transformative leadership approach, in collaboration with the relational agency of a senior transformational leader. A strong communication plan, inclusive of all stakeholders, provides direction in all stages of the change plan. The OIP will be monitored at each stage of the change process and a formal evaluation is scheduled after the website and SV coordinator have been well established. Next steps for improved SV reporting and SV prevention are discussed. Although the emancipation of SV will take years of intentional change, this OIP will bring Coastal U one step closer to eradicating the oppression that keeps survivors from reporting, bringing them in closer contact with much-needed supports and accommodations.

Keywords: underreporting, sexual violence, university, transformative leadership, organizational change

Executive Summary

This Organizational Improvement Plan (OIP) is written to bring about change related to underreporting of sexual violence (SV) in an institution of higher learning, Coastal U (Coastal U is a pseudonym used to anonymize the institution). In an organization where equity, diversity, and inclusion are at the forefront of prioritization, SV is best addressed with transformative leadership (TL) and proactive strategies. My Problem of Practice identifies the current lack of knowledge and an understated need for prioritization of SV reporting—a critical need for increased knowledge and the development of clear pathways to reporting and disclosure of SV at Coastal U are evident.

In Chapter 1, Coastal U's historical and current context is explored, providing insight into the financial, social, and cultural environment. My agency for leading change as a faculty member and internal SV expert is discussed as well as the collaborative approach of relational agency (Edwards, 2017; Pantić et al., 2021). This OIP draws from insight gained from a multisite research project, Culture and Perspectives of Sexual Violence Policies (Malinen et al., 2022), which resulted in several recommendations for an improved and inclusive SV policy. Chapter 1 includes a gap analysis: an internal analysis using Bolman and Deal's (2017) four frame model and an external assessment using the political, economic, social, technological, environmental, and legal (PESTEL) analysis (Deming, 1982). The gap analysis, together with Kezar's (2018) readiness tool, an assessment of planning, people and leadership, politics, culture, and sensemaking, determined the organizational capacity for change. A transformative paradigm guides a critical approach underpinned by intersectional feminist thinking for contextualization, problem identification, and solution identification and implementation.

In Chapter 2, the benefits of leading change with a transformative approach are discussed, as is the rationale for the need to engage with the transformational style of a senior administrator. The eight tenets of transformative leadership (Shields, 2019) and the four elements of transformational leadership are discussed in relation to the change process (Bass & Avolio, 1994; Burns, 1978). A combined approach

to change, Deszca et al.'s (2019) change path model and Krüger's (1996) iceberg model, frame the organizational change plan. A critical organizational analysis considers internal and external factors to determine readiness. I put forth three solutions to improve SV reporting at Coastal U: (a) increasing awareness of a reporting process and procedure, (b) increasing faculty and staff knowledge related to SV and SV reporting, and (c) development of a comprehensive website. The preferred solution, a comprehensive website supported by the hiring of an SV coordinator (SVC), was deemed to produce high impact with moderate cost, high human resource need, high time, and high information technology support. An option to maintain the status quo was considered and quickly dismissed as the consequences to student health and well-being do not align with Coastal U's stated values and mission. The importance of integrating ethical considerations and organizational values throughout each step of the change plan is discussed. Finally, I examine institutional accountability to ensure students are studying and living on a safe campus that prioritizes their health and well-being with regard to SV by way of removing barriers to reporting of SV.

The consequences of altered health and safety that arise from underreporting of SV drive the need for disruption of the status quo, necessitating an expedited plan for improvement. In Chapter 3, improvements to the accessibility of SV reporting secondary to awareness and visibility, student and staff education, and reporting fears are addressed through the implementation of a comprehensive website and the hiring of an SVC at Coastal U. The steps of Deszca et al.'s (2019) change path model, awakening, mobilization, acceleration, and institutionalization, are used to frame the change plan. A clear plan for how change will be implemented is devised and supported by short-, medium-, and long-term goals. During the awakening stage, the short-term goal of facilitating a shared vision for improved SV reporting at Coastal U is conceptualized. The mobilization and acceleration stages address medium-term goals, including the hiring of the SVC and agreement on high-level website content, as well as launching the website and providing support for the SVC and the website implementation. A long-term

goal in the institutionalization stage includes assessing SV reporting, the impact of increased accessibility to educational resources, and access of SV treatment and accommodation at Coastal U.

At each stage of the change path model (Deszca et al., 2019) a full cycle of Deming's (1982) Plan, Do, Study, Act (PDSA) will inform the monitoring process. This information, together with the focus of the evaluation, evaluation methods, those responsible for the evaluation element, and when the objective is to be completed, will inform the evaluation process. The evaluation model is closely aligned with Markiewicz and Patrick's (2016) evaluation framework, as well as Patton's (2018) principles-focused pedagogy, which leans heavily on Freirean pedagogy. A detailed plan of communication inclusive of students, staff, faculty, administration, and community is outlined for the prelaunch, launch, and postlaunch stages.

A combination of first- and second-order changes will have been implemented throughout this OIP. However, there is a great deal of work to be done before emancipation of SV will be realized. Much of the progress to date has affected secondary and tertiary prevention; strategies aimed at the primary prevention of perpetrator socialization and behaviour are needed. Future steps will address the deeply rooted issue of toxic masculinity and its effect on SV. Additionally, steps to improve faculty and staff understanding and response to SV and SV disclosures will be necessary to prevent victimization by faculty or staff and revictimization through improper responses to disclosures.

Acknowledgements

As I reflect on the past 3 years of my doctorate studies, the words of a former high school teacher come to mind: “stick-to-it-ive-ness,” a quality I needed to nurture. I have fostered this value, but not without leaning on many people—some of whom were in my life pre-OIP and some who entered intra-OIP. My mom and dad have always professed that we, their children, have the ability to do whatever we set our minds to. Thank you, Ma and Da. This sentiment has rummaged around in the back of my brain throughout my adult life but needed further encouragement.

My colleague and very good friend encouraged me each time the conversation of further education arose. Thank you, Audrey. My colleagues supported me in their understanding of my need to take a small step back, and my institution supported me financially. Thank you all.

The unique perspectives and teachings of each professor have furthered my thinking and abilities. Thank you all; thank you, Lee Ann. To my higher education cohort, it was a pleasure learning with and from you. The small groups that formed throughout our years together, and in particular my pal from Courses 1 through 8 and onward, Frances, made the journey enjoyable. Thank you and cheers to us!

To my family and friends, for the past 3 years I have not been the carefree Karen with whom you have been accustomed. For your patience and understanding, I thank you. I have not been fully present for my children and for my partner, yet in our busy house of four adult children and three dogs, we have been cared for. Darrell, I cannot adequately express my gratitude for your unwavering support, endless cooking, cleaning, and astonishing ability to keep it all running. Jaret, Connor, Emily, Robbie, and Theresa, I hope you see that you also have endless ability.

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Acronyms

CAPSAP (Culture and Perspectives of Sexual Assault Policies)

CPM (Change Path Model)

CTL (Centre for Teaching and Learning)

EDI (Equity, Diversity, and Inclusion)

HE (Higher Education)

HEI (Higher Educational Institution)

HR (Human Resources [Department])

HRO (Human Rights Officer)

IT (Information Technology)

OIP (Organizational Improvement Plan)

PDSA (Plan, Do, Study, Act)

PESTEL (Political, Economic, Social, Technological, Environmental, and Legal)

PoP (Problem of Practice)

RAINN (Rape, Abuse, and Incest National Network)

SANE (Sexual Assault Nurse Examiner)

SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound)

SV (Sexual Violence)

SVC (Sexual Violence Coordinator)

SVPC (Sexual Violence Prevention Committee)

TfmL (Transformational Leadership)

TL (Transformative Leadership)

VP (Vice President)

Definitions

Accessibility: Awareness and policy visibility, policy readability, policy location, reporting access, as well as seamless arrangements to meet with the most appropriate counsellor, chaplain, or support person.

Autocratic Transformational Leadership: A hybrid leadership style where the leader sets goals and assumes control of the decision-making while encouraging, supporting, and providing development to meet expectations (Vann et al., 2014).

Disclosure: A survivor/victim or a witness sharing information about an incident of sexual violence without the intent of a formal investigation (Coastal U, 2016).

Inclusionary Othering: Attempt to use power to create transformative relationships in which the consequences are consciousness-raising, sense of community, shared power, and inclusion (Canales, 2000, p. 25).

Moral Courage: The courage and ability to act ethically in all aspects of transformation, even when there is a threat or a perceived threat (Shields, 2019).

Relational Agency: The capacity to work purposefully and flexibly with others, and become aware of the resources of others, to take forward what really matters (Edwards, 2017).

Report: The sharing of an incident that will result in an investigation, and potential disciplinary action, against the respondent (Coastal U, 2016).

Sexual Violence: Any unwanted act, physical, verbal, or psychological, carried out through sexual means or by targeting sexuality. This violence takes different forms including sexual assault, sexual abuse, sexual harassment, and stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, and trafficking and sexual exploitation (Coastal U, 2016).

Transformative Leadership: A critical leadership theory that emphasizes inclusion, equity, excellence, and social justice (Shields, 2019).

Chapter 1: Introduction and Problem

Universities and governments have recognized sexual violence (SV) on campus as a significant health concern and, as such, have collaborated to ensure universities have stand-alone, survivor-centric SV policies. Even so, SV continues to threaten the health and safety of university students. Unfortunately, high-profile tragedies were necessary to awaken the status quo (Auld, 2015; Fairclough, 2019; Rhodes, 2019; Taber, 2013). In 2019, an estimated 71% of Canadian postsecondary students witnessed or experienced unwanted sexualized behaviours in a postsecondary setting (Burczycka, 2019), yet greater than 90% of those assaulted did not speak to anyone associated with the university about the incident they had witnessed or been involved in. SV is a grossly underreported and gendered crime committed primarily against women by people known to the survivor/victim (Burczycka, 2019; Kimble et al., 2008; Senn et al., 2015), and most often, the perpetrators are men (Boyce, 2013; Mahon, 2016; Ontario Women's Directorate, 2013).

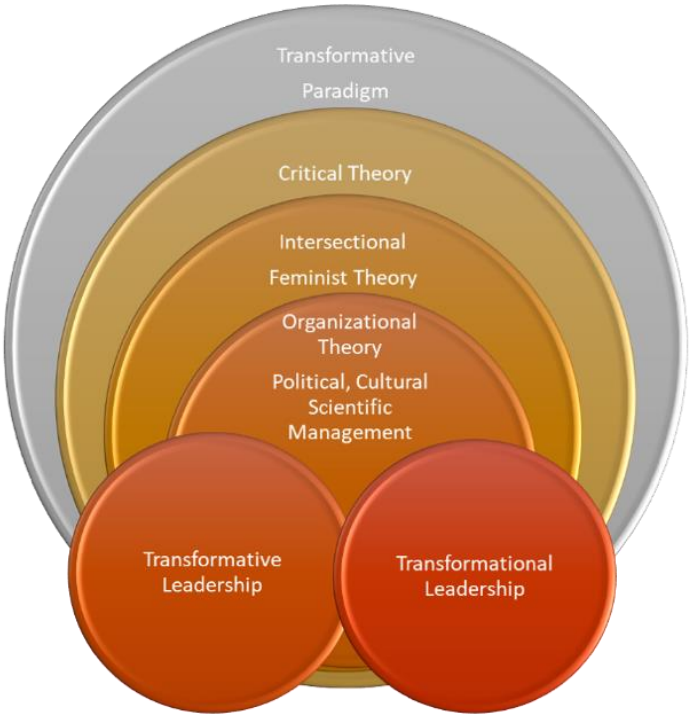
The SV policy at Coastal University (Coastal U; a pseudonym used to provide anonymity), differentiates between a report and a disclosure. A *disclosure* refers to a survivor/victim or a witness sharing information about an incident of SV without the intent of a formal investigation, whereas a *report* is defined as the sharing of an incident that will result in an investigation, and potential disciplinary action, against the respondent (Coastal U, 2016). Changes to reporting will improve equity, diversity, and inclusion (EDI), which have been identified as priorities in Coastal U's (2019a) strategic plan. Nonetheless, to date, organizational leadership has not attended to the incongruency of high SV rates and the low number of reports and disclosures.

My problem of practice (PoP) identifies the current lack of knowledge and understated need for prioritization of SV reporting—a critical need for increased knowledge and the development of clear pathways to reporting and disclosure of SV at Coastal U is evident. The conceptual framework that I have applied to the PoP is depicted in Figure 1. A transformative paradigm is my overarching worldview,

with an overlaying of critical and intersectional feminist theories to frame underreporting of SV. I have contextualized the organization by using political and cultural theories. Finally, transformative and transformational leadership theories will guide the change process.

Figure 1

Conceptual Framework



Chapter 1 provides context for the reader, leaving little doubt as to why change is necessary. First, I examine the organization by reviewing its history as well as its financial, social, and cultural contexts. Next, my leadership approach and agency within the organizational context are discussed, allowing the reader some insight into what changes will be facilitated. Finally, internal and external analysis, identified gaps, change drivers, and exploration of change readiness close the chapter.

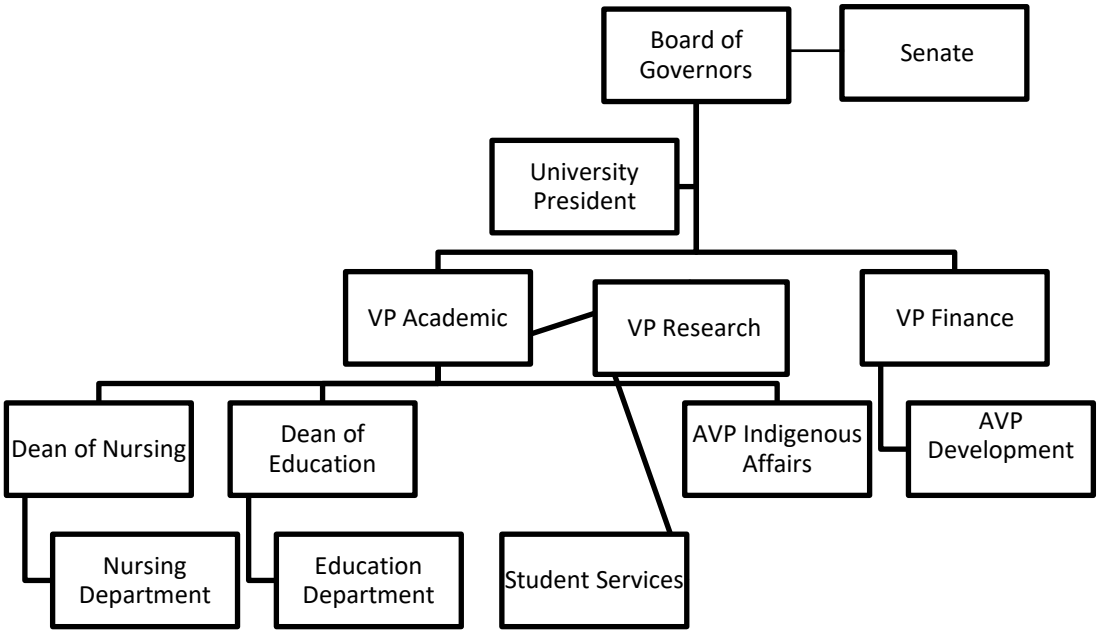
Organizational Context

Coastal U began as a college in a unionized industrial town and now operates as a university in a postindustrial region. Coastal U is home to three separate unions: faculty, government employee, and public employee. Historically, the university has prided itself on small class sizes and unique student–

professor relationships that provide student research opportunities. Coastal U began as a junior college in 1951 and is now primarily an undergraduate university with a large postgraduate Business Department. Much of the recent enrollment growth has been in the Public Health and Business Departments. Today the institution operates within a typical hierarchal structure (see Figure 2), wherein the Board of Governors is concerned with financial decisions and the Senate manages academic matters. Coastal U is now a more prominent, well-established university with student enrolment surpassing 5,500, including over 300 Indigenous students and more than 3500 international students from over 50 countries. Nearly half of the students arrived on Canadian soil from international lands, and one might argue that Coastal U is effectively offsetting its rising operational costs and dwindling government support, $23 million, with the massification of international students, approximately $62 million (Usher, 2019).

Figure 2

Organizational Structure



Financial Context

Funding sources are shifting. Suppose one considers the impact of resource dependency theory, which postulates that organizations must interact with other entities to gain resources (Austin & Jones, 2015). It might follow that marketization, a consumerist education model (Austin & Jones, 2015), can potentially shift the balance of power, impacting decision-making and prioritization (New Economic Thinking, 2016). Perhaps unknowingly, the international student body holds a great deal of power and influence as the institution relies on the high tuition fees and their corresponding impact on community growth and prosperity. Student tuition is more than double that of the eroding government funding (Bendermacher et al., 2017); nonetheless, the balance of decision-making power lies with the government (Coastal U, 2020).

Coastal U operates within a provincially supervised model of governance (Austin & Jones, 2015). As per its bylaws, 12 out of 34 seats held at the Board of Governors at Coastal U are government-appointed positions; of the remining seats, 14 are appointed by the board, four are for faculty, and four are for students (Coastal U, n.d.-a). Seemingly, the balance of power and influence rests with the government and, perhaps unknowingly to them, the student body. Understanding the power of internal and external stakeholders is integral to change implementation at Coastal U. In addition to a solid understanding of the economic context at Coastal U, one must also appreciate the social and cultural underpinnings.

Social Context

The narrow vision of a fundamentalist lens typically used to study organizational theory (Burrell & Morgan, 1979) omits sociological constructs such as power, class, conflict, politics, and critical ideology (Steffy & Grimes, 1986). That said, the recent provincial and institutional funding allocations for EDI and SV prevention, the newly formed institutional and provincial committees, and the provincial funding of an external SV consultant indicates an institutional and provincial prioritization of SV (Coastal

U, 2019b; [Provincial Government], 2019a). Throughout my plan, I use the following self-created definition of SV:

> Sexual act or acts targeting a person's gender identity or expression, or sexuality against one's consent, that may occur in person, in writing, by phone, or by any means of communication, including online and social media. Sexual violence includes sexual assault, sexual harassment, stalking, indecent exposure, sexual exploitation, and technology-facilitated sexual violence.

Despite historical evidence to support the need for an intersectional approach to SV, beginning with Crenshaw's (1991) seminal article *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color* and the grassroots activism of low-income women and women of colour (Linder & Myers, 2017), discussions related to intersectionality and SV are just now emerging within the institution.

The recent increase in SV committee meetings and the hiring of an external SV consultant indicate an interest in the SV policy at Coastal U, leaving one hopeful that there is a desire towards a collaborative approach to change. Despite the hierarchal structure of HEIs, which is ostensibly antithetical to creating and living with the shared directions espoused by university missions, visions, and goals, collaboration in HEIs can be effective with the appropriate approach—transformative leadership (TL; Astin & Astin, 2000; Montuori & Donnelly, 2018; Shields, 2019).

Cultural Context

Although Coastal U aspires to be a campus that has habituated EDI, results from a recent study representative of employee perspectives indicated that the institution has a great deal of work ahead (Coastal U, 2021). One might perceive Coastal U to be supportive of diverse identities, with more than 50 cultures on campus (Coastal U, 2021); however, recent results from the EDI survey indicate a significant number of women, racialized minorities, and LGBTQ2S+ employees do not feel well supported or included (Canada Research Chairs, 2021). Diversity and differences in race, ethnicity,

gender, class, disability status, and sexual orientation are somewhat present in faculty and staff at Coastal U, yet they are almost negligible in senior-level administration, who are primarily privileged, heterosexual, able-bodied White men.

Aspirations

Coastal U's mission is exceptional, accessible education; revolutionary research; and a vibrant, desegregated community with a global connection (Coastal U, 2019c). The university's membership embraces values of valour, partnerships, and character. The strategic plan promotes a commitment to EDI (Coastal U, 2019a), which is highlighted as a priority and is often showcased when the opportunity arises. I would argue the university has a long road ahead because, as Ahmed (2012) noted, diversity and equity must be brought to the fore and become habitual before they fade to the background. To that end, a paradigmatic shift to a culture of diversity and equity will be realized when implementation overshadows textualized rhetoric.

Coastal U has obtained a substantial grant to improve EDI, indicating administration is embracing changes that positively impact social justice. That said, despite lofty targets outlined in the EDI report for increased diversity of women, racial minorities, peoples with disabilities, and Indigenous peoples, Coastal U's senior leadership is monolithic, consisting of one person who identifies as female and no people of colour or other ability. The current lack of diversity in HE and increasing demands and desire for sameness resulting from the new knowledge system, neoliberalism, hinder equity for women in senior leadership positions (Blackmore, 2014; O'Connor et al., 2015). The hegemonic masculine culture that permeates senior leadership may be problematic in attracting diversity in the executive (Wallin & Wallace, 2016), leaving the sole female administrator overburdened with attending to EDI and the many social needs. Despite the homogeneity in senior administration, the institution is home to many socially minded constituents. Change can occur by individual leadership, one person and one step at a time (Montuori & Donnelly, 2018; Shields, 2019). Now more than ever, it is clear a new leadership

approach is necessary—one with a central vision rooted in social justice, that supports dismantling hegemonic beliefs and raises conscientization (Freire, 1970/2015; Weiner, 2003). Change leaders require institutional knowledge and significant organizational context to provide the building blocks for improved social responsibility.

Current Leadership

HEIs are complex organizations requiring the consideration of multiple perspectives for effective leadership (Gallos & Bolman, 2021). Administrators are managing pressures from internal and external constituents: government, industry, diverse students, faculty and staff, and creativity and autonomy in research and teaching (Buller, 2015; Manning, 2017). Adding to the complexity is the culmination of inherited hierarchal structures and faculty and staff expertise and autonomy. The juxtaposing forces of power between union and administration result in internal tensions. When power struggles are evident, it is common to hear faculty members favourably reminiscing about a recent and successful labour strike. Despite the challenges resulting from organizational power struggles, an institutional culture of shared goals and values is evident in university committees and a feeling of university pride. The sometimes-autocratic decision-making of the president is most often balanced by the value placed on faculty and staff expertise allowing for a collaborative approach to leadership (Astin & Astin, 2000).

At first glance, the president's leadership style at Coastal U is most consistent with Kouzes and Posner's (2018) transformational leadership (TfmL) model. For example, he motivated high attendance at strategic planning events, met with each department separately, and attentively listened as they shared concerns. But before too long, university stakeholders were often engaged in corridor talk (Jameson, 2018), discussions of presidential demands for high and prompt attendance, as well as last-minute announcements that included consultation with administrators, but not faculty and staff. Coastal U's top leadership is seemingly more in keeping with a hybrid approach, or an *autocratic TfmL style*, where the leader sets goals and assumes control of the decision-making while encouraging and

supporting development to meet expectations (Vann et al., 2014). That said, leadership does not begin or end with the president or the administration, for that matter.

"Transformative leadership involves a conscious choice to participate in a process of collaborative creation for mutual benefit" (Montuori & Donnelly, 2018, p. 6), allowing for synchronicity of my personal and professional values. TL is a critical leadership theory that emphasizes inclusion, equity, excellence, and social justice. It aims to reach the following goals:

> To increase school success, emancipation, democracy, equity, and justice for all groups of students who experience marginalization, including those who are racialized, who are poor, LGBTQ, from a non-dominant religious or language group, or who experience physical or mental challenges, and so forth. (Shields, 2016, p. 146)

This approach is made possible if the TfmL approach is taken up by other senior administrators. Every member of the organization can lead daily with every interaction and action (Raelin, 2003). Creative freedom can open the door for new possibilities within the organization by enhancing ways of being, relating, knowing, and doing while reflecting on the past, present, and future (Montuori & Donnelly, 2018).

Leadership Position and Theoretical Lens Statement

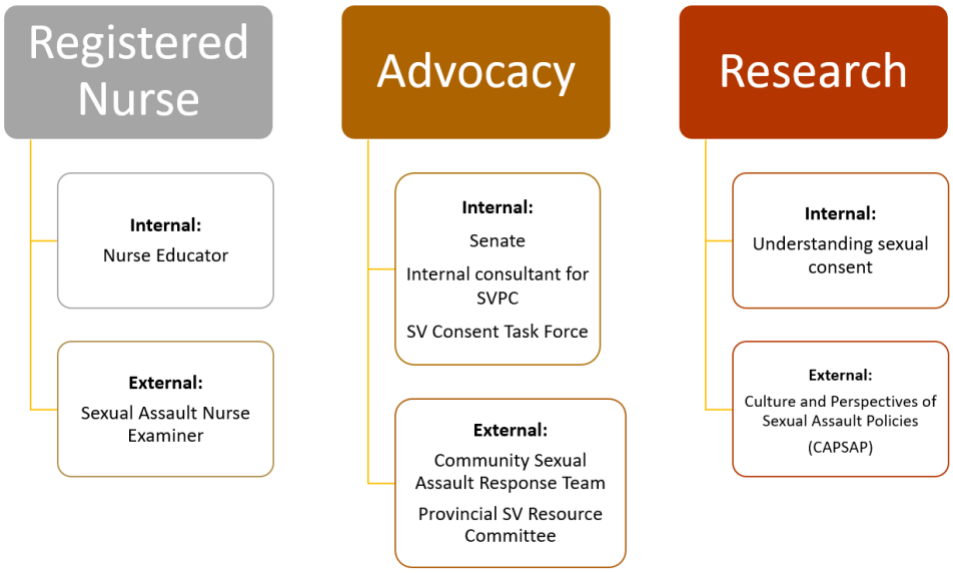
This section explains my leadership position, agency, and the application of TL as an approach to improving EDI at Coastal U. Leading change from the side requires a collaboration with students, community, staff, faculty, and administration. As a transformative leader operating from a transformative paradigm, I have used critical theory and intersectional feminist theory to guide my Organizational Improvement Plan (OIP) and will continue to use them throughout the plan implementation.

Positionality and Agency

As a middle-class, cis-gender White woman and survivor, my position is influenced by a family with formidable patriarchal values and practices. In many ways, this upbringing nurtured a counter-narrative of independence and a deep desire for social justice and equity, leading me to a career in nursing. Working as an assistant professor of nursing within an SV research program and as a Sexual Assault Nurse Examiner (SANE) has provided knowledge, practice, and relationship building to engage as an ally to SV survivors/victims. Some people who have been victimized by SV identify as survivors, whereas others do not. Therefore, I use survivor/victim to acknowledge both identities. Engaging as an internal consultant and member of the university's SV Prevention Committee (SVPC), the Presidential Task Force for Consent Training, the Committee of Senate, and the Provincial SV Resource Committee has allowed for relationship building, information gathering, and internal and external advocation (see Figure 3). Educators use agency and inclusive pedagogy to elicit change for the purposes of student well being by way of making changes to navigation and institutional structures (Pantić et al., 2021). Through internal and external collaboration, I will utilize my agency to improve SV reporting pathways. Edwards (2017) defined relational agency as a capacity to work purposefully and flexibly with others, and become aware of the resources of others, to take forward what really matters. Arguably my most significant ally for creating change is the VP Research, as her leadership position, transformational approach, and support for equity and inclusion will be synergistic with my subject matter expertise, research, and advocacy to lead from the sidelines.

Figure 3

Agency and Positionality



Facilitating the Change Process: My Role

My role in the change process is first understanding the historical context of SV policy development, implementation, and evaluation, informed by discussions with institutional knowledge holders and policy users. Information sharing and gathering will develop as I continue to build relationships and partnerships with interested stakeholders (e.g., the student union, Student Affairs, SV researchers, and provincial and university groups). I am familiar with allies of the SV work but will have to better understand who might be identified as a resistor and, more important, why they are resistant (Schein, 2010). Improvements to access the SV policy, resources, and reporting require consciousness-raising and interruption of hegemonic principles, processes, and policies, facilitated by the synergy of organizational theories and leadership. Leadership is both individual and collective and begins with modelling transformative behaviours.

Leadership Lens

All educators have an ethical obligation to attend to inequity. Addressing the multiple barriers to SV reporting requires consideration of diverse identities and critique of current practice and policy. My leadership lens is informed by a critical paradigm, intersectional feminist theory, and a TL approach.

Critical Paradigm

Drawing on Burrell and Morgan (1979), it could be argued that my OIP is situated with a radical humanist perspective. However, the study of SV with a critical lens does not position SV as disparate frames, radical humanist or radical structuralist; instead, the subjective and the objective are interrelated (Freire, 1970/2015). Importantly, HEIs and the people within have a responsibility to theorize, reflect, and act on social inequity and injustice, for without individual and collective efforts of education, social change will not be realized (Freire, 1970/2015).

Intersectional Feminist Theory

Feminism alone does not underpin the atrocities and oppression of SV. “Sexual violence contributes to social inequalities across a broad range of cases and contexts. Its power lies in both its ubiquity as a tool of domination and the ease with which it is rendered invisible” (Armstrong et al., 2018, p. 115). Coastal U is a highly diverse institution where power, oppression, and the confounding factors associated with identity necessitate a theoretical approach that does not simply consider gender and SV. A gender-based approach taken up by feminist theory alone does not adequately consider the uniqueness of identity. To that end, deconstructing power and patriarchy without considering all components of oppression, such as gender, race, class, ability, sexuality, nationality, and citizenship (Morris & Bunjun, 2006), will not lead to substantive and sustainable change. According to Young (2011), discourses of oppression and domination are necessary to interrogate injustice. Injustice and inequity of SV require leadership that facilitates deep and equitable change informed by critical frameworks (Shields, 2019).

Transformative Leadership Approach

Changing historical and persistent oppression and inequity in HEIs begins with how each person, each leader, carries out their day-to-day life and the resulting influence on the institutional culture. Shields's (2019) work in TL arises from the work of Freire (1970/2015) and is grounded on two key assumptions: first, students learn better when they feel valued and respected, and second, when students learn about civic participation, society becomes more democratic. Shields's (2019) seminal work on TL put forth eight fundamental principles or tenets:

> the mandate for deep and equitable change; the need to deconstruct and reconstruct knowledge frameworks that perpetuate inequity and injustice; the need to address the inequitable distribution of power; an emphasis on both private and public (individual and collective) good; a focus on emancipation, democracy, equity, and justice; an emphasis on interdependence, interconnectedness, and global awareness; the necessity of balancing critique with promise; the call to exhibit moral courage. (p. 199)

I will apply the tenets of TL to enhance Coastal U's understanding of barriers to reporting, consequences of skewed data, and the development of improved pathways for reporting at Coastal U.

Leadership Problem of Practice

This section provides insight into Coastal U's progress in attending to issues of SV. Although improvements in prevention, treatment, and reporting of SV have been slow, Coastal U is seemingly ready for change. The alarmingly low rates of SV reporting and the devastating effects of SV, potentiated by underreporting, underscore the prioritization of my PoP and the need for a collaborative, well-strategized approach to change.

SV and Institutional Progress

Selection of my PoP was significantly influenced by the outputs of a research project entitled Culture and Perspectives of Sexual Assault Policies (CAPSAP), of which I was a coresearcher (Malinen et

al., 2022). During the multisite provincial research project, I became aware of numerous barriers to SV reporting, specifically as they relate to diverse cultures at Coastal U, leading to many recommendations that would positively impact accessibility to SV reporting (Malinen et al., 2022). For the purpose of my OIP, *accessibility* refers to awareness and policy visibility, policy readability, policy location, reporting access, as well as seamless arrangements to meet with the most appropriate counsellor, chaplain, or support person (Coastal U, 2016). The CAPSAP study was completed in 2021, and the research team presented recommendations for improved policy that arose from the data to Coastal U's Presidential Task Force on SV. Gaps in the current process were discussed and have been serving to develop a sense of urgency from inside the institution.

Following outcries associated with the #MeToo movement (Rech, 2021), the senseless deaths of teenagers victimized by SV (Hasham, 2017; Newton, 2013), and the aftermath of bullying and harassment, to name a few incidents, the provincial government in which Coastal U operates acknowledged the dire situation of SV prevention at HEIs. A Provincial SV Resource Committee was created and released guidelines for SV prevention on campuses ([Provincial Government], 2019a). Coastal U has taken up SV prevention with a sense of urgency. For example, revisions to the current policy are underway, a comprehensive university committee has been formed (the SVPC), and recently the president has brought together a task force to review the implementation of educational materials related to consent education. Most recently, the provincial government has temporarily funded an SV specialist to aid in SV alignment at four local universities. Nonetheless, Coastal U policy users are unaware of where and how to access the SV policy, resources, and reporting (Malinen et al., 2022).

Leadership PoP Statement

Universities continue to grapple with SV prevention; SV is a gendered crime committed primarily against women in their first 4 months of university (Burczycka, 2019; Kimble et al., 2008; Senn et al., 2015), and most often by men known to the victim (Boyce, 2013; Ontario Women's Directorate, 2013;

Mahon, 2016). Regrettably, an estimated 90% of survivors/victims do not report their assault (Boucek, 2016; Sinha, 2013), potentiating psychological trauma (Lorenz et al., 2019) and missed opportunities for resources and accommodations. Additionally, the offender often goes unpunished, and without an accurate number to reflect SV occurrences, institutions have little data to adequately support resource prevention. Many reasons have been identified as to why students do not report instances of SV: trust, shame and secrecy, concerns of anonymity and confidentiality, fear of reprisal, and believability have been noted (Belknap, 2010; Boucek, 2016; Sabina & Ho, 2014; Sable et al., 2006).

Consider a typical scenario. Jenny, a 22-year-old Chinese student excitedly comes to Canada to study. She has not yet met any friends but hopes to meet some during Frosh Week. She attends the planned festivities and has a great night chatting with Tim. They come back to the dorm room, and she thinks they will continue talking. He had other plans. Jenny was sexually assaulted. With a quick search for help at Coastal U, she did not find what she needed. She found a policy written in English, with no clear steps forward. Alone in her thoughts, she lives with this shame-ridden secret for the rest of her university years. She begins drinking and partying every weekend and becomes promiscuous. She struggles with class attendance, and it takes her 4.5 years to complete her 3-year degree.

Systemic organizational change requires appropriate agency. My role as a nursing faculty member and SV researcher, member of the SVPC and Senate, and member of the Provincial SV Resource Committee, as well as my practical knowledge as a SANE, situates me well to work with others to make changes in SV reporting procedures and campus prevention. My PoP addresses the current lack of knowledge and understated need for prioritization of SV reporting—a critical need for increased knowledge and the development of clear pathways to reporting and disclosure of SV at Coastal U is evident.

Increasing student numbers and diversity of the student body together with the complexities in the historical context of SV requires changes aimed at cultural shifts. Using a critical approach with an

intersectional feminist lens to examine inaccessibility to the SV policy, resources, and reporting will reframe accessibility—highlighting issues of power and oppression. A transformative approach will be integral in developing sustainable change strategies.

Framing the Problem of Practice

The need for improved SV reporting has been outlined in the previous section. Next, underreporting of SV at Coastal U is more fully conceptualized by providing background to the current circumstances. I explore organizational theories and context related to relevant internal and external data of SV reporting at Coastal U.

Organizational Theories

Solutions aimed at changing root causes and structural issues within HEIs are necessary (Bondestam & Lundqvist, 2020) to successfully address the lack of visibility, readability, communication, and comprehension of the SV policy at Coastal U (Malinen et al., 2022). Alterations in policy, process, and structure of SV reporting, which are covered in the SV policy (Coastal U, 2016), will be supported by use of the appropriate organizational theories to enact first- and second-order change at the institutional level. First-order change involves changes to something already being done. It occurs faster and more easily than second-order change, which involves doing something fundamentally different (Kezar, 2018). Therefore, I have focused much of my OIP in the direction of the former. That said, I must attend to second-order change even if it is not entirely habituated following implementation of my OIP. I will draw on political and cultural theories to strategize radical change.

Political Theories

I use political theories to address competing agendas by building strong alliances, coalitions, networks, and relationships (Kezar, 2018). An understanding of power imbalances and diverse perspectives must be acknowledged throughout the change process. Mapping where power lies and developing strategies to work within this dynamic, negotiating positions and perspectives respectfully

and ethically, as well as building inclusive relationships that seek alternative perspectives are political strategies that will support my change initiative (Kezar, 2018; Manning, 2017). Senior leadership is naturally concerned with marketing and public perception. My PoP addresses the need to make SV reporting more accessible, which in turn should increase the number of reported assaults. This rise in SV reporting could be perceived as harmful to the university's reputation and enrollment, necessitating collaborative discussions that highlight the need for student safety and well-being. Gaining additional knowledge of past organizational change and historical institutional culture will aid in navigating the political tensions (Kezar, 2018). Although informal discussions had been hampered during COVID-19, with the return to campus in 2022 regular operations have resumed. Formal meetings with key actors invested in the advancement of the SV policy have taken place and resources have been shared and sought. Relationship building at the staff, student, and administration levels is crucial to the planning process (Kotter, 1995).

Cultural Theories

Time, knowledge, and a desire to impact root causes are necessary to disrupt the status quo, as "culture is deep, extensive, and stable. If you do not manage it, it will manage you. It is not easily controlled, coerced, manipulated" (Schein & Schein, 2019, p. 183). Culture is represented in mascots and symbols, the strategic plan, mission and vison, songs, chants, and stories, representing organizational value systems (Kezar, 2018). Attending to cultural theory is necessary for sustainable organizational change, keeping in mind it will be a long, slow, iterative, and nonlinear process (Kezar, 2018).

Connecting the strategic plan with the need to improve accessibility of the SV policy, resources, and reporting provides legitimacy to the need for change and an improved chance of a successful change initiative (Kezar & Eckel, 2002). A cultural approach to change will allow for exploration of current value systems and reconciliation of incongruencies beginning with deconstruction, recognizing

that within the organizational mission area is a wide variety of individual conscious and subconscious beliefs (Schein, 1985).

Internal Context

I have used Bolman and Deal's (2017) four-frame model to explore internal factors affecting accessibility of the SV policy, resources, and reporting. This model serves as a tool to analyze change initiatives. The four unique lenses—symbolic, structural, human resources, and political—provide a distinct way of looking at the problem and can be combined for deeper insight into solutions.

Symbolic

The first frame, symbolic, encompasses myth, vison, and value; they are communicated through time to provide a sense of purpose and resolve (Bolman & Deal, 2017). The strategic plan (Coastal U, 2019a), the EDI report (Canada Research Chairs, 2021), and the CAPSAP recommendations (Malinen et al., 2022) are three key artifacts that informed my symbolic analysis at Coastal U. Coastal U's mission is exceptional, accessible education; revolutionary research; and a vibrant, desegregated community with a global connection (Coastal U, 2019c). The university embraces values of valour, partnerships, and character. The strategic plan espouses a commitment to EDI, for which Coastal U was awarded an inaugural EDI capacity-building grant. First steps included an assessment of the systemic barriers to career advancement, recruitment, and retention of underrepresented groups. That assessment identified tokenization of Indigenous persons; hiring and advancement barriers related to gender, race, ethnicity, place of origin, and place of education; leadership's commitment to EDI; and diversity within leadership as areas in need of improvement (Canada Research Chairs, 2021). SV is situated under the auspices of EDI.

I have used results from the CAPSAP study (Malinen et al., 2022) to formulate recommendations for culturally sensitive and antiracist university policy, supportive of sexual assault services and programming. The researchers, myself included, weaved significant components of the strategic plan

into the report and recommendations presented to key stakeholders at Coastal U. Seven major themes emerged from the research—increasing awareness for all, utilizing website and marketing strategies, ongoing and consistent education, enhanced reporting, extensive policy communication, improved sustainability, and continuous and transparent evaluation—many of which are applicable to increasing accessibility of the Coastal U SV policy, resources, and reporting (Malinen et al., 2022).

Structural

The second frame, structural, includes six dimensions: size and age, core processes, environment, strategy and goals, information technology (IT), and employees (Bolman & Deal, 2017). The demographics within the hierarchal structure at Coastal U are in keeping with the literature around senior leadership in HEIs (Blackmore, 2014; O'Connor et al., 2015; Wallin & Wallace, 2016). Senior leadership comprises predominantly White, male, cisgender, upper-class, able-bodied persons. The optics of the senior leadership team do little to change the narrative around power and oppression—key factors attributed to high rates of institutionalized SV. As noted previously, the EDI report (Canadian Research Chairs, 2021) indicated a need for leadership to show a commitment to EDI. Actioning that item, the senior leadership team has been taking up efforts to change the SV policy development and implementation. The Vice President (VP) Research has been collaborating with key stakeholders to determine the best approach.

Human Resources

Bolman and Deal's (2017) human resources frame espouses that the relationship between employer and employee must be a good fit, that the employer–employee relationship is reciprocal, and that organizations ought to serve the needs of the people. One of the most significant employees within my OIP is the VP Research, as this role, with its direct link between the SVPC and senior-level leadership (see Figure 2), is integral to successful change implementation. The VP Research has primary responsibility for the SV policy and is actively involved in change as a member of the SVPC. The Human

Rights Officer (HRO), security manager, and Human Resources (HR) department have been significant stakeholders in developing and supporting the SV policy; however, policy administration has been shifting to the health team and HR. The HRO and security manager have been experiencing difficulties letting go. Policy ownership is a source of resistance that requires attention. A collaborative working environment is essential for successful change. Leading change with the knowledge that resistance is impacted by anxiety in resistors (Schein & Schein, 2019) will help me to navigate some tension within the group.

Political

Finally, Bolman and Deal's (2017) political frame asserts that organizations comprise coalitions of individuals and interest groups with differing perspectives, beliefs, and values; allocation of scare resources spurs conflict; power is integral to decision-making; and bargaining and negotiation are common methods for navigating the system. The importance of addressing conflicting interests between various interest groups is highlighted within the political frame (Kezar, 2018; Manning, 2017) as seen with the current change in policy ownership. Understanding resources, power dynamics, ally formation, and deal-brokering within Coastal U is required if I am to advocate, network, and employ strong negotiating skills to advance my OIP. There is no one person responsible to administer the SV policy. It is in the process of moving from the HRO and head of security to the health manager and someone, not yet identified, in HR. There are clear attachments to the policy with differing ideas on how to move forward; however, all people at the table have agreed there is a need for an additional person who specializes in SV. Improved SV policy access will be strengthened by increasing my institutional knowledge and the history of the current policy and policymakers as well as outside influences.

External Context

To adequately interrogate the current lack of accessibility to SV policy, resources, and reporting at Coastal U, I have used a political, economic, social, technological, environmental, and legal (PESTEL)

analysis to assess external factors. All six factors are relevant in considering the external environment and underreporting of SV at Coastal U.

Political

In Canada, SV in HEIs is under the mandate of the provincial governments, leading to significant inconsistencies among Canadian HEIs. In November 2014, only nine out of 78 Canadian universities had sexual assault policies (Towl & Walker, 2019). However, a sudden and long overdue interest emerged with the global attention brought forth by the #MeToo movement beginning in 2006. Atrocities at local universities related to SV and the senseless death of a teenage SV victim brought SV to the fore for political actors. In 2016, in Coastal U's home province, the Council of Universities (a pseudonym) published a report with recommendations to address sexual violence on campus with direction from the provincial government, and that report served as one of the references for Coastal U's revised policy. The agreement called for local universities to develop stand-alone SV policies informed by the Sexual Violence Resource Committee guidelines ([Council of Universities], 2016); however, most provinces have yet to mandate universities to publicly report SV.

Economic

HEIs are grappling with decreased funding, yet SV prevention is being taken up as a governmental priority. For example, in 2018, the federal government committed to a $5.5 million budget line to provide a framework for SV prevention in HE (Usher, 2020). To that end, SV prevention was prioritized in Coastal U's province in a memorandum of understanding between the provincial government and postsecondary institutions ([Provincial Government & Provincial Universities], 2015). The province allotted $470,000 in research grant money to address primary prevention on campus. Nonetheless, Coastal U does not have a specific budget line attached to SV, nor does it have a stand-alone position accountable and responsible for SV. That said, a rapid rise in international students at

Coastal U has brought significant financial gains through tuition revenue and housing. The power of this resource may provide leverage for a commitment to SV prevention.

Social

Gender-based violence encompasses overt and covert behaviours that serve to perpetuate a socially unjust culture (Amenaghawon & Salawu, 2020). SV is a social justice concern rooted in equity and is most prevalent for those who identify as women (Amenaghawon & Salawu, 2020). Additionally, SV is confounded by intersectionality and primarily committed by male perpetrators (Phipps, 2019). Students across Canada have been advocating for changes in SV policies for decades, and in 2017, *Our Turn National Action Plan* was developed as a toolkit for student unions to assist in preventing SV and eliminating rape culture, supporting survivors and creating a culture of survivor-centrism, and advocating for policy and legislative reforms (Salvino et al., 2018). Following this report, society was awakened by campaigns such as #MeToo and Black Lives Matter, which have brought social justice to the fore nationally and internationally. F. Khan et al. (2019) authored *The Courage to Act: Developing a National Draft Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada,* a trauma-informed report of promising practices for HEIs across Canada who are looking to make substantive and sustainable change in SV prevention. To date, insufficient evidence exists to provide best practice guidelines (F. Khan et al., 2019).

Technological

Rapidly changing and increasing use of technology and social media have impacted the ways in which SV is perpetrated. Henry and Powell (2018) coined the term *technology-facilitated SV* to represent the broad meaning of abusive behaviours that involve technology, inclusive of cyberbullying, cyberstalking, gender-based hate speech, image-based sexual exploitation (i.e., revenge pornography), and rape threats. In my review of provincial SV policies, I noted that university SV policies often only cover assault that occurs on campus or at campus-sanctioned events. The use of technology for SV

perpetration blurs that line as technology-facilitated SV can occur anywhere at any time. In addition to the actual crimes of SV perpetrated through technology, technology has been used in many other nefarious ways for propagation of injustice (Dixon & Dundes, 2020).

Environment

Consideration of the external environment brings to light students' SV knowledge prior to arriving at Coastal U. Domestic and international students have limited formal and informal knowledge about SV before arriving on campus (Malinen et al., 2022). Seemingly there is limited to no discussion happening at home or in the formal school systems. Building on prior SV knowledge is necessary in programming and educational development as preexisting frameworks provide the basis for new learning (Ausubel, 2012).

Legal

According to Perreault (2017), the incidence of SV has risen in Canada, yet reporting to police has decreased. The majority of sexual assaults, approximately two-thirds, go unreported (Rape, Abuse, and Incest National Network [RAINN], n.d.), with survivors/victims citing reasons such as age and powerlessness, shame, self-blame, and believability (Dugal et al., 2016). Johnson (2017) espoused, "Less than half of sexual assaults deemed to be founded result in charges against a suspect, less than half of charged suspects are prosecuted, and just one third of prosecutions result in a conviction for sexual assault" (p. 42). Students are less apt than nonstudents to report SV; of interest, only 20% of female students report to law enforcement compared to 32% of female nonstudents (RAINN, n.d.). The culture of hegemonic masculinity within the judicial system directly impacts reporting at the university level. First- order changes are needed to support increased accessibility to the SV policy at Coastal U.

Guiding Questions Emerging From the Problem of Practice

Ontologically, critical theorists understand that reality is relative to how history has been written, which has predominantly been scribed by the White, male, powerful elite (Alvesson & Deetz,

2006), and thus has contributed to reification of SV in higher education organizations. Despite decades of efforts by activists and scholars, society's emancipation of SV has been slow to change. Two key guiding questions emerge from the PoP: What efforts have been made to transcend the status quo of SV, equity for women, and the intersections SV with gender, class, race, sexuality, citizenship, nationality, and ability? How are HEIs attending to SV?

Historical Efforts

From fighting against patriarchy and classism, to the current fourth-wave digital movement, feminists have raised consciousness and transcended the status quo in the plight of SV survivors/victims on campus. First-wave feminism was mainly taken up by White privileged woman; nonetheless, at the same time, racialized women were on the streets in their communities calling attention to their unique struggles with sexism, racism, and SV (Zimmerman, 2017). A perspective of interlocking oppression (Collins et al., 2002) did not gain traction until the works of legal theorist Crenshaw (1991) could not be ignored. Two and a half decades after Crenshaw's seminal work on intersectionality, the power of social media activism has afforded the right to fight to many who would not have had a voice. The #MeToo tagline initiated by Tarana Burke, a Black activist from the Bronx, connected the voice of liberal feminists with those of intersectional feminists (Rodino-Colocino, 2018). The undeniable rate at which male power has been used to victimize women is brought to light, providing insight into the normalization of SV as a heteronormative culture.

HEIs and SV

In years gone by, SV researchers focused primarily on prevalence, risk factors, and individualistic methods of prevention (Wooten & Mitchell, 2015), forgoing systems, structure, and societal norms as primary causes of SV (Bondestam & Lundqvist, 2020). SV research in HEIs has not been focused on leadership and its ability to influence structural and cultural change. Instead, individualized prevention strategies that problematize SV as survivor/victim inadequacy have frequently been taken up (Kerby,

2014; Marcotte, 2014). Some scholars have denounced this thinking, asserting that risk reduction is efficacious, particularly when combined with primary prevention (Holtzman, 2019; Senn et al., 2015). SV policymakers and program planners must be mindful that changes in institutional structure and culture are necessary for sustainable changes in SV (DeGue et al., 2014; Holtzman & Menning, 2015; Senn et al., 2015).

Types of Change Needed

Individual approaches to SV prevention do little to combat the more significant problem of societal norms (Dills et al., 2016). Nevertheless, they can be solutioned with fast and tangible responses or first-order change (Kezar, 2018). It is understandable why institutional policymakers take up simplistic strategies informed by bounded rationality (Bacchi & Goodwin, 2018): low-lying fruit provide fast and relatively easy change. In contrast, changes such as SV that are bounded by culture (Lumby, 2012), necessitate second-order change (Kezar, 2018). A move toward the socioecological model is necessary if the university is to address the complexity of SV. Sustainable and effective change requires comprehensive understanding that addresses change proactively and at micro, macro, and meso levels. The socioecological model of SV is commonly used to identify solutions to complex health problems, necessitating recognition that problems are impacted by individual, relationship, community, and social environments. Stokols (1996) also brought attention to the interconnectedness of these environments, self-efficaciousness of environment, and one's ability or inability to leverage environmental factors.

Leadership-Focused Vision for Change

The complexity and fluidity of organizational change management in HEIs (Buller, 2015; Kezar, 2018), together with estimations that change failure is far more prevalent than change success (Kotter, 2008; Sirkin et al., 2005), speak to the need for an intentionally well-laid-out plan (Whelan-Berry & Sommerville, 2010). The need for change in accessibility to the SV policy has been identified in the previous section, indicating that planned change can be foreseen and mapped (Whelan-Berry &

Sommerville, 2010), giving credence to the urgency for change. Shields (2010) suggested that transformative leaders need to create a strong sense of urgency as they plan educational and social changes. In the subsequent section, an understanding of individual and institutional antecedents (e.g., external pressures, internal context, and personal and group characteristics) is explored (Rafferty et al. 2013). Finally, consideration of change drivers and change readiness provides direction for forward motion with a transformative approach.

Gap Analysis

The desire to change is ignited from identification of organizational or system gaps. Reflecting on an idealized state followed by contrasting holes in the current system will provide the impetus to articulate the need and urgency for change (Kotter, 1995). This section highlights the desired state, exposes gaps, identifies priorities, and considers change drivers.

Desired State

I want to be part of a university that seeks out the voices of all students and intently listens for those that are barely audible, one that demonstrates equity with visual representation of diversity in all positions, particularly leadership roles (Astin & Astin, 2000; Montuori & Donnelly, 2018; Shields, 2019). I hope to see a true commitment with a genuine will to be proactive in SV prevention planning and, more important, implementation. A campus that eagerly addresses SV by emancipating SV through reification of underling oppression—sexism, racism, colonialism, ableism, classism, and all the isms that keep students on the fringe. Coastal U needs to emanate a culture of intolerance for hate and violence, a safe space for all community members. Currently, the lack of communication is an apparent overarching gap in the campus culture. I have drawn upon the CAPSAP project (Malinen et al., 2022) to expose the current gaps in accessibility of the SV policy, resource, and reporting options.

Lack of Policy Visibility

Although Coastal U's (2016) SV policy espouses a commitment to raising awareness and increasing education on SV, Malinen et al. (2022) identified that only some students in leadership roles have policy awareness. Most students reported a lack of policy visibility, awareness, resources, reporting options and SV prevention. Welcomed and open communication about sex, sexuality, and SV is not apparent within the institution. Communication of healthy sexual activity and sexuality continues to be spoken in whispers, impacting the shame and secrecy associated with SV (Malinen et al., 2022).

Colonial Options

Survivors/victims who wish to seek support are directed to Coastal U's health centre and counselling service. Not all students utilize Western approaches to healing, yet this is the only approach offered (Malinen et al., 2022). Reporting methods and restitution processes are framed from a settler framework, not offering traditional Indigenous practices or any approaches outside of colonial healing and treatment as alternatives.

Social Media Presence

Increasing policy awareness and knowledge contributes positively to increased SV reporting, treatment uptake, and prevention efforts (Magnussen & Shankar, 2019). Despite clear evidence that social media campaigns ought to be delivered frequently to support SV prevention efforts (DeGue et al., 2014), Coastal U's social media presence related to SV is infrequent and in English only. Like all student centric policies at Coastal U, the SV policy lacks inclusivity and accessibility. Terms are not presented in plain language nor are they available in any language other than English, despite nearly half of the student body being international (Coastal U, 2016).

Lack of SV Student and Staff Education

Consistent feedback from the various cultural and gender groups at Coastal U has revealed that students want and believe they need more education related to sex, sexuality, SV, and the intersections

of culture (Malinen et al., 2022). CAPSAP participants expressed the importance of delivering intercultural education to assist students from all countries of origin, including domestic, in navigating various types of relationships with one another (Malinen et al., 2022). Moreover, several groups of students indicated that these topics are often considered taboo in their religions, cultures, and countries of origin, thereby indicating a lack of prior learning and education on the topic.

Reporting Fears

Having trust is crucial for those wishing to report instances of SV (Towl, 2016). The average student is not familiar with the faces of those who will receive a report. Systemic issues such as trust in the criminal justice system, trust in the institution, and individual trust in those who will be taking a report have been identified as barriers to reporting (Malinen et al., 2022). A well-written policy remains ineffective if survivors/victims do not feel safe coming forward. The most significant barrier to trust identified in the CAPSAP study was a fear that the report would not remain confidential (Malinen et al., 2022). Coastal U is not effectively delivering this message to the student body—the assurance of anonymity is not well communicated.

Homogeneity

Representation at the senior administrative level does not mirror the diversity within the institution, resulting in a lack of inclusion. Monolithic hiring practices present a barrier to advancement for female, Indigenous, immigrant, and other underrepresented groups (Blackmore, 2014; O'Connor et al., 2015; Wallin & Wallace, 2016). On a separate but connected point, current resources and reporting processes for those affected by SV are colonial and do not attend to the unique needs of the student body. The current policy (Coastal U, 2016) does not represent the unique ways of being, knowing, and doing (Montuori & Donnelly, 2018) of the campus community.

Prioritization

Increasing accessibility to the SV policy, resources, and reporting depends on first- and second-order change at the institutional level. I will prioritize process and policy change by implementing first-order changes. Making change to process and procedure will involve short-term goals that can be accomplished within the time frame of my OIP. Conversely, deconstruction of an oppressive culture in HE by raising consciousness and empowering women to promote gender equity and social justice (Freire, 1970/2015) are priorities that will be attended; however, they will transcend long past my OIP implementation.

Change Drivers

Change drivers may serve to facilitate change or may provide the necessities for change (Whelan-Berry & Sommerville, 2010). Individual behaviour and values must shift if change is to be instituted (Whelan-Berry & Sommerville, 2010). Yet, individuals alone are not responsible for change; rather, they are situated within the multilevel framework of working groups and organizations (Rafferty et al., 2013). Rafferty et al. (2013) identified three antecedents to change, external pressures, internal context enablers, and personal or group characteristics, which are discussed in this section.

The provincial government is a significant external change driver in HEI SV policy development. To that end, a quick look at the Universities Canada website demonstrates prioritization of international students and EDI (Universities Canada, n.d.). Timing of my OIP is suitable as a rise in political pressure to improve SV prevention on campus was taken up following the #MeToo movement. In the 2015 memorandum of understanding between provincial universities and the government, SV prevention was earmarked as a priority and money was set aside for SV prevention grants ([Provincial Government & Provincial Universities], 2015). The Provincial SV Resource Committee, established as part of the memorandum of understanding, authored a report that put forth 10 recommendations for provincial HEIs ([Provincial Government], 2019b). Governmental power, as an external change driver, has

prompted improvements in SV prevention, thereby opening the door for improved accessibility to the SV policy, resources, and reporting. Another antecedent or change driver that requires consideration is the power of the student body and the institution's heavy reliance on tuition fees.

Communicating the necessity for change and achieving early buy-in is essential for success (Kotter, 1995). One could argue that the mobilization of the international student voice in advocating for improved accessibility can influence change. A clear connection between the recent growth in diversity and the need for an inclusive voice in SV policy implementation can be made (Malinen et al., 2022). Marketization and the institution's heavy reliance on international tuition situates the international students in a position of power, as reliance on a primary funder increases the power of the stakeholder (Austin & Jones, 2015). Of interest, according to Hauptman (2006), privatization increases institutional autonomy in spending, yet less money is spent on student services. It is unlikely that students are aware of their power; however, it will be essential to engage their voice as influential stakeholders within Coastal U. Inclusion of the international student voice is in keeping with the institution's commitment to EDI in the strategic plan (Coastal U, 2019a).

Internal context enablers, such as the strong connections between Coastal U's (2019a) strategic plan and the recommendations put forth by the CAPSAP project (Malinen et al., 2022), can be leveraged as enabling individual, working group, and organizational antecedents (Rafferty et al., 2013). To provide strength to the CAPSAP report, Malinen et al. (2022) intentionally tied its recommendations to the strategic plan. The authors embedded the strategic plan into the overall themes: increasing awareness for all, utilizing website and marketing strategies, inconsistent education-enhanced reporting, extensive policy communication, improved sustainability, and continuous and transparent evaluation. Elements of the strategic plan (e.g., commitment to students and the community, EDI, prosperity, and faculty and staff) were utilized to support the need for change. These connections, together with the results of Coastal U's EDI report (Canada Research Chairs, 2021), will provide leverage for change.

Additional internal context enablers that must be considered include human resources, communication, engagement, and coalition building. According to Nadler and Tushman (1980), successful change requires appropriate resources. In addition to my role as an internal consultant, Coastal U has brought in an SV consultant to facilitate revision of the current policy. Throughout advisory committee discussions, it has become clear that a stand-alone coordination role is needed to successfully enact the policy as it is written. Ostensibly all stakeholders at the table agree with the need for a position that requires a separate budget line as opposed to adding SV to the portfolio of the health manager, HRO, security, and HR. All too often, work on gendered issues is not valued and is to be completed off the side of someone's desk or taken up by students with an already overburdened workload (Saxena, 2020).

Involving employees through communication and engagement can enhance cognitive and affective attitude toward change (Rafferty & Restubog, 2010; Rafferty et al., 2013). Buller (2015) put forth the idea of the Ikea Effect, wherein involvement in building the change fosters ownership and increased worth. Currently communication is at the group level; information sharing and gathering are not moving past the committee to the people on the ground. However, engagement and coalition building are occurring at the committee level. Interested stakeholders from various departments (e.g., Student Affairs, Communication, Health, Security, HR, and senior administration) and students are in attendance and have demonstrated a genuine interest in improving accessibility of SV reporting. Assessment of individual group members' personalities as well the mood of the group can provide valuable data when identifying change levers (Rafferty et al., 2013).

Personal and group characteristics impact the change process (Rafferty et al., 2010). A leader's ability to recognize what is happening at the individual and group level will provide insight into forces that will move the change forward or potentially hinder the process. When personality or group traits are positive, the leader may be cautiously optimistic, understanding that there are passive resistors who

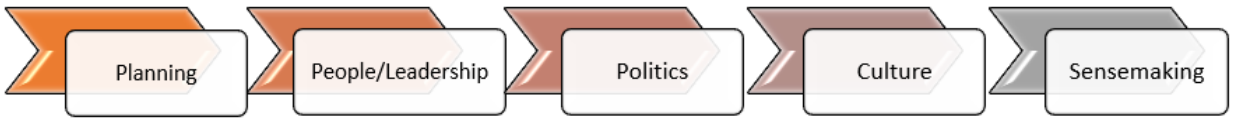
may not openly exhibit their reservations. The leader's ability to read the mood in the working group and to provide a space where people can be themselves will positively impact change (Rafferty et al., 2013). That said, close attention to unspoken resistance requires attention, perhaps arising from what Kegan and Lahey (2001) termed competing commitments. Currently the mood in the group is hopeful and excited. Even so, some tension exists when talking about responsibilities. This landscape is shifting, and barriers related to ownership seem to be arising.

Organizational Change Readiness

A clear demonstration of need must drive the desire to change (Kotter, 1995). In communicating this need, the consequences of inaction have been and will continue to be put forth to all stakeholders. The effects of inaction are visible in the devastating sequelae of SV (Chang et al., 2017; Krebs et al., 2016; Levesque et al., 2016; RAINN, n.d.). Improved access depends on realignment in structures and processes identified as first-order change and a cultural shift as second-order change. Identification of the current misalignment must be made evident, and urgency established (Kotter, 1995). Coastal U's capacity for change will be established by applying Kezar's (2018) readiness tool (see Figure 4). Readiness is evaluated in the subsequent sections and presented succinctly in Appendix A.

Figure 4

Change Readiness



Note. Adapted from *How Colleges Change: Understanding, Leading, and Enacting Change* (2nd ed.), by A. Kezar, 2018, Appendix 2. Copyright 2018 by Routledge.

Planning

The SVPC has been meeting every 2 weeks to revise the current SV policy (Coastal U, 2016). An external consultant has been hired to facilitate the process. Many issues related to accessibility of the policy, reporting, and resources have arisen during these discussions about policy. During the policy discussions, many key stakeholders appear to have agreed with the need to improve accessibility. Seemingly there is a shared need for change, although the exact vison has not yet manifested. Buy-in across departments seems to be in place. The values espoused in the strategic plan (Coastal U, 2019a) as well as data from the CAPSAP project (Malinen et al., 2022) and the EDI report (Canada Research Chairs, 2021) are being leveraged to draw attention to the need for change. Consideration has been given to related policies (e.g., code of conduct, respectful campus, violence prevention, and confidentiality and privacy).

People/Leadership

Engaging change with an appropriate mix of stakeholders, administration, faculty, and staff, is needed for effective organizational change management (Kezar, 2018). The SVPC comprises champions from many areas across campus and in differing roles. The largest department represented is student affairs—the director, the HRO, and the health manager are represented. The voice glaringly missing is that of the student. This omission has been acknowledged and is being planned for during the next steps of engagement. A commitment has also been made to additional professional development and training. Brainstorming around how to encourage educational uptake has been discussed. An external consultant has been hired to assist with improvements; regrettably, it is a temporary position, and those who are working within the committee will be taking on additional work as the plan moves forward.

Politics

Changing visibility, awareness, education, and reporting fears related to SV reporting will impact equity and inclusion, values that are loosely connected to the goals of EDI, which are being taken up by

the president, the deans, and institutional allies at Coastal U. Additionally, the president has signed a memorandum of understanding that places SV as an institutional priority, wherein eight objectives have been set. One outcome was the establishment of a Provincial SV Resource Committee. The committee joined forces to inform a report that included 10 recommendations for each university's stand-alone SV policies. Leadership has welcomed the recommendations from the CAPSAP project (Malinen et al., 2022) and has begun to work on the outcomes associated with the EDI report (Canada Research Chairs, 2021). In addition to the reports and policies mentioned, consideration to faculty and staff collective agreements must remain at the fore. Training and development can be mandated to students and nonunionized employees, although encouraging uptake by unionized members will require some strategizing. That said, the union's most recent meeting did include a discussion related to the slow movement of administration in addressing SV reporting. Inciting energy to end social injustice related to SV at Coastal U can be accomplished by ensuring employees are aware of the low reporting numbers and the secondary trauma associated with underreporting. Concern will translate to a desire for education and training.

Culture

The institutional landscape at Coastal U is shifting as there has been an increasing focus on SV prevention and aligning institutional values with social justice priorities. This paradigmatic shift has arisen from external social and political forces resulting in provincial prioritization of SV prevention. The shame and secrecy that surround SV contribute to silence around the topic, and until there is a willingness on behalf of leadership, staff, and students to acknowledge the issue, it will be a challenge to overcome, particularly with underreporting. When visibility, readability, and awareness are increasing, SV reports and disclosures should increase. If potential students see an increased number of SV reports, enrolment targets may be negatively impacted. Therefore, highlighting SV reporting as a positive and supportive change is essential. This could potentially be an area where competing commitments hinder

change. To date, the university has not completed a climate survey specifically looking at SV; however, a survey assessing EDI was completed and a task force has been seeking to address the recommendations. Meetings with the communication manager have been used to strategize ways to invite student input and eventual roll out.

Sensemaking and Learning

There could be resistance from those who will have to adapt their current workload to implement the changes and as a result of increased reporting. Those who will be affected in this way will need to be brought into the planning as soon as possible. The plan for educating faculty may meet with some resistance. It has been suggested to incorporate some teaching in with already mandatory safety on-boarding. Other suggestions have involved the inclusion of learning with research activities. Data gathering and management are not performed by the institution, thereby presenting a challenge with data collection and dissemination to support the need for change.

Universities and governments have recognized SV on campus as a significant health concern and, as such, have collaborated to ensure universities have stand-alone, survivor/victim-centric SV policies. Even so, SV continues to threaten the health and safety of university students. Many barriers prevent survivors/victims from reporting or disclosing their abuse. This chapter has laid the groundwork for understanding the organizational context and culture at Coastal U. A TL approach will be taken to guide the organization through changing the abysmal SV reporting numbers. This OIP, grounded in critical theory and intersectional feminist perspectives, provides insight into the organization. Bolman and Deal's (2017) four-frame model was utilized to explore the internal context, whereas a PESTEL analysis provided the external context. An understanding of the current and desired state has given insight into what changes are needed, and Kezar's (2018) readiness assessment demonstrated the university's ability to engage with change.

Chapter 2: Planning and Development

Chapter 1 provided a description of change needs by highlighting the catastrophic results of underreporting SV, the internal and external context at Coastal U, and my agency to impact transformative change. Chapter 2 focuses on leadership approaches and change frameworks to stimulate and sustain change. TfmL and TL approaches are aligned with Deszca et al.'s (2019) Change Path Model (CPM) and Krüger's (1996) iceberg model to facilitate change at Coastal U. An analysis of data collected in Chapter 1 informs solutions proposed in Chapter 2.

Leadership Approaches to Change

In my capacity as an SV researcher, SANE, and internal SV expert, I hope to facilitate change in SV reporting at Coastal U. Throughout the change process I will work directly under the VP Research, who currently has the overarching responsibility for the SV policy and SV reporting. Her transformational style together with my transformative approach draw on the work of Burns's (1978) conceptualization of TfmL and are described in more detail in subsequent sections. The overlay of these leadership styles and coming together as agents of change, relational agency (Edwards, 2017; Pantić et al., 2021) is explored in the next two sections.

Organization's Transformational Approach

TfmL efficaciously facilitates improvements to Coastal U's SV response under the domain of the VP Research. In her role, the VP Research is concerned with ethical decision-making, social responsibility, and changing culture. Her TfmL skills augment my TL approach. Evidence of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1985; Bass & Avolio, 1994; Burns, 1978) have actively led to SV policy improvements. That said, reporting procedures, a component of the SV policy, have not been addressed in the 2016 SV policy revision (Coastal U, 2016).

Idealized Influence

According to Bass and Riggio (2006), the transformational leader instills a higher morality in followers by displaying ethical values and behaviours. The VP Research has acted as a role model for other key stakeholders in her quest for improved SV services for students. The VP Research is a well-respected role model whom committee members trust; she evokes excitement about change and effectively connects change to the university's strategic plan (Coastal U, 2019a). TfmL can evoke feelings of excitement during the change process, thereby fostering positive energy from interested stakeholders (Howarth & Rafferty, 2009).

Inspirational Motivation

Team members from across campus are seemingly happy to work toward the goal of an improved response to SV at Coastal U. The VP Research trusts each person's ability and asks that they demonstrate their abilities by encouraging them to delve into the research behind a strategy or change in policy. Following engaged discourse, decisions are made by the group, and it seems people are flexible to suggestions put forth. Transformational leaders articulate a clear vision for future organizational values by passionately engaging others in decision-making (Bass, 1999) and strengthening shared goals (Torlak & Kuzey, 2019).

Individualized Consideration

The VP Research is keenly aware of the expertise around the table. She asks for input on and clarification of topics that she is not familiar with. The SVPC has been working collaboratively with an external consultant, and combined knowledge and experience has been consistently sought (e.g., when communication issues arise, the Communication Director's opinions are valued, or when a human rights concern surfaces, the HRO is heard). The VP Research encourages the team to learn more about a specific topic that interests them. Bass (1985) espoused that transformational leaders identify individual interests and encourage individuals to develop those interests.

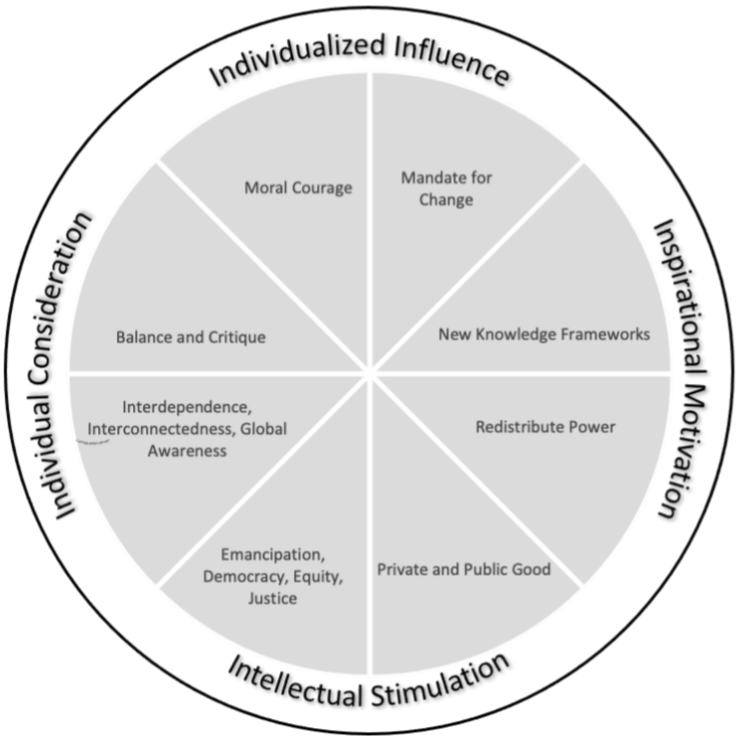
Intellectual Stimulation

When ideas are being brought forward, the VP Research encourages the person to follow through with an idea and to take it through different scenarios, fostering creativity and innovation of new ideas. It provides an atmosphere of possibility and hope. Encouraging new ideas and initiatives without censorship allows stakeholders to effectively interrogate the status quo (Bass & Avolio, 2004).

Despite the admirable and directional qualities of TfmL, the leader–follower dynamic (Bass, 1985; Bass & Avolio, 1994) situate it in more of a senior leadership role, whereas TL works well with a grassroots leader, such as myself (Montuori & Donnelly, 2018; Shields, 2019). That said, the perfect pairing of the VP Research's TfmL approach with my TL approach enables me to be who I need to be to advance my OIP at Coastal U—a synergistic approach for progressive and proactive change, depicted in Figure 5.

Figure 5

Transformative and Transformational Mix



Note: Figure is my own; concepts are from Bass et al. (2003) and Shields (2019).

Transformative Leadership

Leadership is strengthened when people relate to the world with a nonbinary lens, emitting an openness to alternative ways of knowing (Montuori & Donnelly, 2018)—allowing room to live and lead from the middle. Connecting with and genuinely getting to know students and staff of diverse identities will bring global insights and interconnectedness of knowledge, experience, and ability as the institutional leaders work toward change. Relationships and leadership are strengthened when individual qualities such as authenticity, self-knowledge, commitment, empathy, and competence are attended to, which synergistically improve group qualities of shared purpose, disagreeing with respect, collaborating on the division of labour, and fostering a learning environment (Astin & Astin, 2000). As I work toward improved reporting and response to SV, I aim to model TL qualities by working formally and informally with groups and individuals interested in removing barriers to SV reporting, working as an educator within the class setting, and displaying TL qualities when speaking at department and Senate meetings.

Mandate for Change

Society, and more specifically the institution, have empowered the wealthy, cisgender, heterosexual, and nondisabled White men in the university culture. For example, the imbalance in senior leadership roles that has historically and persistently perpetuated White male power and oppression of women and minorities (O'Connor et al., 2015) and the everyday inequitable socialization of students inside and outside the classroom demonstrate the need to address unequal societal power (Shields, 2019). Primary prevention will be positively affected with increased reporting of SV (Magnussen & Shankar, 2019; Na et al., 2019). Effective and sustainable change in SV prevention requires measures that address root causes of masculine homosocial culture juxtaposed to a misguided focus on survivor/victim–initiated strategies (DeGue et al., 2014). Of note, within recent years many universities have responded to the call for improved EDI with the hiring of VPs for that role; however,

Coastal U has allocated that work to the VP Research. EDI ought to be led by someone with specialized knowledge as opposed to simply adding it to an existing portfolio led by someone who may or may not have EDI knowledge.

Knowledge Frameworks

Change processes require reflection before action to illuminate root causes and identification of historical errors in past change attempts (Montuori & Donnelly, 2018; Shields, 2019). Open discussions and mindfulness will provide safe space for considering individual and institutional implicit bias and competing values (Holroyd et al., 2017). Change leaders can begin by identifying underlying assumptions that perpetuate heteronormative, racist, sexist, classist, and ableist behaviours and implicit and explicit barriers to reporting. Only after genuine reflection and deconstruction can reification begin. As a transformative leader, I will search for the unique voices of survivors/victims to provide full comprehension of the underlying impediments to SV reporting.

Redistribution of Power

Participating in student-led groups with survivors/victims, international and Indigenous students will provide an opportunity to engage in a transformative relationship. Understanding the issue of SV reporting from a cross-cultural perspective will aid in constructing a creative way forward, one that challenges privileged ways of knowing (Montuori & Fahim, 2004) and cocreates a space free from oppression and marginalization of individuals and groups. Understanding power, oppression, and barriers to reporting SV will provide insight into how to approach change.

Private and Public (Individual and Collective) Good

Universities struggle with the idea of increasing SV reporting; how will it affect marketing and enrolment? Balancing students' best interests and what is profitable for the institution often entails understanding competing values that require universities to act from an ethos of ethics and morality.

Allowing frank discussions about this concern and prioritizing student safety will help decision-makers understand the benefits of a proactive response to underreporting.

Emancipation, Democracy, Equity, and Justice

TL calls for a focus on emancipation, democracy, equity, and justice (Shields, 2019). The calls to action from the Truth and Reconciliation Commission of Canada (2015), the outrage following Black Lives Matter, and astounding numbers of SV reports ignited by the #MeToo movement exemplify the profound need for individual and collective involvement toward the emancipation of social injustice. The demand to free the oppressed from inequity and injustice has never been more apparent. HEIs are well positioned to create generations of transformative leaders able to tackle pervasive issues of injustice and inequity (Astin & Astin, 2000; Shields, 2019). Ascribing to assumptions put forth by Astin and Astin (2000) that leadership is about fostering change, is a value-based group process, and that all people can lead, I hope to improve SV reporting by modelling and promoting the attributes of social justice, equity, and ethics inside the classroom, the department, and the university.

Interdependence, Interconnectedness, and Global Awareness

Coastal U is home to many Indigenous students, and international students from over 45 countries, necessitating an understanding of diverse ontologies and epistemologies within the organization as well as a critique of Western ideology. The use of inclusionary othering can realize the creation of knowledge to raise consciousness, develop a shared purpose, build community, and foster individual and structural inclusion (Canales, 2000; Jacob et al., 2021). Canales's (2000) early works referred to inclusionary othering as an "attempt to use power to create transformative relationships in which the consequences are consciousness-raising, sense of community, shared power, and inclusion" (p. 25).

Balancing Critique With Promise

The inclination to protect institutional reputation should not overshadow basic ethics and morality**.** That said, oftentimes, neoliberalism in HEI places value on economic increases to the detriment of moral values within the institution. For example, shame and secrecy associated with SV continue to be evident in universities as they "airbrush" or remove perceived blemishes (Phipps, 2019) to make their business more marketable. The astonishingly low incidence of reporting SV (Magnussen & Shankar, 2019; Towl & Walker, 2019) is impacted by accessibility and enhances the university's ability to airbrush (Phipps, 2019) the institutional brand and marketability.

Moral Courage

In this OIP I will work towards *moral courage*, the courage and ability to act ethically in all aspects of transformation, even when there is a threat or a perceived threat (Shields, 2019), to lead the way in systemic and individual strategies for improving SV reporting. Knowing that increased reporting will not equate to increased incidences—instead, it will increase uptake of resources, improve class time and graduation rates, and improve health (Lonsway & Archambault, 2012)—Coastal U can market itself as a proactive provincial leader in SV reporting instead of a reactive campus that implements changes only when dictated by government mandates.

Framework for Leading the Change Process

In this section, I briefly discuss types of organizational change and explore the most appropriate change models. While discussing Deszca et al.'s (2019) CPM and Krüger's (1996) iceberg model, I identify their benefits and limitations. I will utilize a hybrid approach of both models to address the PoP at Coastal U.

Types of Organizational Change

Change may ensue as a result of internal or external pressures. Forced external pressure is described as reactive change, and inevitable or anticipated external pressure is described as proactive

change (Henderson et al., 2015; Tushman et al., 2015), whereas change that arises from an internal desire to better the organization is referred to as interactive change (Buller, 2015). Coastal U is currently undergoing reactive change—revising the SV policy due to external pressure and governmental mandates. SV reporting is not yet mandated in all provinces, but mandates for SV reporting in the United States (McMahon et al., 2019) and central and western Canada (Towl & Walker, 2019) indicate the need to be proactive, allowing for planning and TL approaches.

In the United States, the Clery family spearheaded changes to SV reporting following the rape and murder of their daughter in a college residence room in 1986 (Clery Center, n.d.). Their advocacy resulted in the 1990 enactment of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, more commonly referred to as the Clery Act (Clery Center, n.d.). The Clery Act mandates U.S. universities to report SV publicly, and western and central Canada have followed suit (Towl & Walker, 2019). Changes to reporting at Coastal U and other local universities have not yet been mandated but are likely to occur. Therefore, a proactive approach would benefit all key stakeholders.

To that end, researchers of the CAPSAP project identified areas in need of growth concerning improved SV reporting (Malinen et al., 2022). The necessary changes range from incremental first-order changes to punctuated second-order change. Tushman et al. (2015) distinguished between punctuated/radical proactive change and incremental/episodic proactive change. Incremental change can be led from the bottom up (Tushman et al., 2015), whereas punctuated proactive change involves strategic change that affects structure, critical tasks, culture, interdependencies, and competencies (O'Reilly & Tushman, 2008), and necessitates senior-level involvement. Agreeably, to address my PoP, transformational executive-level involvement and bottom-up transformative approaches will best serve the proposed change process. Some aspects of change within my OIP are incremental; others would be punctuated or radical in nature (Deszca et al., 2019). I will use a combination of frameworks to approach my PoP, which I explore in subsequent paragraphs.

Change Frameworks

Before landing on Deszca et al.'s (2019) CPM and Krüger's (1996) iceberg model, I considered Kotter's (1995) eight-step model of change. The detailed and prescriptive nature of the model was worth considering; however, Kotter's top-down and linear methodology is not fitting with a bottom-up approach, nor is it congruent with a TL style that seeks opinions and action from all interested stakeholders. Leavitt's (1972) diamond model was also considered; however, it is missing the interaction between tasks, people, technology, and structure and does not consider external forces affecting change. I explore my rationale for selecting Deszca et al.'s CPM and Krüger's iceberg model in the following paragraphs. Next, a hybrid of both models is put forth as the most appropriate change model to address underreporting of SV at Coastal U.

Change Path Model

Deszca et al.'s (2019) CPM takes up the process of awakening, mobilization, acceleration, and institutionalization as a task-oriented method of eliciting change. This model draws from previous models and acts as a practical and prescriptive guide for change leaders (Deszca et al., 2019). In Chapter 1, the urgency for an awakening was articulated by identifying the consequences to health and safety if the status quo were to be maintained. The vision for change is being constructed but has not yet been communicated, but that communication is necessary for shared understanding to develop. The flexibility and adaptability of leadership has been evident throughout policy discussions and decision-making.

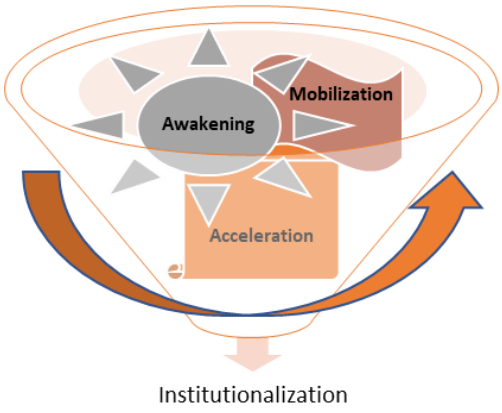
Moreover, changing the policy as the need arises speaks to a flexible and adaptive approach in leadership (N. Khan, 2017; Rafferty & Restubog, 2010), opening the door for iterative changes to reporting. Awareness of power and cultural dynamics, frequent and broad communication of the need for change, and leveraging the expertise of interested stakeholders will assist with mobilization (Deszca et al., 2019). Multiple strategies (e.g., engaging others, communication, development, assessment tools) will be utilized to accelerate the planning and implementation of the change plan. Finally, if the

processes above are successful, institutionalization will occur (Deszca et al., 2019). Institutionalization will be realized when the desired outcomes become habituated (Ahmed, 2012)—hidden in the tacit organizational culture.

In addition to ongoing evaluation of the change plan, new processes and procedures for reporting will require the development of knowledge, skills, abilities, and resources. Change is not linear (Buller, 2015; Deszca et al., 2019); swirling around in a funnel represents this movement. The mix of awakening, mobilization, and acceleration is unique to each change, institution, and person (Buller, 2015), demonstrated by diverse shapes and colours entered into the funnel (see Figure 6). Consideration of each will impact the result—institutionalization.

Figure 6

Change Path Model



Note. Adapted from *Organizational Change: An Action-Oriented Toolkit* (4th ed.), by G. Deszca, C. Ingols, and T. F. Cawsey, 2019, pp. 54-57. Copyright 2019 by Sage.

The process and prescriptive nature of the CPM (Deszca et al., 2019) offer leadership an unambiguous framework for change. It is a process applicable to leaders at the bottom, middle, and top and has the fluidity to traverse between stages (Deszca et al., 2019). Arguably, the framework does not sufficiently consider overt and covert barriers to change. Therefore, I chose to add Krüger's (1996) iceberg model to ensure obstacles do not hinder the change progress.

Iceberg Change Model

A significant component of organizational culture at Coastal U lies beneath the surface, reminiscent of Krüger's (1996) iceberg change model, an analogy that depicts the humanistic component of organizational change management. The tip of the iceberg denotes elements of organizational change—cost, quality, and time, for example—that are commonly managed. Conversely, the iceberg elements below the surface, such as management of power and politics as well as perceptions and beliefs, are often ignored; nonetheless, they have a tremendous impact on progress and success (Krüger, 1996). Power imbalance inherent in hierarchical structures and SV reporting is exacerbated by gender inequality, cultural incompetence, and racist ideology silencing the voices of many stakeholders and survivors/victims. Moreover, the shame and secrecy associated with SV at an organizational and individual level drive my PoP deeper under the water. These power dynamics and the concealment of SV, as well as the staggering numbers of hidden and undisclosed SV cases, keep SV hidden below the surface (Armstrong et al., 2018; Phipps, 2019). The hidden organizational culture, the covert nature of SV, and dismal SV reporting numbers are perfectly represented by the iceberg analogy, thereby supporting the use of Krüger's iceberg model in my OIP.

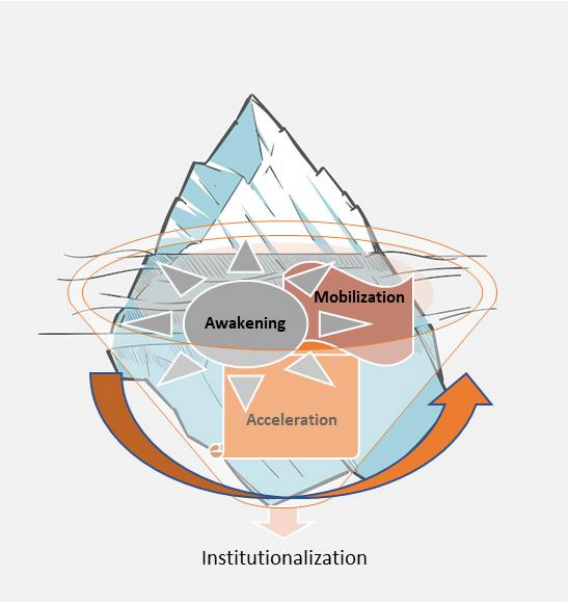
A deep analysis of what lies beneath the surface may provide insight into the potential barriers (opponents and hidden opponents) and the opportunities for success (promoters and potential promoters). Additionally, my PoP and selected solutions may evoke the feeling of competing values in some stakeholders; therefore, attention to promoters, potential promoters, opponents, and hidden opponents cannot be overlooked. One way to mitigate the challenges associated with barriers is to execute an ongoing environmental scan, which provides the rationale for completing a full cycle of Plan, Do, Study, Act (PDSA) model (Deming, 1982) during each stage of the CPM. I explore this concept further in Chapter 3.

Combining the CPM and Iceberg Model

Deszca et al.'s (2019) CPM does not adequately consider power imbalances or the internal and external politics of change. Inherent in the concept of power and politics are value systems. Institutional, team, and individual values are integral to organizational change management (Rafferty et al., 2013), thereby necessitating the application of the iceberg model. This model alone would not serve my plan for organizational change as it does not offer prescriptive direction and process. As depicted in Figure 7, I offer an overlaying of the iceberg model with Deszca et al.'s CPM to incorporate the prescriptive fluidity of the CPM with the undercurrents of champions and resistors and environmental nuances, much of which remains hidden below the surface.

Figure 7

Change Path/Iceberg Model



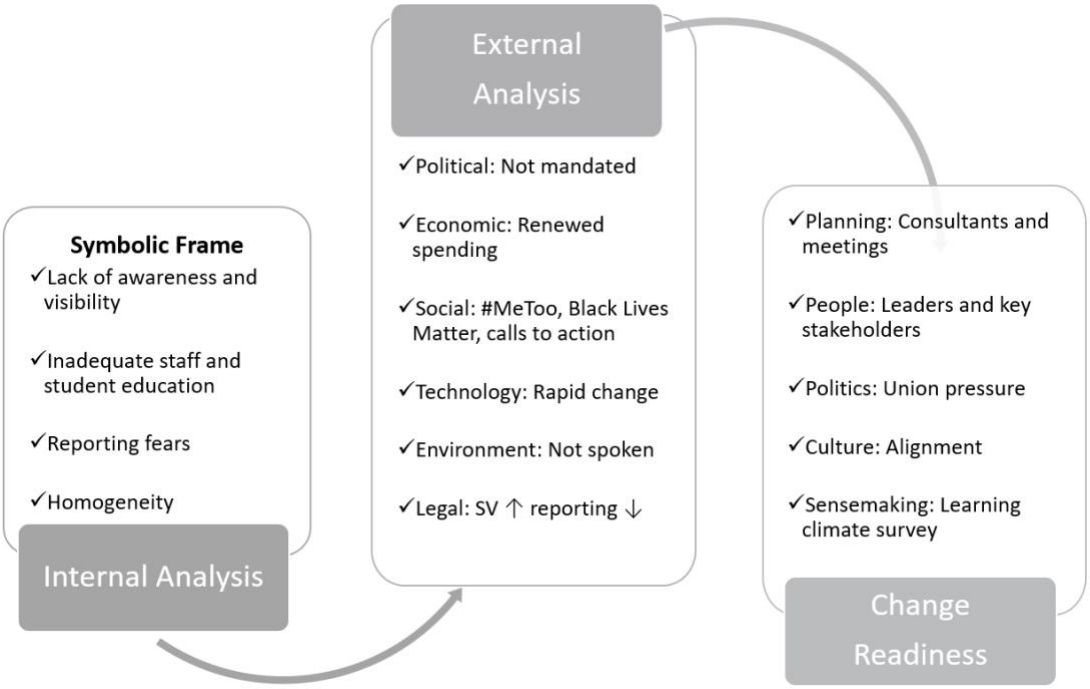
Critical Organizational Analysis

This section considers the internal gaps and the external PESTEL analysis put forth in Chapter 1 to analyze internal and external barriers as well as supports for improving SV reporting at Coastal U. The organization's capacity for removing barriers to SV reporting is also assessed by applying the outputs of Kezar's (2018) readiness assessment tool, put forth in Chapter 1. Next, I apply my leadership approach

and chosen change frameworks to diagnose and analyze the identified gaps. Figure 8 exhibits the components used to identify and analyze the barriers to SV reporting.

Figure 8

Capacity for Change



Internal Analysis

Capacity for change requires a review of identified gaps. In the subsequent paragraphs I explore internal gaps though Bolman and Deal's (2017) four-frame model. For more detail, refer to Framing the Problem of Practice in Chapter 1.

Lack of Policy Awareness and Visibility

The reporting procedure for SV at Coastal U is written within the SV policy (Coastal U, 2016). Policy awareness and visibility have been identified as significant barriers to reporting (Gunraj et al., 2014; Magnussen & Shankar, 2019). To that end, 14 out of 14 focus intercultural groups at Coastal U have identified the lack of policy visibility as a significant problem for policy users (Malinen et al., 2022). SV prevention is closely linked to reporting of SV. Those who report are connected to supports and

offered accommodations. As resource uptake is improved, the sequelae of trauma and revictimization is lessened (Magnussen & Shankar, 2019). Paradoxically, Coastal U's SV policy boasts widespread policy awareness; nonetheless, many students have concerns that the policy is invisible at Coastal U and is in English only (Malinen et al., 2022), leading to concerns of policy enactment.

Lack of Student and Staff Education

In order to combat SV while also empowering survivors/victims, there is a clear need for increased education related to sex, sexuality, SV, and the intersections of culture (Malinen et al., 2022). The secrecy associated with SV is prevalent in many cultures, but some participants in the CAPSAP study felt it was more pronounced in their countries, limiting education and discussions related to sex and SV (Malinen et al., 2022). Shame and secrecy perpetuate feelings of guilt and allow for increased power and oppression of the perpetrator (Bergoffen, 2018), resulting in decreased reporting. Knowledge, particularly that which serves to deconstruct power and privilege associated with the White male hegemonic culture, is notably absent at Coastal U.

Reporting Fears

Reporting fears identified by many CAPSAP participants included lack of systemic trust of the criminal justice system, the institution, and the individual taking the report (Malinen et al., 2022). Explicit and easy-to-follow reporting procedures have been associated with increased institutional trust, increasing the ability of a survivor/victim to report (Stader & Williams-Cunningham, 2017). Unfortunately, without institutional trust, students report feelings of not being believed, feelings of shame, concerns for individual and family reputation, fear of retaliation, and, most prominently, concerns about a potential breach of confidentiality (Malinen et al., 2022). Many of these fears are congruent with those identified in the SV literature (Alaggia & Wang, 2020; Breen & Boyce, 2021; Stader & Williams-Cunningham, 2017).

Homogeneity

Although Coastal U's student body is quite diverse in gender, sexuality, race, ability, and class, senior level leadership is not representative of its membership, signalling to the underrepresented majority that their unique way of being, knowing, and doing is not represented at the decision-making level (Montuori & Donnelly, 2018). The aforementioned concern of institutional distrust is further damaged with such a monolithic representation in senior administration. Furthermore, students have noted being uncomfortable reporting their assault to someone outside their culture and gender (Malinen et al., 2022), and currently, White, cisgender, female and male staff members complete the assault intakes. Reporting methods and options for restitution are colonial in nature and do not represent the student diversity at Coastal U.

External Analysis

A PESTEL analysis was used to determine the external environment. A brief synopsis is provided here; additional details are provided in Chapter 1.

1. Political: SV has been prioritized in the province and the provincial universities; however, public reporting of SV is not mandated.
2. Economic: National, provincial, and institutional funding were renewed; however, no commitment has been made to sustainable SV funding for provincial HEIs.
3. Social: The need for improved SV prevention, including improved reporting, has been highlighted as a priority by Canadian students and provincial leaders.
4. Technology: IT is increasingly being utilized for nefarious reasons with regard to SV, yet an increased reliance for reporting has not been embraced at provincial HEIs.
5. Environment: There has been a significant rise in diversity of student enrolment.
6. Legal: SV is increasing; however, reporting of SV is declining.

Organizational Readiness

I analyze five elements of Kezar's (2018) readiness tool, assessment of organizational planning, people/leadership, politics, culture, and sensemaking and learning, to determine the organization's capacity for change. Coastal U has been reactively revising its 2016 SV policy, which includes the process and procedure for reporting. Our working group has agreed that there is a need for an iterative policy; one that changes as barriers or new information is identified. Improvements in reporting have not yet been mandated; nonetheless, discussions about proactive approaches to improved reporting have begun. Connections to the strategic plan (Coastal U, 2019a) and the CAPSAP project (Malinen et al., 2022) are informing policy revision. The identification of improved reporting was evident in the CAPSAP analysis (Malinen et al., 2022). There is clear congruence between the goals of the VP Research as the leader responsible for the SV policy and improved SV prevention, policies, and procedures. Although key stakeholders from across campus are engaged, buy-in from the VP is particularly important as she has access to resources and a direct link to other senior leaders. Diverse perspectives are sought and heard at the SV meetings; however, the student and community voices are notably missing.

Fortunately, my PoP is aligned with current political priorities. Canadian universities and provincial mandates have highlighted SV prevention as an area in need of improvement ([Council of Universities, 2016; Universities Canada, n.d.) and the union, through the equity committee, is maintaining pressure to ensure Coastal U is addressing concerns related to SV. That said, a move to increase reporting will likely require strong advocacy at the Board of Governors and presidential level as increased numbers in SV reporting without the proper context could potentially impact marketing. The organization's desire to improve EDI and to fulfill the promises outlined in the strategic plan (Coastal U, 2019a) align well with initiatives to improve SV reporting. Educating all levels of the university community will be essential as possible resistance from those who are happy with the status quo may become apparent.

Addressing Gaps With Leadership and Change Frameworks

As a transformative leader working in a transformational environment, we will facilitate change by collaboratively engaging diverse and unique perspectives, searching for creative solutions. My agency as an invited SV knowledge holder allows me to guide the SV policy transformation as the VP Research, who holds positional power inherent in a senior leadership position (Austin & Jones, 2015), makes space for knowledge sharing within the organization and the tenets of inclusionary othering (Canales, 2000). This collaborative approach uses relational agency to invite the voices of marginalized and oppressed survivors/victims to provide input into the gaps, barriers, and solutions to the underreporting of SV at Coastal U. These leadership approaches will energetically move organizational change management toward shared goals.

The four elements of Deszca et al.'s (2019) CPM—awakening, mobilization, acceleration, and institutionalization—will be foundational to facilitate change. Meanwhile, leveraging institutional knowledge of what constitutes blockages and what supports lie beneath the surface, using Krüger's (1996) iceberg change model, will inform the analysis. The gaps (e.g., lack of policy awareness and visibility, lack of student and staff education, reporting fears, and homogeneity), identified by the use of Bolman and Deal's (2017) four-frame model, together with a review of the external environment by use of a PESTEL analysis, and application of the readiness assessment, provides assurance that I can move forward with possible and preferred solutions.

Solutions to Address the Problem of Practice

Increasing SV reporting, the PoP identified in this OIP, depends on first- and second-order change at the institutional level. Three plausible solutions are put forth with consideration of five categories: time, human resources, fiscal, and IT implications, and the impact of the solution on the ability to make change. The preferred solution is discussed in greater detail. All solutions are rated for relevance from 0–6, with 0–2 as minimum, 2–4 as moderate, and 4–6 as high relevance to each of the

five categories. After careful consideration of offering a possible fourth solution, it has been rejected to maintain the status quo. A critical paradigm with intersectional feminist theory necessitates making radical change to alter the power and oppression of a heteronormative society that continues to perpetuate SV against women and other marginalized people. Improved SV reporting at Coastal U is dependent upon intentional, planned, substantive, and sustainable change.

Solution 1: Increasing Awareness

A thematic analysis of cultural perspectives of the SV policy at Coastal U (2016) identified a lack of policy awareness as an obstacle to SV reporting (Malinen et al., 2022); an impediment also supported in the literature (Bergeron et al., 2019; Gunraj et al., 2014; Magnussen & Shankar, 2019). Concerningly, Schulze and Perkins (2017) asserted that student awareness of survivor/victim supports is lower in students who identify as a minority, yet their victimization rates are higher. Policy awareness is necessary as the process for reporting and the options for accommodation and supportive resources are outlined in the SV policy.

First, incorporating a link to the SV website in the syllabi template and the learning management system used by most course professors would improve visibility and identify SV prevention and awareness as priorities for Coastal U. The addition of a link to the SV website in the university's syllabi template would require approval from the Academic Committee, a subcommittee of the Senate.

Second, converting the SV policy into an easy-to-read and easy-to-follow document would improve policy accessibility by making it more readable. Additionally, it could be translated into the most common languages used on campus. Trying to read a policy in a second language during confusion and crisis significantly disadvantages students who have English as a second language. The policy is currently written in legal language; a shortened, plain language, step-by-step version in the 10 most common languages ought to be available for students. Easy and discernable access to the process and procedure for reporting, as well as possible accommodations and resources, would provide policy users

with the benefits of reporting. Effectively communicating procedures could facilitate and increase campus reporting rates (Bergeron et al., 2019; P. P. McMahon, 2008).

Third, frequent and ongoing digital awareness that values EDI, as well as SV reporting processes and supports, can also be leveraged. This awareness could be in live discussions, presentations, written text, the use of the multimedia screens at Coastal U, and ongoing messaging on social media platforms. Utilizing diverse and ongoing messaging is needed to raise policy awareness (DeGue et al., 2014). Additionally, universities can leverage social media and all forms of digital awareness to be proactive and supportive of survivors/victims by monitoring the social media of activist leaders (Linder et al., 2016). The suitability of this solution will require consideration of resources.

Solution 1: Needed Resources

Such a change would not significantly affect the workload of faculty and staff. Inclusion of the link on Moodle, the learning management system, would have to be approved by the Centre for Teaching and Learning. This component of Solution 1 would impact the workload for IT staff, but it would not be onerous. Changing the syllabus template would require minimal impact on faculty as they would have to add a link for their next course. This addition to Moodle and course syllabi could be implemented for the next semester, and costs would be negligible. Such an adaptation in structure is incremental and would be classified as a first-order change.

A plain language template for the policy was developed during the CAPSAP project (Malinen et al., 2022). Conversion of the policy to diverse languages would require minimal cost. For example, members of the International Student Committee and students working at the Indigenous College, a component of Coastal U, could be paid a stipend to convert the text to the 10 most common languages. Time to convert the document and upload a link in the SV website would be minimal. There would be minimal impact to HR as it would have to hire students only for a short-term contract. Implications for technology would be minimal as the IT staff would have to develop and embed the links.

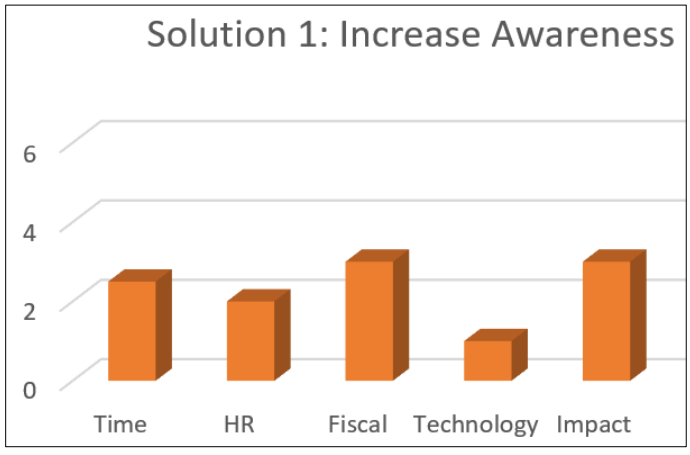
Changes in digital awareness would require an active role for those working in communications. The Director of Communication is a member of our SVPC and is committed to improving the access to and visibility of the policy. As it stands, content development would fit with the role of the HRO; however, his workload is overburdened. To effectively increase digital awareness, a person resourced specifically for SV would be necessary: a Sexual Violence Coordinator (SVC). The SVPC has identified this gap, and a proposal for stand-alone support is under consideration. Therefore, HR and fiscal allowances for improved digital awareness would be moderate. The time needed to achieve this output fits in the moderate category of required resources. It could take approximately 6 to 9 months to get approval and progress through the hiring process. The fiscal cost would be moderate; however, without an SVC dedicated to SV, costs would be immeasurable if students felt the organization's handling of SV was inadequate. They would surely take to social media to express their outrage, and the effects on markets would be costly. Conversely, a positive perception is formed when students are aware of positive campaigns and initiatives that support survivors/victims (Mushonga et al., 2020).

Solution 1: Impact

Figure 9 demonstrates a visualization of the assessment criteria for Solution 1.

Figure 9

Assessment of Solution 1



The impact of Solution 1, linking course syllabi and the learning management system to SV policy, developing and disseminating a plain and diverse language version of a step-by-step procedure to report SV, hiring an SVC, and improving continuous digital awareness, is predicted to have a moderate effect. The significant limitation to this solution is the lack of improved education and consistent space for holding information.

Solution 2: Increase Faculty and Staff Knowledge

According to Bergeron et al. (2019), 28.7% of professors and 24.6 % of employees are confidants to students. Increasing faculty and staff knowledge about SV and disclosures is integral to improved reporting rates. Those receiving disclosures require skills to respond in a way that will instil trust in the survivor/victim and prevent revictimization (Mushonga et al., 2020). SV policy users include faculty, staff, and students, and the ways in which they intersect with the policy may differ. Constituents may be a survivor/victim, they may be supporting a disclosure or a report, or they may be responsible for administration of the policy.

First, during the university orientation, new staff could receive a session on trauma-informed response to SV disclosures, understanding positions of power, and general policy information. Survivors/victims are more likely to seek assistance from professional resources if they are comfortable with the person to whom they are disclosing (Mushonga et al., 2020). To that end, faculty and staff have an opportunity to direct students toward formal services (Banyard, 2015). Female supporters typically refer students to internal processes, whereas male supporters tend to refer students to the police (Schulze & Perkins, 2017), indicating the need for staff development. The position of power and trust between a student and faculty or staff member, coach, advisor, or employer requires faculty and staff to have knowledge of power relationships to ensure the institution has done its part in alerting the employees to possible breaches of trust, which could lead to sexual assault and coercion, to name a few

undesirable outcomes. Additionally, general policy knowledge would provide confidence to the faculty and staff in directing students to support services and options for reporting.

Second, education can be mandated for university-funded research grants and cocurricular activities as well as voluntary professional activities. Mandating education can be problematic when it collides with terms outlined in collective agreements (Austin & Jones, 2015), thereby relying on those already interested in learning about SV to take up the education sessions. Tying education to faculty interests, research grants, and cocurricular activities may open the door for a wider audience. Bergeron et al. (2019) found that 51%, 33%, and 25% of employees, professors, and students, respectively, were victimized by perpetrators of higher hierarchal status, indicating a need for education related to professional boundaries and SV policies. Professional development through the Centre for Teaching and Learning (CTL) as a paid lunch and learn every semester would encourage some uptake and improved knowledge.

Solution 2: Needed Resources

Adding additional training to the orientation for new staff would require scheduling with HR and planning for content delivery. The HRO currently presents the Respectful Campus Policy (Coastal U, n.d.-b) to new hires. He is an expert in this area and could take on the education session with minimal time required. There would be no fiscal cost or IT requirement, and minimal addition to HR would be needed. The Director of HR sits on the SVPC and is eager to make improvements for survivors/victims of SV.

The student–professor relationship has a greater potential for blurred boundaries when students take up positions such as research assistants, leading to more situations of potential SV (S. McMahon et al., 2021; Rosenthal et al., 2016). Connecting university research funding for research assistants to completion of education on SV and power dynamics might serve as one strategy to mitigate this concern. Such a change would require agreement from the VP Research, who has informally agreed to move in this direction. The education presented to new employees by the HRO could be recorded and

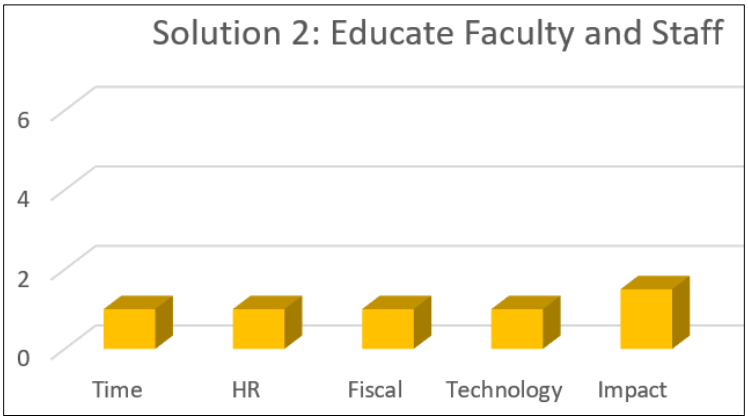
utilized for this purpose, as well as to educate those associated with cocurricular activities. Offering lunch and learn sessions three times per year, facilitated by the CTL, would not affect cost and there would be a minimal effect on HR. Additionally, there would be minimal effect on costs and staff in productions and IT. This solution could be implemented in minimal time.

Solution 2: Impact

The impact of Solution 2, education on SV policy, reporting procedure, and power and positions of trust is low. Limitations of this solution include the lack of student education, no central place to hold and disseminate resources, minimal effect on increasing awareness, and most important, not having a single person responsible for implementing strategies to increase policy awareness, reporting procedures, and direction to accommodations and mental, physical, spiritual, and social resources. Another significant limitation is the time it would take to get all staff educated. It would take a great deal of time to cycle through current employees as turnover is not high at Coastal U. Figure 10 illustrates the assessment criteria for Solution 2.

Figure 10

Assessment of Solution 2



Solution 3: Comprehensive Website

Solution 3 involves a combination of approaches from Solution 1, plain language and diverse dialect reporting procedure, and hiring an SVC, together with improvements to the current Coastal U SV

website. Currently, the Coastal U website for SV has minimal information, lacks depth, offers minimal education, and does not provide clear pathways to reporting.

First, the envisioned SV website at Coastal U would include awareness and prevention knowledge with multiple methods (e.g., link to videos, link to outside resources, frequently asked questions, link to recent and related research). Education related to SV would be centered around perpetrator prevention and systems of discrimination, EDI, gender and sexual diversity, and spiritual well-being. Additionally, current and relevant contact information for internal and external supports, as well as plain language and diverse dialect reporting procedures, would be housed on the website. A comprehensive website would allow for dissemination of current and upcoming SV prevention events and training. Phase four of the CAPSAP study included video resources that could serve as an alternative way to disseminate research findings and as a learning tool for students, staff, and faculty (Malinen et al., 2022), which would be linked in the revised comprehensive website.

Second, options for online disclosure or reporting would be included in the website. Alternative methods of disclosure increase the number of survivors/victims proceeding to a full report at a later date (Archambault & Lonsway, 2019). Allowing students to disclose online would provide a sense of safety and security, as confidentiality and believability would not be in question—significant obstacles to reporting SV (Malinen et al., 2022; P. P. McMahon, 2008; Sharkey et al., 2017; Spencer et al., 2017). Additionally, if a student discloses to a professor or employee, that person could also make a disclosure without providing any identifying details. Doing so would provide statistical information on the campus climate and allow for connection to physical and mental health resources. However, without identifying information, students would not have the benefit of accommodations (e.g., moving a perpetrator from a class or residence hall). Students who disclose and give their names would be afforded full confidentiality and be connected to support and accommodation options. Those wishing to report, thereby triggering an investigation, would be responded to within 24–48 hours. The response would

come from the SVC, at which time accommodations and supports would be offered. Resources to implement Solution 3 are discussed below and in further detail in Chapter 3.

Solution 3: Needed Resources

The technical component of adding educational resources and clear policy and procedural direction to the website would require high technological support, as the website would need to be totally redesigned. The website would require a stand-alone SVC, which would have moderate cost. The person would require a background in gender women's studies or an equivalent. This addition to staffing would also have a moderate fiscal attachment. The time to implement this part of the solution would fall in the high category, as the position would have to be approved by VP Finance, followed by the hiring process. An estimated time would be 9 to 12 months.

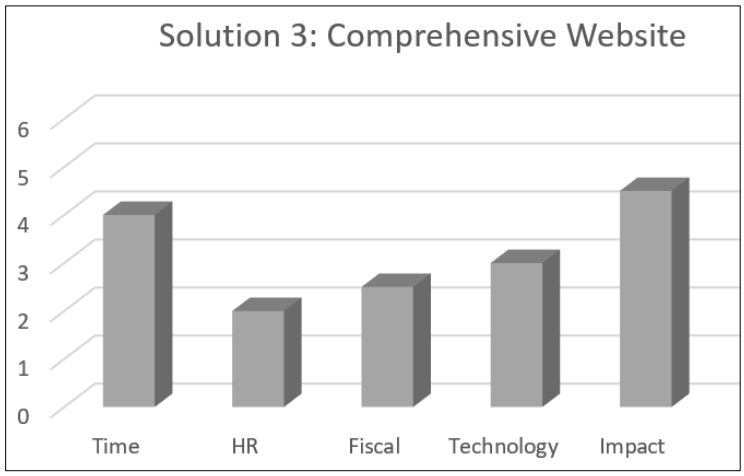
Providing the option to disclose or report online would have a minimal impact on IT staff as the website would require reconfiguration. As previously mentioned, a proposal to hire a stand-alone SVC is currently being considered. This proposal will be drafted by a subcommittee and vetted by the VP Research, who will then present it to the VP Finance and the President. This solution component would have minimal impact on cost, moderate impact on HR, and a high impact on time. This solution will require hiring an SVC.

Solution 3: Impact

Solution 3, a comprehensive website inclusive of plain language and diverse dialect reporting procedures, education and resources, hiring an SVC, and online disclosure and reporting options, will garner high impact (see Figure 11). The limitations would include a lack of faculty and staff education; however, this component could occur later.

Figure 11

Assessment of Solution 3

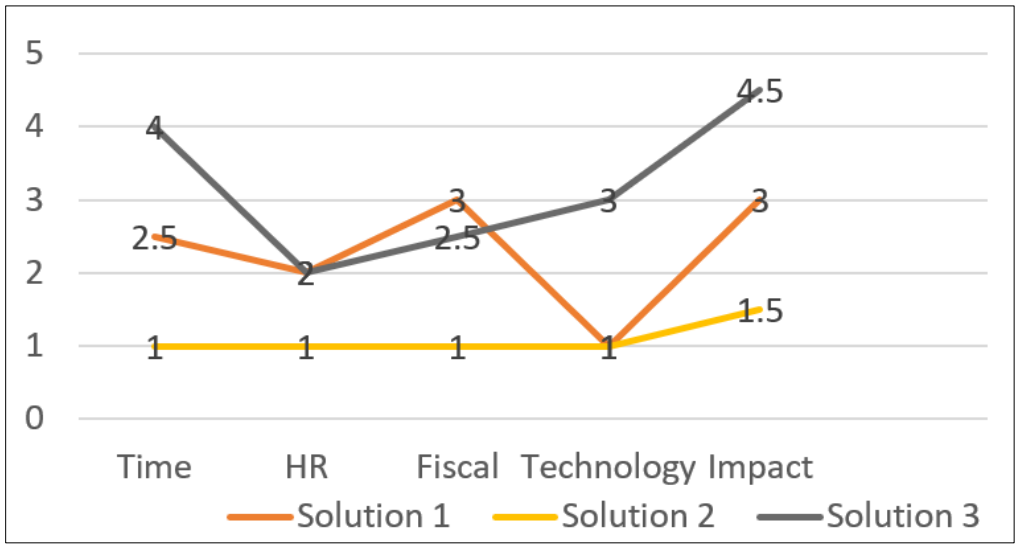


Preferred Solution

The development of a comprehensive website is the preferred solution to increasing SV reporting at Coastal U (see Figure 12). Content development will include programming, resource updates, and primary prevention strategies that will push against heteronormative and hierarchal culture in HEIs, necessitating the hiring of an SVC. After implementation of the SV website, the SVC would be responsible for the online and in-person reporting/disclosures and to facilitate accommodations, investigations, and resourcing. They would develop and facilitate programming and prevention strategies as well as maintain content for the SV website. Historically, this role was taken up by the overburdened HRO and the Director of Safety. It has recently been shifted to also include the Manager of Health, who does not have a background in gender women's studies or social justice and is also currently overloaded with workload. A robust website with easy-to-read documents and videos would best serve survivors/victims, allies, and confidants.

Figure 12

Comparative Analysis of Possible Solutions



Let us return to Jenny. When my preferred solution is implemented, Jenny could navigate a safe way to find support. A quick look at the SVP website would provide her with easy access and an anonymous link for reporting. It would provide her with an understandable process written in her native language. She would have access to information through videos, FAQs, and other resources. Jenny would also be provided with a link that gives her access to support resources and the SVP Coordinator. She would have a dedicated contact person who practices with a TI approach. With the appropriate access to resources and accommodations, her progression through her university years would look very different.

Within the strategic plan (Coastal U, 2019a) and by accepting the EDI grant, funding awarded to Coastal U to assess and develop EDI, Coastal U has committed EDI. These factors provide leverage for the implementation of the proposed solution. Increasing SV reporting and the resulting increase in accommodation and access to physical, spiritual, and mental health services would benefit all students, staff, faculty, and the institution, thereby improving equity at Coastal U. Following the institutionalization of Solution 3, Solutions 1 and 2 could be easily implemented.

Figure 12 provides a visual explanation of how each solution compares in terms of time, HR, fiscal, and technology resources, as well as impact. Although cost is a primary consideration of HEI administrators, the cost is not as simple as looking at dollars and cents alone. A comprehensive website is the costliest solution, yet it has the most significant impact by far. It will take some time to implement this solution; however, my agency will allow me to make a change that will raise conscientization and strive for equitable solutions for marginalized people (Crenshaw, 1991; Freire, 1970/2015). The cost associated with maintaining the status quo is far greater than that provided by Solution 3. I expand upon the concept of increased cost incurred by inaction in the next section.

Leadership Ethics and Organizational Change

This section explores ethical considerations throughout the change process, beginning with inclusion and ending with enactment. Ethical considerations are particularly poignant when leading change that involves health and safety of vulnerable people, as is the case with my OIP. Disparity between espoused ethics and institutional action can quickly lead to mistrust and significant financial repercussions. Conversely, seeking diverse input into developing and actioning solutions to improve SV at Coastal U demonstrates ethical responsibility and accountability for improving institutional response to SV.

Ethical Change

Planned change (Burnes & By, 2012) permits consideration of ethics at each step of the process (Jean-Louis, 2017; Kezar, 2018), allowing for evidence of institutional values in decision-making. Institutional ethics are visualized in mission statements, visions, and strategic plans but cemented in budget lines and action. Nonetheless, without a clear mandate and proof of actualization (Stückelberger, 2017), institutional ethics will be nothing but so-called “paper ethics.” HEIs are saying all the right words when talking of EDI and SV, yet substantive, sustainable, and equitable change necessitates a great deal more than rhetorical policies and promises.

Leading socially just change with a transformative approach will ensure the change is inclusive of diverse ontology and epistemology, engaging and learning from marginalized groups in an oppressive system (Shields, 2019). Undoubtedly, change in HEIs, which as complex and rapidly changing organizations, brings about feelings of tension and distrust (Kotter, 2012). Nonetheless, engaging those most impacted by change at each step of the process will aid in mitigating some apprehension and ensuring planned change will meet the needs of those whom it is intended to serve (Kezar, 2018).

My OIP serves those affected by SV, a population that primarily includes women and those with marginalized identities. Throughout each step of the process, I will search for the voices of those most affected by SV (e.g., women, Indigenous, disabled, racialized, LGBTQ2S+). Ostensibly the processes identified by Kezar (2018) align with transformative approaches to change and the essence of change outlined in my OIP: "Stakeholder participation and input; broad information sharing; full disclosure of direction and vision, including pluses and minuses; trust and honest communication; acknowledgement of differing values and interests; co-creation through open dialogue, transformational not charismatic leadership; an organizational justice" (p. 35).

Organizational Responsibility

My OIP includes a plan to increase SV reporting, resulting in increased access to accommodations, and physical, emotional, spiritual and social care, thereby enhancing equitable education to marginalized women and others. Safety concerns should not be a burden placed on students and staff, nor should it be potentiated by the power and privilege held by the executive within Coastal U. Leaders cannot achieve sustainable and beneficial change without ethical action (Burnes & By, 2012). As such, Coastal U has an ethical responsibility for safety and its response to unsafe situations. One does not have to look far to read or watch scathing reports when survivors/victims feel their university did not ethically deal with SV. For example, most recently, outrage ensued at Bishops University when a survivor/victim posted a message on a wall that the university failed to keep them

safe following a report of SV (Lambie, 2021). It did not take long for others to come forward when the message was shared on social media. Universities are grappling with the power of social media, wherein activists who perceive university actions as unethical can quickly garner support and widespread attention.

Scandals erode institutional trust, a construct identified as a barrier to SV reporting (Malinen et al., 2022; Stader & Williams-Cunningham, 2017). “Integrity is the most important capital of a person and of an institution. It is an ethical capital which is also closely linked to financial capital” (Stückelberger, 2017, p. 31). With government cutbacks to HEIs, student tuition is increasingly relied on to keep the organizations afloat. Decision-making that seemingly values saving money as opposed to ethically supporting student safety gives way to feelings of mistrust. Additionally, the reputational, relational, and fiscal costs of not providing adequate services to students are more in the long run. Institutional ethics speak loudest when value is made visible in the budget (Rushton et al., 2017).

The institutional landscape at Coastal U is shifting with influence from neoliberalist priorities that looks more like a business than education (Austin & Jones, 2015; New Economic Thinking, 2016). Coastal U has seen substantial rises in tuition income related to internationalization (Usher, 2019), and although revenues have risen, a stand-alone budget line for SV prevention does not exist. Putting resources into SV prevention and a financial commitment to hiring an SVC, and the development of a comprehensive website, will prove to be a wise financial move—demonstrating value for the prevention of SV and care of survivors/victims with ethical fiscal decision-making.

Accountability

Institutions of higher learning are attempting to address systemic issues that are preventing equitable practices and success in degree attainment (Bowen et al., 2019), but without substantive and sustainable changes in equity and justice, survivors/victims of SV will continue to grapple with mental illness, addiction, and educational setbacks (Chang et al., 2017; Krebs et al., 2016; Levesque et al., 2016;

RAINN, 2020). Improvements in underlying performance metrics such as equity and social justice will be impacted by improved accessibility of SV policies, reporting, and resources, thereby achieving beneficence, garnering the greatest good for the greatest number of stakeholders (Burnes & By, 2012). Historically, Bok (2009) has argued, ethics, equity, and social justice have not been adequately attended to or actioned; furthermore, he added that HEIs do not have the resources or infrastructure required for substantive change.

A paradigmatic shift from inaction to actionable changes to SV policies and procedures has been driven by external social and political forces powered by outrage associated with international, national, and provincial SV scandals. Even with renewed interest and energy, the SV policy at Coastal U fails to provide clear pathways to SV reporting, raising inequity concerns, particularly for marginalized women. My plan to improve SV reporting will enhance institutional accountability. Women who have experienced SV and intersect with race, ability, sexuality, and class face unique challenges exacerbated by inequality, racism, and oppression. According to Hong and Marine (2018), marginalization, power, privilege, and oppression are root causes that situate SV as a systemic social justice concern, necessitating a leadership approach rooted in social justice. Leaders who employ consciousness of social justice "possess a deep understanding of power relations and social construction including white privilege, heterosexism, poverty, misogyny, and ethnocentrism" (Capper et al., 2006, p. 213), which are necessary for substantive change

Conclusion

Chapter 2 provided a look at leadership approaches to facilitate socially just changes at Coastal U. TL supported by a transformational leader was presented as the most appropriate approach to propel my OIP forward. A hybrid of Deszca et al.'s (2019) CPM and Krüger's (1996) iceberg model were presented as a framework for change. Coastal U's capacity for change was analyzed. The obstacles to improved SV reporting and the organization's readiness for change were analyzed to put forth three

plausible solutions. The preferred solution, a comprehensive SV website and the addition of an SVC, was decided upon following an analysis of time, HR, financial, IT resources, and—most important—impact. Finally, considerations and challenges of ethical and equitable approaches in HEIs in the 21st century were postulated. Additionally, in this chapter, I discussed the need for equitable decision-making in HE while considering the juxtapositions of privilege with oppression, SV, and marginalized people. In the following chapter, I discuss the preferred solution's implementation, evaluation, and communication.

Chapter 3: Implementation, Evaluation, and Communication

In Chapter 2, I explained why I chose Deszca et al.'s (2019) CPM and Krüger's (1996) iceberg model to guide the organizational change intended to solve my PoP, the underreporting of SV at Coastal U. Possible solutions were identified, and the development of a comprehensive website supported by a newly hired SVC emerged as the best solution. Chapter 3 builds on this plan by outlining how the change will be implemented, evaluated, and communicated. Website implementation will be supported with a TL approach to change. The PDSA model (Deming, 1982) will be utilized for real-time monitoring of key evaluation questions, which a more comprehensive evaluation plan will further support. A clear communication plan together with strategies will be developed to mitigate potential resistance points. Finally, the next steps and future considerations are explored.

Change Implementation Plan

Improving prevention of and response to SV requires immediate action. To that end, I am developing a plan to improve SV reporting at Coastal U that requires careful planning but accelerated implementation. The consequences to human health and safety outweigh the need to move slowly. Implementation of a comprehensive website will encourage SV reporting by addressing the internal gaps previously identified in Chapter 2 (e.g., lack of awareness and visibility, inadequate staff and student education, reporting fears). Enhanced reporting cannot be accomplished without the hiring of an SVC. Improved reporting of SV aligns with Coastal U's (2019a) strategic plan that highlights a commitment to EDI, the community, and Indigenous ways of being, as well as students and staff. Transformation of SV reporting, resources, and essential learning opportunities will benefit many SV survivors/victims, mainly women and marginalized people at Coastal U.

A review of the guiding questions presented in Chapter 1 reminds us to consider what has been accomplished thus far to transcend the status quo for women and those who intersect with multiple identities (Collins & Bilge, 2020; Crenshaw, 1991)—leading one to consider how has Coastal U been

shifting the culture of SV within the institution? The SV policy is under revision, and the underreporting of SV is next on the SVPC's agenda. Although the university has a temporary shared SV consultant, long-term sustainable solutions for addressing SV have not been secured. The CAPSAP data provides baseline information that supports the need for improved reporting at Coastal U (Malinen et al., 2022). I have positioned myself formally and informally in groups interested in improvements for those affected by SV. The implementation and evaluation plan will be discussed in the following sections and accompanying appendices. Use of Deszca et al.'s (2019) CPM guides the change implementation through the stages of awakening, mobilization, acceleration, and institutionalization. SMART (specific, measurable, achievable, relevant, and time-bound) goals are discussed within each stage of the CPM (see Table 1).

Table 1

Change Goals

Goal type	Phase	SMART goal
Short-term	Awakening: 0–4 months Mobilization: 5–10 months	Facilitate a shared vision for improved SV reporting at Coastal U within 10 months. Hire an SVC and agree on high-level website content.
Mid-term	Acceleration: 11–24 months	Launch the SV website at month 18 and support the SV website and SVC in the initial stages at Coastal U from 10-14months. Hire an SVC and agree on high-level website content within 18 months.
Long-term	Institutionalization: 25+ months onward	Assess SV reporting, the impact of increased educational resources, and access of SV resources at Coastal U beginning at 25 months.

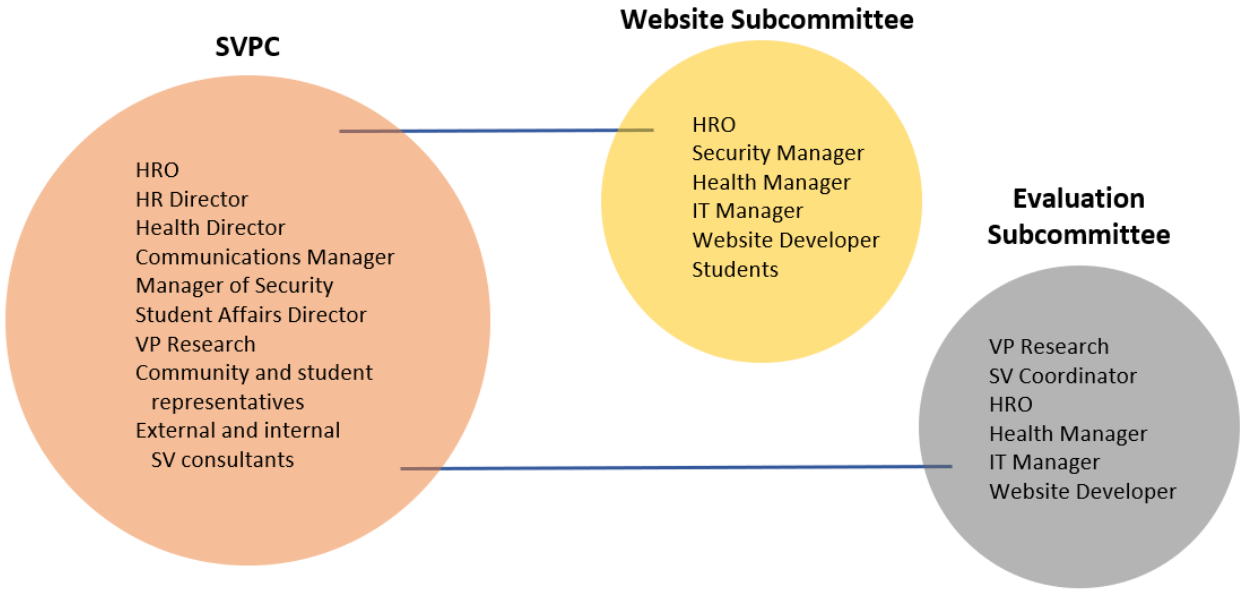
Awakening

Implementation of the CPM begins with a short-term goal in the process of awakening (Deszca et al., 2019): facilitating a shared vision for improved SV reporting at Coastal U within 4 months (see Appendix B). A transformative leader creates a space for the voices of all stakeholders in the

development of a shared vision (Astin & Astin, 2000; Montuori & Donnelly, 2018; Shields, 2019). For example, input from all envisioned committee and subcommittee members will be sought at each stage of the process, and the addition of new members will occur as necessary (see Figure 13), demonstrating inclusive pedagogy and change agency (Pantić et al., 2021). The SVPC is a place where an awakening has begun. Currently, the committee is revising the SV policy and underreporting is the next step on its agenda.

Figure 13

Envisioned Committee and Subcommittees



Although the SVPC has discussed the need to deconstruct and reconstruct socionormative culture (Capper, 2019; Graff et al., 2019; Young & Hegarty, 2019), this alignment with underreporting has not been fully explored at the committee level. I have begun to build support around the need to improve reporting by sharing baseline data collected in the CAPSAP study (Malinen et al., 2022). Next, I will add underreporting to the agenda and present a brief outlining underreporting at Coastal U, linking it to causes and consequences supported by relevant literature. For example, I will address components such as gaps between the current state and the desired state, organizational readiness, and

consequences of inaction. This presentation will energize the group with a vision for improved reporting, increased resource uptake, and a decrease in trauma-related consequences. I will close off the presentation with my thoughts on hiring an SVC, an initiative already endorsed by the committee, and the building of a comprehensive website. Further discussion will help to gather diverse perspectives, assess potential resistance, identify champions, and build on the thoughts of promotors and/or early adopters (Deszca et al., 2019; Krüger, 1996). The plan is flexible and fluid, and at this stage, the input and excitement are at the middle management level. These ideas need to be shared with students, and faculty and staff who are working closely with students. I will ask that the directors and managers arrange a meeting with representatives of these groups so that I can share and gather information and build coalitions.

Building a website will require specialized knowledge from IT and SV specialists. An ad-hoc committee will be established (see Figure 13). Following the hiring of an SVC, they will also join the committee. The SVPC chair, the VP Research, will request IT to join the Website Committee. A question put forth in Chapter 1 was the notion of determining what is being done at other HEIs concerning SV reporting. An environmental scan of university SV websites across Canada will provide data specifically related to this project. The Website Committee will develop a plan for gathering and reviewing the data.

Progress cannot be tracked without a strong understanding of baseline data. The CAPSAP study provides qualitative data on students' cultural perspectives at Coastal U (Malinen et al., 2022). This information has been analyzed and presented to the SVPC. The HRO has provided information on the number of reports and disclosures. One significant piece of qualitative data is missing: an SV climate survey has not been administered. Therefore, baseline data related to the SV culture are not currently obtainable (S. McMahon et al., 2019). In discussions with the HRO, a commitment to collecting these data has been assured. A significant factor in support for this initiative depends on hiring an SVC, as

adding work to the already overburdened staff responsible for care and administration of SV portfolio at Coastal U is not an option.

As an example of relational agency in practice (Edwards, 2017), the VP Research and Student Affairs Director have agreed with the need for an SVC position and have asked that a working group come together to develop a proposal, job description, and budget, which will be presented to the VP Finance. The working group (i.e., the VP Research, HRO, Health Director, and Student Affairs Director) has agreed to write the proposal. The VP Research and Student Affairs Director will present the proposal to the VP Finance and the Director of HR. Hiring an SVC will demonstrate a sustainable budgetary commitment to SV and EDI. This position is expected to pay approximately $50,000–$60,000 per year plus vacation and benefits; a moderate cost to the university. That said, the impact on health and wellness as well as university optics far outweighs the financial cost. Once a shared vision has been solidified, details for implementation will be mobilized.

Mobilization

Mobilization for improving SV reporting at Coastal U involves working toward two short-term goals: hiring an SVC and agreeing on high-level website content. These outputs are expected to occur between 10 and 18 months (see Appendix C). The working group tasked with writing a hiring proposal will meet as frequently as needed, as they are not bound by monthly meetings. Some suggestions for the role and the SV website (see Table 2) will act as a starting place to discuss the position. Upon completion of the proposal, it will be brought forward to the SVPC for further thoughts and suggestions. The proposal will then be presented to the VP Finance and the HR Director by the VP Research. Ensuring student and faculty representation on the SVPC hiring committee provides end users with input into selecting the most appropriate support person. Both the VP Research and the Director of HR are passionate and supportive of this initiative. A position strictly dedicated to SV is necessary to support the changes in process and structure and build awareness around the societal and cultural issues

plaguing SV (S. McMahon et al., 2021). Without sustainable and progressive changes to the human resource frame (Bolman & Deal, 2017), changes to the structure will not elicit changes to the current state. Clear processes, education, awareness, and visibility are necessary; however, efforts for improvement will not be adequately attended to, managed, or supported without adequate human resource support.

Table 2

High-Level Considerations of SV Role and Website Possibilities

Component	High-level considerations
SVC	• Become an SVPC and Website Committee member • Monitor and respond to online SV disclosures and reports • Respond to and investigate in-person disclosures and reports • Develop, schedule, and present SV prevention training • Facilitate accommodations • Facilitate access to physical, mental, and spiritual resources • Plain language and 10 most common diverse languages for reporting processes • Report directly to Coastal U president • Develop website content
Comprehensive SV website	• Education on perpetrator prevention, sexual consent, systems of discrimination, EDI, gender and sexual diversity, and spiritual well-being • CAPSAP educational videos, internal and external resources, frequently asked questions, link to recent and related research • Provide consent modules • Schedule and description of upcoming SV awareness and prevention events and training • Online disclosure link for students, faculty, and staff • Link to schedule appointments for physical, mental, and spiritual resources

The development of a comprehensive website will enhance the structural frame (Bolman & Deal, 2017) at Coastal U by refining processes and support, which will aid in redefining the culture. The Website Committee will review the scan of SV websites and add to or remove considerations for website headings put forth in Table 2. Content headings will be vetted through the SV committee. In consultation with student representatives, the newly hired SVC will be responsible for low-level content development; meanwhile, the IT specialists will work with the high-level document to design the

website. The SV committee will approve the final design. Investing in hiring an SVC and directing resources to the redevelopment of a website that the university can be proud of demonstrates a commitment to cultural change. In addition to knowledge of the structure and human resources, mobilizing change requires consideration of the political and cultural frame (Bolman & Deal, 2017).

Understanding support for change is dependent on how it impacts both the organization and each organizational member. The way change impacts a person's position within the organization may differ from how it affects stakeholders on an individual level (Deszca et al., 2019). Support for the change at Coastal U ranges from neutral to high positive (see Table 3). An evaluation of support provides needed information to build on strengths and mitigate potential problems and sources of resistance by understanding the root cause (Deszca et al., 2019; Schein, 2010). With all the preplanning in place, it is time to launch the website.

Table 3

Support for Change

Group/person	Organizational impact	Individual impact	Support
VP Research	Positive marketing	Intermediate positive (good optics)	High positive
HRO	Improved culture	High positive (less work)	High positive
Health Centre	Improved health outputs	High positive (less work)	High positive
Security	Decrease security contact	Moderate positive (less work)	High positive
Communication	Positive marketing	Low negative (more work)	Neutral
HR	Positive for staff recruitment	Moderate negative (budget impact)	Neutral
IT	Comprehensive website reflects positively on IT team	Low negative (work associated with website development and maintenance)	Neutral
Students	Improved safety and health	High positive (increase education and easier access to reporting and services)	High positive

Acceleration

Mid-term acceleration goals include launching and supporting the SV website at month 18 and providing support to the SVC in the initial stages (see Appendix D). A participative approach for the acceleration stage requires input in all stages of the change process (Deszca et al., 2019). Waldersee and Griffiths (2004) have argued that a technostructural change is more appropriately supported with a unilateral approach. However, website development is being launched to aid in the reification of social norms, thereby necessitating input from all end-users at all stages (Astin & Astin, 2000; Montuori & Donnelly, 2018; Shields, 2019). Efforts to make transformative changes in education and society require working with, not working for; as such, including all interested stakeholders' voices is integral to successful change (Shields, 2019). Communication with policy users and those responsible for change implementation aids in identifying potential pitfalls, allowing for contingency plan development (Appelbaum et al., 2017).

Over several months, careful and inclusive planning will be coming to fruition as the SV website launches. The SV Prevention and Website Committees will strategize with the communication manager to ensure a vast, exciting, and frequent approach to raising awareness and visibility to the website. At this stage, 2 months before the website launch, a detailed to-do list will indicate who is responsible for what tasks and when. The Website Committee will begin this organization and present it to the SVPC. Another meeting will be held 2 months before launch to ensure planning is on track. The launch will be organized by the SVPC in collaboration with the International and Indigenous Student Societies and Student Union Woman’s Centre. It will be celebrated at the university’s Learning Commons, a central meeting place for students and staff. Some information will be presented on the background and need for change; users will be informed of site composition and introduced to the SVC. This latter step is important because students in the CAPSAP study identified the need to associate a face with those in a helping role (Malinen et al., 2022).

Supporting the implementation of the website and the position of the SVC requires an understanding of how employees are dealing with the workload and implementation successes and challenges. In addition to the formally scheduled meetings intended to provide support, informal discussions between the change lead and those primarily responsible for the website and the SVC will occur. My personality and leadership style lend to feelings of openness and transparent communication. I will reach out to team members regularly.

Institutionalization

Beginning at month 24, the long-term goals of the institutionalization stage include assessing SV reporting, the impact of increased educational resources, and accessing SV resources (see Appendix E). In this stage, the role of the SVC will be reviewed by the Director of HR. The role of SVC is essential if SV is to be properly attended. In year one, this person will have worked on SV prevention, received SV disclosures and reports, carried out investigations, facilitated resources and accommodations, and monitored the website. Information obtained from the SVC, IT specialties, the Health Centre, security, pastoral care, and the HRO will be evaluated using a PDSA cycle (Deming, 1982) to guide the way forward.

Institutionalization signifies progress in the beginning stages of habituation (Ahmed, 2012). “Cultural action either serves domination (consciously or unconsciously) or it serves the liberation of [people]” (Freire, 1970/2015, p. 179): choosing the latter facilitates the actioning of a paradigmatic shift in SV at Coastal U. This shift will improve student life; emancipating the ongoing threats to sexual safety. To do nothing, cultural inaction, will serve the status quo, thus favouring the stakeholders in power and maintaining a socionormative culture (Freire, 1970/2015). Without consideration of possible setbacks, action will lead to failure (Kotter, 1995).

Leading Through Resistance

Krüger's (1996) iceberg model allows me to consider what lies beneath the surface in organizational change. This consideration is particularly relevant when the change process relates to SV, a crime felt most frequently and uniquely by those with intersecting social identities (Bondestam & Lundqvist, 2020; Worthen & Wallace, 2017). Although a review of the preferred solution and overall support for the change initiative indicates a high positive response (see Table 3), the plan will inevitably be met with promoters, opponents, potential promoters, and hidden opponents (Krüger, 1996).

The iceberg model indicates that issues of quality, cost, and time are visible, juxtaposed to power, politics, perceptions, and beliefs, which frequently lie beneath the surface (Krüger, 1996). Potential resistance will be mitigated by using strategies outlined by Kezar (2018)'s political, scientific management, and cultural theories. The issue of cost is an overt source of potential resistance, but what lie beneath are power, politics, and priority associated with a gendered issue—SV.

Inherent in the cultural composition of Coastal U are the perceptions and beliefs of what ought to be valued, which are directly related to priorities and institutional values, all of which are governed by power and politics. Improving SV reporting is gendered work that is often devalued (Saxena, 2021), which needs to be brought above water while advocating for change. Prioritization of SV will be realized when there is a sustainable budget line designated solely for an SVC position. To mitigate opponents or hidden opponents in senior management, reciprocal information sharing, making connections to the strategic plan (Coastal U, 2019a) and EDI commitments, and a clear picture of consequences of inaction (Kezar, 2018) will ensue. The devasting sequalae for victims/survivors, as well as the potential dark media that comes along with inaction, assaults, and social media, will be discussed. Cultural change encompasses slow second-order change and incremental social movement best served by appealing to values, examining history, and creating new rituals (Kezar, 2018). Conversely, political theories of change, coalition building, networking, and allyship can assist with immediate support by leveraging the

cooperation of promotors and potential promoters of improvements for SV survivors/victims (Kezar, 2018).

According to Kezar (2018), HEIs respond to change through infrastructure and strong steering committees. Both are evident in this change process. Nevertheless, there is potential resistance, albeit consciously or unconsciously, exerted by employees charged with changing their environment (Kezar, 2018; Krüger, 1996; Schein, 2010). Many of the employees involved in the change process have written or implemented reporting procedures, worked on IT, or been responsible for communications related to SV thereby, leaving them susceptible to the Ikea effect: holding onto something they feel they own or have created (Buller, 2015). It is unlikely these feelings will be shared; they are more likely to be visible in behaviour. Recognizing that all behaviour has meaning (Langley et al., 2009) will guide me in approaching resistant behaviours with understanding and empathy. Applying strategies to alleviate fear, frustration, and stress, such as collaborative meetings and information sharing, will make for a smoother transition and better position my OIP for success and sustainability. Additionally, scientific management theory suggests rewards and incentives such as town halls and educational venues, as well as senior leadership buy-in, will allow for additional resources funding, professional development, and the like, alleviating some resistance (Kezar, 2018).

Limitations

A comprehensive website inclusive of the option for online disclosure, reporting, resource access, educational opportunities, and training modules, and details of internal and external supports, will most certainly improve secondary and tertiary prevention—support after an assault has occurred. The hiring of an SVC solely dedicated to SV prevention and treatment allows the ability to affect primary prevention—impacting root causes, thereby preventing SV from occurring. This project is limited in its ability to impact primary prevention as a paradigmatic shift in culture will take years of dedication and

intent. Nonetheless, positioning a person in the role of SVC will better situate Coastal U to address what some might call a wicked societal problem.

Additional barriers to reporting have been identified (Stoner & Cramer, 2019); however, the scope of my OIP and institutional readiness do not allow for a complete breakdown of institutional and societal impediments to SV reporting. The OIP does not have capacity to comprehensively address many of the reporting fears discussed in Chapter 1, such as believability, shame, institutional trust, concerns about confidentiality, fear of retaliation, and cultural differences between the survivor/victim and the support person.

Change Process Monitoring and Evaluation

Integral to a solid evaluation plan is the establishment of a stakeholder agreement that begins early and lasts throughout all stages of change. Alignment between the identified gaps, the solutions, and the evaluation plan requires stakeholder engagement and must include both monitoring and evaluation. Monitoring can be described as an early, continuous, and ongoing systematic process aimed at gathering short term observations about meeting set objectives, which may guide the change plan in real time - a component of evaluation (Markiewicz & Patrick, 2016). The evaluation process is periodic or sporadic and it allows for judgement on the nuanced or deep indicators of quality and value, ending in an overarching judgement on program performance (Markiewicz & Patrick, 2016). Early in the planning, stakeholder consensus of program theory, program logic, and evaluation questions should be obtained (Markiewicz & Patrick, 2016). Program theory involves putting forth the rationale, context, or history for identified solutions. This groundwork was laid in Chapters 1 and 2 and will form the basis for discussion with allies. Program logic refers to the mapping of the solution and outcomes. These details were discussed at length in Chapter 2 and will be carried through in Chapter 3. Evaluation questions will be developed, then approved or revised with stakeholder input; they will form the foundation of the monitoring and evaluation plans (Markiewicz & Patrick, 2016). The PDSA model

(Deming, 1982) will be utilized at each stage of the CPM (Deszca et al., 2019), allowing for situated adaptation and summative evaluation.

Scoping Framework

Chapter 1 contextualized underreporting of SV at Coastal U from an organizational, financial, social, and cultural lens, and I will present this information to the SVPC during a briefing. The brief will also include findings from Chapter 2: strengths, weaknesses, gaps, and readiness together with the HR, financial, time, and impacts, leading to the need for the development of a comprehensive website supported by the hiring of an SVC. The development of a comprehensive website is the preferred solution identified in Chapter 2. Once the background has been provided, the Evaluation Subcommittee can begin working on the evaluation component of the change plan. This committee will comprise key stakeholders, including the VP Research, the HRO, IT manager, the change lead, and representatives from marginalized groups and essential community groups (e.g., Women's Centre, the Intercultural Society, the LGBTQ2S+ Society, SANE, and policing). The committee composition will provide diverse perspectives with the most appropriate people to determine the data sources, collection, analysis, and dissemination of findings (Markiewicz & Patrick, 2016). A social justice approach, one aimed at eradicating inequality, will be used in developing the evaluation framework (Mertens & Wilson, 2018). Open and safe discussion will map roles, responsibilities, and direction. At this time, program theory will be provided and program logic mapped. As discussed in the next section, evaluation questions will be brought to the SVPC from the Evaluation Committee (see Appendix F) for suggestions and diverse input.

Evaluation Questions

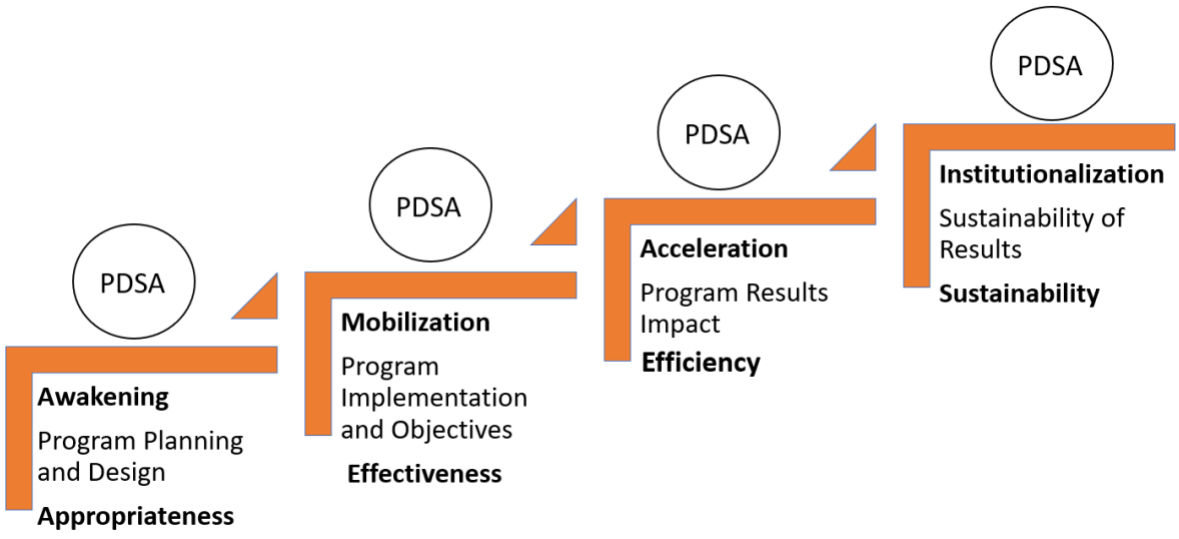
Early in the evaluation framework, questions to determine if the website is likely to have a positive impact will be agreed upon by the Evaluation Committee members and vetted through the SVPC. Question selection will be guided by choosing practical and useful questions that are data-driven and results-based (Markiewicz & Patrick, 2016). For example, the institution must have the capacity to

collect, collate, and analyze the data while representing overarching program goals. Question development will determine if the website and SVC are solutions that bring Coastal U closer to a socially just culture requiring careful crafting and perspicacity (Patton, 2012). Evaluation questions will provide focus and structure for the evaluation; specifically, appropriateness, effectiveness, efficiency, and impact (Markiewicz & Patrick, 2016). Evaluation questions will be utilized at each stage of the change process, allowing for effective monitoring (see Figure 14).

Questions are designed to assess essential components of change, including appropriateness, effectiveness, efficiency, impact, and sustainability (Markiewicz & Patrick, 2016). Appropriateness considers the fit between the change plan and the identified issue. This fit is determined during the awakening stage (Deszca et al., 2019). At this time the change leader will provide context and background while garnering input from all stakeholders to develop program planning and design, most notably from end-users or those most affected by the change.

Figure 14

Monitoring and the CPM



Note. Adapted from *Developing Monitoring and Evaluation Frameworks* by A. Markiewicz and I. Patrick, 2016, pp. 157–159. Copyright 2016 by SAGE.

Questions that reside in the effectiveness domain occur during the mobilization stage, wherein program implementation and objectives are measured for quality, value, and accuracy (Markiewicz & Patrick, 2016). During the acceleration phase, efficiency and impact will be measured (Deszca et al., 2019). Questions of efficiency address process: How well is the project implemented? What does the cost–benefit ratio look like? Impact, on the other hand, is more concerned with outcomes. Addressing program results such as direct and indirect effects of the change process will be explored. Finally, evaluation questions related to sustainability are considered during the institutionalization phase, at which point the team will consider future financial, environmental, and societal implications of the continued program. Following Markiewicz and Patrick's (2016) framework, the five questions for consideration include the following:

1. Appropriateness: Was the plan to develop a website and hire an SVC addressing organizational gaps related to underreporting of SV?
2. Effectiveness: How congruent was the implemented website design and the SVC role with the original intent?
3. Efficiency: How did the actual costs and benefits compare with the predicted costs and benefits?
4. Impact: To what extent did knowledge related to SV, access to SV resources, and SV reporting increase?
5. Sustainability: Did the implemented SV website and hiring of an SVC raise awareness and need for additional strategies to advance SV reporting and treatment?

Monitoring Plan

Monitoring, a real-time assessment, will gather formative data using evaluation questions during each change process step (Markiewicz & Patrick, 2016; Patton, 2018), allowing for realignment and adjustments (see Figure 14). Intended or unintended benefits or challenges may arise during the

change plan. Patton (2018) distinguished between process monitoring (i.e., is the program operating as intended) and outcomes monitoring (i.e., is the program improving social outcomes); both necessitate a pedagogy of critical consciousness. For example, evaluators acknowledge their bias and ensure both process and outcomes represent the intended construct or people being evaluated. The monitoring plan encompasses the evaluation questions listed in the previous paragraph at each domain and stage of the CPM (Deszca et al., 2019), with a well-defined and deliberate plan addressing both process and outcomes. This plan is complete with an identified focus, indicators, targets, data sources, and most responsible stakeholder (see Appendix F).

According to Markiewicz and Patrick (2016), the monitoring plan requires a focus. The focus of Coastal U's monitoring plan aligns with a transformative approach to assessment (Mertens, 2015), wherein cultural perspectives of underreporting of SV at Coastal U (Malinen et al., 2022) will provide context for evaluation questions from each assessment domain. Performance indicators and targets have been considered but will require input from those most responsible for the outcomes to ensure they are realistic and appropriate. Appendix G outlines the evaluation plan inclusive of both quantitative and qualitative indicators, which measure the process and impact of direct and indirect outcomes (Markiewicz & Patrick, 2016).

Plan, Do, Study, Act

A full cycle of the PDSA cycle (Deming, 1982) will be utilized in each stage of the CPM (Deszca et al., 2019). This approach will provide data for continuous monitoring of the change, allowing for real-time reflection and realignment when necessary. In addition to the full PDSA at each stage of the CPM, "planning" will occur in awakening, "doing" in mobilization and acceleration, "studying" in acceleration, and "acting" in the institutionalization phase. This larger PDSA cycle is represented in the evaluation process.

Plan + Awakening

The first stage of the PDSA cycle, planning (Deming, 1982), aligns with the awakening stage of the CPM (Deszca et al., 2019). During this stage, problem identification and analyzation are prioritized. The awakening is guided by the question of appropriateness: Was the plan to develop a website and the SVC role addressing organizational gaps related to underreporting of SV? During the awakening stage, congruence between the intended plan and the implemented plan will be assessed using baseline data such as the CAPSAP report (Malinen et al., 2022) and briefing of my OIP to the SVPC, data from a baseline climate survey organized by the research office within Coastal U, and information gathered from discussion within the SVPC. Seeking input from student groups and community members is particularly important at this stage, as students are most often affected by SV and community members with specialized SV knowledge can provide valuable input without an institutional agenda. To ensure awakening has occurred, a full cycle of PDSA (Deming, 1982) will also occur within the awakening stage.

Do + Mobilization

The second stage of the PDSA cycle, the doing (Deming, 1982), accompanies the mobilization stage of the planned change during which time implementation will occur. Mobilization is assessed by considering the question: How congruent was the implemented website deign and SVC role with the original intent? Securing the processes for the website launch and the SVC position will take place as well as the actual implementation of both. During the mobilization phase, monitoring of effectiveness with a focus on website applicability and design, and the ability of the SVC to address underreporting of SV at Coastal U, will be assessed. The SVC will collect and compare the original plan with Coastal U records and IT data. Data from end users will be gathered through formal and informal discussions. Data from IT will provide numbers related to the number of hits to the SV website. Coastal U's research office will complete a cost–benefit analysis of the website and SVC role. Mobilization will also be monitored with a full PDSA cycle, allowing for reevaluation and realignment as necessary.

Study + Acceleration

The third stage of the PDSA cycle, studying (Deming, 1982), takes place in the acceleration stage of the CPM (Deszca et al., 2019), wherein the projected outputs are compared with inputs. The domain of efficiency, how did the actual costs and benefits compare with the predicted costs and benefits, traverses the mobilization and acceleration phase of the change plan but is more prominently situated in the acceleration phase. The acceleration phase will address the efficiency of the change plan with a focus on budgets, timelines, and overall benefits of the website and SVC role. During the acceleration phase, the impact is assessed: To what extent did knowledge related to SV, access to SV resources, and SV reporting increase? This phase is also concerned with SV reporting and disclosure, and knowledge and resource uptake. IT will report on the number of website hits and which components were viewed; the SVC will have records related to disclosures, reports, access, and participation in educational sessions; and the Health Manager and Pastoral Services will provide information about access to spiritual services. Community partners (e.g., SANE team and policing) will report on Coastal U community access to their services. Additionally, effectiveness of this stage will be monitored with a full PDSA cycle providing real-time knowledge and adjustment when applicable.

Act + Institutionalization

The fourth stage of the PDSA cycle, act (Deming, 1982), coincides with the institutionalization phase of the CPM (Deszca et al., 2019), during which time the research office will provide data from the climate survey. The climate survey will be administered in the awakening phase, as a baseline, and again in the institutionalization phase. This pre- and post-test data collection will provide information on the anticipated cultural shift at Coastal U. That said, data collection early in the institutionalization phase may not show a paradigmatic shift, as it will be early for second-order change. The climate survey will also be administered yearly, as significant improvements in culture are more likely to be visible as time moves forward (Bartunek & Moch, 1987; Kezar, 2018). The question utilized for monitoring in the

institutionalization stage is related to sustainability: Did the implemented SV website and hiring of an SVC raise awareness and need for additional strategies to advance SV reporting and treatment? Data will be collated as described in Appendix F. Results will be studied at the monthly SVPC meetings, wherein expected and unexpected benefits and challenges will arise, allowing for course corrections at each stage of the change plan. A summary of data gathered in the monitoring plan will be used to inform the broader evaluation plan. The effectiveness of the institutionalization phase will be monitored with a full PDSA cycle.

Evaluation Plan

According to Markiewicz and Patrick (2016), it is not uncommon for change leaders to omit, neglect, or perform incomplete evaluations, negatively impacting successful and sustainable change. Evaluation questions for each domain, a summary of monitoring data, evaluation focus, evaluation methods, implementation methods, responsible stakeholders, and timings comprise the evaluation plan (see Appendix G). A comprehensive, summative evaluation plan lays the groundwork to determine program quality and value (Markiewicz & Patrick, 2016). Evaluation data will be obtained by numerous qualitative or quantitative methods at distinct periods, providing a retrospective analysis of the change plan with triangulated results. Freire's (1970/2015) postulations of multiple ways of knowing supports the importance of triangulation:

> The radical is never a subjectivist. For this individual the subjective aspect exists only in relation to the objective aspect (the concrete reality, which is the object of analysis). Subjectivity and objectivity thus join in a dialectical unity producing knowledge in solidarity with action, and vice versa. (p. 38)

The monitoring and evaluation plans will be implemented using mixed methodologies and the PDSA cycle (Deming, 1982). Data will be gathered from various stakeholders and in multiple locations.

Ensuring all voices have been heard in the evaluation process is essential for a transformative evaluative approach (Mertens & Wilson, 2018).

Transformative Evaluation

A critical lens brings to mind questions of who wants the evaluation, why, and what possible hidden agenda might be at play (Patton, 2002). Many scholars ascribe to a transformative evaluation paradigm, raising conscientization of the assumptions of marginalized people in the evaluation process (Battiste, 2000; Freire, 1970/2015; Hood et al., 2015; House & Howe, 1999; Mertens & Wilson, 2018; Whitmore et al., 2006). In the early 1900s, critical philosophers and social scholars from the Frankfurt School dialogically and dialectically engaged with constructs of power inequity and social justice in research (Encyclopedia Britannica, 2019). More recently, Habermas (1971) and Horkheimer (1972a, 1972b) made connections between social justice research and evaluation (Patton, 2018). Present-day writings of Patton (2018) bring discussions of Freire and his philosophies of power and oppression to the evaluation process. Freire (1970/2015) espoused a critical perception of baseline problems, which must come from close observation of those most involved. The CAPSAP study gathered information from culturally diverse focus groups led by people of the same culture (Malinen et al., 2022), providing utility to the data used as baseline program theory. Drawing on data gathered from the CAPSAP study indicates this critical and inclusive lens. A transformative approach to evaluation requires consideration for emancipation from the status quo wherein the change and, consequently, the evaluation represents a multiplicity of realities informed by diverse identities (Battiste, 2000; Hood et al., 2015; House & Howe, 1999; Mertens & Wilson, 2018; Whitmore et al., 2006). Multiple perspectives are engaged at each step of the change plan, whereby the application of the PDSA model (Deming, 1982) will redirect or alter the change path, thereby encouraging fluidity in the change plan.

Reevaluation

Continuous and ongoing monitoring of processes and outcomes with the cyclical PDSA approach

(Deming, 1982) will allow for traversing between phases with an iterative plan. The planning has begun and will continue with input from stakeholders. Each stage will be implemented as planned but with the caveat that the plan is fluid and subject to change. If, for instance, following the briefing in the awakening phase the SVPC members believe that a key component is missing, they will strategize on how to integrate their suggestions. If a barrier is identified in the mobilization stage following the study component of the PDSA (see Figure 14), the SVPC may have to revisit the awakening stage to add strategies or realign an existing component of the plan, building on areas of success and realigning strategies for challenges. For example, during mobilization, even with a strong, well-supported proposal, there is a possibility the hiring of an SVC would be stalled or negated. This potential threat requires a backup plan to mitigate the impact. The SVPC will go back to the awakening phase to reconsider the way forward. One possible way to offset this potential threat would be to hire the SVC on a limited-term basis. Although not optimal, the limited term could serve as a pilot project. A summary of the PDSA monitoring at each stage and the evaluation point would support the continuation of this position. Monitoring and evaluation with critical consciousness will offer the ability to intervene both proactively and reactively with the inclusion of multiple perspectives.

Plan to Communicate the Need for Change and Change Process

One aspect of successful change implementation is directly related to diligent communication planning that occurs early and often (Deszca et al., 2019; Kezar, 2018), indicating the need for a substantive communication plan. Planned proactive change affords change leaders the time and ability to take a transformative and critical approach to communication strategies (Shields, 2019). Change elicits an array of emotional responses for employees; factors such as resistance, language, collaboration, and balance of power must be considered in the communication plan (Deszca et al., 2019). Resistance is deeply rooted in conscious and unconscious feelings, many of which can be ameliorated by reciprocal and thoughtful communication (Schein, 2010). Inclusive language and action

that depicts collaboration and the erosion of power and control over change recipients provides space for transformative change (Shields, 2019). This section considers the available communication resources at Coastal U; explores communication at the prelaunch, launch, and postlaunch stages; and outlines dissemination methods, challenges, and next steps towards the emancipation of SV at Coastal U.

Communication Resources

Coastal U's Communication Manager is an SVPC member and fully invested in supporting initiatives to increase SV reporting. Methods for outgoing communication at Coastal U are vast and diverse and readily available for my OIP. Unfortunately, the same cannot be said for the processes of information gathering, ostensibly speaking to the nature of hierarchal educational systems. Nonetheless, the need for reciprocal communication is clear, specifically for underrepresented and marginalized voices, as indicated in Coastal U's (2019a) EDI and strategic plan. I will utilize my agency to ensure the opinions and perspectives of those affected by the change are solicited. The resources outlined in Table 4 provide a medium to build on the excitement and offset resistance (Schein, 2010). All possibilities will be leveraged to raise awareness prelaunch, keep the interest and energy going during the launch, and sustain interest and create new opportunities for the emancipation of SV postlaunch.

The resources listed in Table 4 and additional communication methods will be utilized in each stage of the change plan. Some resources are aimed directly at faculty and staff uptake, others are more student-centred, whereas some are geared to all university stakeholders and community members. The majority of resources are outgoing messaging meant for information delivery. I will converse with people working with SV at universities of similar size to Coastal U to explore other methods and considerations related to communication. Garnering diverse perspectives from meetings with interested groups (Edwards-Groves et al., 2020) and reviewing a wide range of related documents are essential to the communication plan, thereby considering all stakeholders' voices for transformative change implementation. Communication strategies will differ depending on the communication partner.

Table 4

Coastal U Communication Resources

Method	Description	Method	Description
Weekly roundup	Internal and external news sent via email from administration	Intranet	Internal communications hub
Social media: University and Student Union	Facebook, Twitter, and Instagram	Coastal Radio	Live radio operated by the student union
Campus information monitors	Multiple monitors located throughout the campus for awareness campaigns	Coastal Times	Weekly newspaper operated by Student Union
CTL lunch and learns	Monthly presentation on all things educational	CTL Bulletin	Monthly bulletin providing cross-discipline information on teaching and learning
Research Office	Monthly bulletins for potential research collaborations and notification of research presentations	University teaching program	Workshop for new or interested faculty and staff provides information of teaching pedagogy and institutional processes and culture
Senate	Academic and institutional governance	Senate meeting minutes	Distributed via email monthly

Communication Partners

Ensuring communication with all stakeholders at Coastal U is integral to a successful plan. Methods of communication will be dependent on the stakeholder group. Concerns will differ depending on how the change impacts each group. Students, community partners, faculty, staff, and senior leadership are critical communicants in this change process.

Students

Students will be most affected by the proposed changes as they are the population most

affected by SV (Burczycka, 2019). It is imperative to ask for the voices of those not often heard and ensure their perspectives are represented in the change plan. Student interest groups is one way in which like-minded people can bring volume to their voices. The communication plan includes meaningful dialogue with organizations who represent populations who are uniquely and profoundly affected by SV, such as the Women's Centre, the Intercultural Centre, and the LGBTQ2S+ Society. Students in these societies have a voice at the university Senate and Board of Governors through the Student Union president. In meeting with students, I expect to be asked what the students can do to leverage action. This impetus to action can be accomplished by sharing their knowledge and concern with the Student Union and requesting their concerns be brought to decision-makers at Coastal U.

Community Partners

Community partners, specifically the SANE team and policing, often interface with those affected by SV reporting at Coastal U. The SVPC will benefit from discussion related to how this issue is showing up in the community and knowledge sharing about how SV reporting is being addressed within the local community. Our community partners have specialized knowledge related to care of survivors/victims and SV reporting. Solid communication processes and alliances with these groups will assist with survivor-centric, trauma-informed care and remove barriers to reporting. Before community partners can provide optimal support, they will want to understand the climate and context of SV at Coastal U. This knowledge will be provided when I present a brief to the SVPC, of which they are members.

Faculty

Faculty interface with the issue of SV and reporting in various ways; therefore, communication at each step in the planning is essential. Faculty are often the recipient of a disclosure. They will likely have questions related to the disclosure process. The online process will provide easy access to submitting anonymous disclosures, supported by training sessions available on the intranet, which can

be gained through the website and in consultation with the SVC. A concerted effort will ensure faculty inclusion in the communication process.

Staff

Communicating with staff will be more important for some groups than others. Although all staff must be aware of the changes, those whose workload is directly affected will be more invested in the change. IT, Communications, HR, HRO, and the Health Team require close consultation and collaboration. I anticipate that they will be curious as to how the change will impact their workload. The SVC role will take up much of the long-term work associated with SV, eventually lessening the workload of others. The initial workload of IT and the Communication Department will be increased; that said, these stakeholders have identified a willingness to support this project.

Senior Leadership

Senior leadership requires high-level knowledge and communication, as buy-in at this level is integral to support the website changes and SVC position. They will want to know why this change is essential and how it will positively impact the university. The VP Research is an SVPC member and will have been in many discussions related to SV reporting and improved university culture, safety, and student health and well-being. This information will be communicated at leadership meetings.

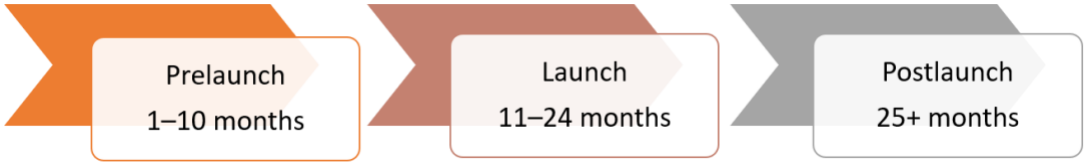
Communication Plan

Policy change alone is not sufficient in leading change (Kezar, 2018); raising awareness to SV and underreporting will take frequent and repeated communication exposures (Deszca et al., 2019). The sensitive nature of SV will be triggering for some communication partners. Depending on people's history with SV and subsequent stages of healing, the possibility of triggering a trauma response exists. As a result, all messaging will include contact information for the SVC at Coastal U once they have been hired, trained, and acclimatized to the work. The health manager is a member of the SVPC and will be aware of the potential increase in counselling uptake. Ethical considerations have been weighed, and

the benefits of raising consciousness and reporting SV are necessary, yet support must be in place to deal with potential harms. The stages associated with the communication plan include prelaunch, launch, and postlaunch (see Figure 15).

Figure 15

Communication Stages



Prelaunch Stage

Prelaunch communication occurs during the awakening stage of Deszca et al.'s (2019) CPM. Creating a shared vision with diverse change recipients requires a more comprehensive and creative approach to communication (Kezar, 2018), necessitating genuine engagement that invites discourse and active listening. Although a sense of urgency is needed (Kotter, 1995), moving forward with a shared vision and direction must facilitate momentum in the same direction (Kotter, 1995). Collaboration and empowerment through two-way communication must begin early in the change process and provide space for concerns and creative ways forward to emerge. This targeted communication plan includes the communication partners, actions to be taken, methods for communication, and the stakeholder responsible for administering the actions (see Table 5).

During the delivery of the brief to the SVPC, I will provide context to underreporting of SV at Coastal U. Developing a sense of the problem and the consequences of inaction will occur with all stakeholders. I will present the suggested way forward, developing a comprehensive SV website and hiring an SVC, by reviewing the considerations of time, resources, finances, technology, and overall impact. Potential barriers and creative solutions to implementation will be solicited through early adopters and those with resistant behaviors (Deszca et al., 2019; Schein, 2010).

Table 5

Prelaunch Communication Plan

Communication partners	Action	Method	Responsible stakeholder
Students	Share knowledge on issue Gather knowledge of barriers to reporting Share proposed plan Gather feedback on plan Raise general awareness	Short meetings with interest groups Short meeting with high-risk groups (residence, athletic teams) Coastal Radio, Coastal Times, campus monitors, social media (university and Student Union)	Change leader HRO Communication Department and Student Union
Community partners	Share knowledge on issue Gather input from community perspective Identify areas of support and needs	SVPC meetings	SVPC chair Change leader
Staff	Share knowledge on issue Gather knowledge of barriers to implementation	SVPC meeting Short meetings with IT, Health, Security, and Communication Department, Campus monitors Social media (University Coastal U intranet)	Change Leader Department managers Communication Department
Faculty	Share knowledge on issue Gather input from faculty perspective Identify areas of support and needs Use of online disclosure option	CTL lunch and learn Campus monitors Social media (university) Senate Senate minutes Intranet Department meetings	CTL Communication IT Department chairs
Senior leadership	Share knowledge on issue Gather input from community perspective Identify areas of support and needs	Leadership meetings Board of Governors	VP Research

Small group meetings will provide an opportunity for mutual understanding and eventual consensus. Raising consciousness of SV will come easy for some stakeholders, whereas others may consciously or unconsciously resist this sensitive topic of conversation. The existence of subcommittees and working groups allows for more frequent communication and expedited processes (see Figure 13). For instance, the working group responsible for development of the SVC position could meet on an as-needed basis to expeditiously complete the hiring proposal.

Taking an active role in the prelaunch stage, I will use various resources to ensure all stakeholders are provided the context and need for change, drawing attention and energy to the need for change. Voices of the student body, particularly those who are typically underrepresented in voice but uniquely and overly affected by SV, will have an open and safe space for dialogue (Edwards-Groves et al., 2020). The communication plan will also be strengthened by providing knowledge to and gaining an understanding of the male perspective. Students may ask how they can add traction to this issue. The students can leverage their voice through the Student Union and the SVPC. The Senate can be accessed by way of a special topic report provided by the SVPC chair. If the Student Union has been asked to represent student voice on this matter, SU members will be vocal and supportive at Senate. Equally, if not more important, communication sessions will be held in places where SV frequently occurs, such as residence halls and varsity sports groups, targeting the perpetrator audience. Opportunities for faculty and staff to share ideas and concerns will be arranged with department chairs. Every effort will be undertaken to ensure the transfer of specialized knowledge from community partners and to share exciting changes at Coastal U. The VP Research is committed to improving EDI and campus safety and has an audience with senior leadership. This piece of the communication plan will inform the PDSA cycle (Deming, 1982) at the awakening stage (Deszca et al., 2019), thereby informing the next steps.

Launch Stage

Communication of the launch will occur during the mobilization and acceleration stages of the CPM (Deszca et al., 2019). Stakeholder engagement and energy will be achieved during this stage through widespread, frequent two-way communication (see Table 6).

Table 6

Launch Communication Plan

Communication partners	Action	Method	Responsible stakeholder
Students	Increase awareness and familiarity of SVC and website visibility	Coastal Radio, Coastal Times, campus monitors, social media (university and Student Union)	Communication department; Student Union
Students	Seek information on use and accessibility of website for information sharing and reporting/ disclosures	Short meetings with interest groups	Change leader
Community partners	Reciprocal resource and support between SVC and community partners	SVPC meetings	SVPC chair Change leader
Staff	Provide opportunity for sharing of success and challenges Increase awareness and familiarity of SVC and website visibility	SVPC meeting Short meetings with IT, Health, Security, and Communications departments Social media (university), weekly round-up, campus information monitors, intranet	SVPC chair Department managers IT department Communication department
Faculty	Provide opportunity for sharing of success and challenges Increase awareness and familiarity of SVC and website visibility	Department meetings Social media (university), weekly round-up, campus information monitors, intranet	Department chairs IT department Communication department
Senior leadership	Provide a report on SVC position and success and challenges with website launch	Leadership meeting	VP Research

It is necessary but insufficient to advise stakeholders of the website launch and SVC start date; communicating through qualitative consulting is also essential to success. Short meetings will be held, and all outgoing communication will have a link to the SVPC's suggestion box. Once again, the PDSA (Deming, 1982) cycle will include monitoring and evaluation of communication, allowing for realignment as needed.

Sharing the website launch far, wide, and frequently so that it reaches all stakeholders will be achieved by leveraging all resources available to the university and the Student Union. Many stakeholders are responsible for actioning the communication process at this point. As the change lead, I will be slowly relying on more stakeholders to take up responsibilities in their departments. Reciprocal communication methods remain important as glitches to implementation will be realized at this point.

Postlaunch Stage

At this time, the website will have been instituted for approximately 7 months and the SVC position for approximately 9 months. It is the beginning of the institutionalization stage and relatively early to see a significant cultural shift (Ahmed, 2012; Kezar, 2018). However, the early signs of change will be evident. Increased access to knowledge, increased visibility of the issues surrounding SV, and increased access to reporting SV will be realized by the Coastal U community (see Table 7).

Successes of the change implementation plan will be celebrated by sharing the changes and success through the Communication department. That said, communication processes will inform the realignment of strategies, which will be evident following a formative evaluation with the PDSA cycle (Deming, 1982). Communication will continue throughout the institutionalization stage (Deszca et al., 2019) as it is important that the continued successes be shared and that opportunities to provide feedback are easily identified. At this point, a great deal of the communication will be led by the SVC. Outgoing communication is seemingly more commonplace at Coastal U; therefore, intentional efforts will be made to gather internal and external perspectives. A climate survey will provide data to guide

smaller group meetings, providing direction for further improvements in SV reporting and reification of SV at Coastal U. Knowledge related to SV and underreporting will be shared widely throughout the campus, demonstrating knowledge mobilization at the local level.

Table 7

Postlaunch Communication Plan

Communication partners	Action	Method	Responsible stakeholder
Students	Seek information on continual website improvements Strategies to further improve reporting of SV and SV policy generally Continue to increase visibility and accessibility of the SVC and reporting/disclosure methods	Short meetings with interest groups and high-risk groups (residence, athletic teams) Coastal Radio, Coastal Times, campus monitors, social media	SVC Communication department Student Union
Community partners	Gather input on current community climate of SV	SVPC meetings	SVPC chair
Staff	Provide continued support on responding to SV disclosures SV educational programming	CTL lunch and learn Campus monitors intranet, social media SV website	SVC Communication department SVC
Faculty	Provide continued support on responding to SV disclosures SV educational programming	CTL lunch and learn Campus monitors, intranet, social media	SVC Communication department
Senior leadership	Maintain awareness and prioritization of SV concerns	Leadership meetings Board of Governors	VP Research

Knowledge Mobilization

Knowledge mobilization causes one to consider what knowledge is being transferred, who is transferring it and to whom, how it is mobilized, and how effective knowledge is analyzed (Lavis, 2006). The many unanswered questions may cause critical knowledge recipients to pause. Perhaps a deeper, more foundational question is, what defines knowledge? Epistemologies or ways of knowing can be obtained empirically through research, theoretically through intuitive and informal means, and

experientially through practice (Nutley et al., 2007), all informing evidence. Research, theory, and practice are interwoven concepts that ought to be situated in the local context (Powell et al., 2018). Although these classifications exist, knowledge traverses all three (Nutley et al., 2007). Knowing the numerous variables associated with knowledge mobilization, one cannot help but question the efficacy of evidence that informs policy, leaving one to question the who, what, and how of problematization (Bacchi & Goodwin, 2018).

SV, a social science construct that crosses many research domains—health, social science, education, and justice (Nutley et al., 2007)—is situated more in social science and education paradigms as my OIP focuses on underreporting in HEIs. The SV policy at Coastal U (2016) is inclusive of the SV reporting process. The policy is revised every 3 years and is fluid in nature, meaning that as significant changes occur with SV, the policy can be adapted in real time. This OIP will afford me the opportunity to mobilize knowledge related to underreporting at the local level via lunch and learns, small group meetings, department meetings, and committee meetings, for example. Lunch and learns organized though the CTL will provide the opportunity to transfer and gather knowledge of SV reporting to faculty and staff. Small group meetings with special interest groups, staff members most directly affected by organizational change, varsity sports teams, and those living in residences will provide a small, safe space where idea sharing, potential barriers, and successes can be explored. Reciprocal knowledge transfer at internal and external committee meetings is integral to raising awareness and passion for change as well as providing the space to learn from other departments and other organizations. Following my OIP submission, knowledge mobilization related to underreporting will be taken up by way of conference presentations, writing, and peer-reviewed research.

Next Steps and Future Considerations

A plethora of secondary research, application of TL approaches, and an underpinning of a critical paradigm with an intersectional feminist lens informs this OIP. The problem of underreporting of SV at

Coastal U is to be addressed with the implementation of first-order changes: changes that impact a cultural shift and movement toward second-order change (Kezar, 2018). A robust SV website that provides extensive SV knowledge to all users, a method of reporting and disclosure that does not require face-to-face presentation for the initial report, access to resources through an online medium, and a showcase for upcoming presentations and training will be realized. First-order change will also be evident in hiring a stand-alone person, the SVC, able to be proactive and responsive in addressing SV at Coastal U. Such changes will also impact second-order change, though it will take longer to see the shift (Kezar, 2018). Increased educational opportunities and increased access to reporting, thereby increasing visibility and access to services, and having one trusted and safe person for contact and follow-up, will increase a sense of safety. Such a commitment will most certainly impact student-to-student SV and initiate the beginnings of a cultural shift. However, these changes alone are not sufficient for the emancipation of SV. Next steps in primary prevention of SV include addressing power imbalances such as masculine toxicity and faculty–student relations.

Educational institutions are well positioned to impact societal change. Yet, to date institutions have failed to address the primary cause of SV: the position and power of men. Data indicate that 14%–31% of undergraduate men have perpetrated a sexual assault (CBC News: The National, 2022). This horrific statistic speaks to the need for efforts aimed at primary prevention solutions that challenge toxic masculinity. A deep change in traditional characteristics of men (e.g., removal of emotions, valuing of physical strength, and violence and devaluing of women) will impact a cultural shift by way of challenging gender and inequality in schools; challenging toxic masculinity; highlighting women's achievements; explicitly teaching complex masculinity; and denouncing sexist speech, behaviour, and gender-based violence, as well as challenging sexist speech and behavior (Elliott, 2015). Concentrated and direct efforts for change are possible with an SVC role, as the position will allow for efforts solely devoted to SV. Pushing forward with change efforts to improve the culture of SV at Coastal U brings to

mind possibilities of faculty and staff training on positional power, boundaries, and abuse, as well as trauma-informed education, two recommendations arising from the CAPSAP project (Malinen et al., 2022).

Problematic power dynamics between faculty, staff, and students suggest the need for institutional intervention (Linder, 2019; S. McMahon et al., 2019). Power and oppression are root causes of SV in HEI (Hong & Marine, 2018; Linder, 2019), and the power of instructors, particularly those who have unique relationships with students, sets the stage for nefarious uses of that power. This situation is one key area associated with reducing SV incidences on campus by interrupting the power imbalance, wherein preventing SV from occurring requires an intentional institutional effort of raising consciousness and mitigating potential abuses of power (Linder, 2019). Raising awareness by looking historically at faculty abuses of power and identifying the need for reflection and institutional change requires a commitment from leadership. Coastal U can make strides in interrupting abuses of power first by acknowledging it as problematic. This awareness can be achieved through campaigns and knowledge sharing. Next, the university, guided and facilitated by the SVC, can include information sessions on power relationships and boundaries as part of employee orientation. This issue of professor–student relationships must also be addressed in the SV policy. Although power imbalance is omnipresent, some students are able to safely connect with faculty and staff. It is in these situations that disclosures of SV often take place, leaving many employees unsure of how to adequately support the student.

Incorporating trauma-informed education to better support those responding to SV disclosures was identified in Chapter 1 as a recommendation for removing barriers to SV reporting and disclosure (Malinen et al., 2022). Trauma-informed approaches benefit the employees and students (S. McMahon et al., 2019). According to Fallot and Harris (2008), emotional and physical safety, trustworthiness, choice and control, collaboration, and empowerment are the tenets of trauma-informed care. Educating employees on how to supportively respond to a disclosure with compassion and the knowledge of when

and how to offer additional resources facilitates a safe environment for both students and employees. Moreover, trauma-informed training is recommended for all educators in the classroom setting—educators must recognize signs of trauma and be mindful that students do not leave their trauma outside the class; trauma is part of all actions and reactions (Carello & Butler, 2015; Hoch et al., 2015). Training will also aid in supporting the employee, as empathetic care requires an understanding of how much support one can offer, boundaries, and abilities. In addition, understanding the balance and the utility of self-care to prevent secondary stress (Salloum et al., 2015) cannot be overlooked.

The goal of offering trauma-informed education to employees can be accomplished in various ways; for example, training for new employees during orientation or annual training events, or short information sessions at department meetings. Training could be mandated for those working directly with students in security, coaching, and healthcare, as well as those charged with making high-level student decisions (e.g., deans, Student Affairs personnel, HRO, SVC). University employees should be provided with the knowledge and skills to educate and relate with students affected by trauma. Although future steps have focused on improving faculty and staff knowledge and changing the culture of toxic masculinity, the importance of bolstering student knowledge related to trauma-informed responses must also be considered. Students frequently disclose to peers; therefore, also offering trauma-informed sessions for students could decrease the deleterious effects of secondary wounding associated with inappropriate responses to a disclosure (Fleming et al., 2020).

Conclusion

This OIP leans heavily on the work of Freire (1970/2015) and Shields (2019) to forge a way forward for educational change, one that will transcend neoliberal approaches through democracy, social justice, and political action. An understanding of organizational politics and the process of politicking will aid in the advocation of change (Bolman & Deal, 2017). Leveraging knowledge, personality, and networking opportunities to facilitate leadership by walking beside those who need

encouragement and strength seems fitting. Intentional initiatives aimed at changing SV culture and student-to-student relationships will be served by meeting students in places that they live, work, study, and play. In closing, the desecration of SV, racism, classism, sexism, ableism, and all forms of oppression will allow for reconstruction of equality that will take decades of concerted transformative efforts in building equitable spaces—one change at a time, one day at a time, one person at a time.

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Appendix A: Readiness for Change Survey

Readiness factor	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Planning					
1. The team has clearly articulated, motivating, and shared vision for the project.	x				
2. Our vision is linked to key systemic and/or institutional priorities.	x				
3. We have scanned the campus for other related projects, programs, and initiatives that already exist to which the new project might connect to or leverage.	x				
4. We have created a project plan with identified actions, milestones, and an achievable timeline.	x				
5. We have identified possible pitfalls in roadblocks.		x			
6. We have a plan for helping stakeholders (e.g., faculty, students), understand what is happening, the purpose and desired outcomes (e.g., forms, town hall meetings, communication plan, professional development).	x				
7. We have an assessment plan and the capacity including needed expertise in institutional research offices to measure and analyze results.	x				
8. Our assessment plan is linked to project outcomes and leveraging existing data sources.	x				
9. We have identified appropriate resources and facilities required to carry out the project.	x				
10. We have created a project budget.			x		
11. We have identified sources of support both internal and external (e.g., grants, gifts in-kind donations).			x		
12. We have inventoried key policies (e.g., respectful campus policy, promotion) that may impact implementation of the change and have plans for adjusting them.	x				

Readiness factor	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
People/leadership					
13. We have a team comprised of the appropriate administrators, faculty, and staff with needed expertise. There is multi-level and shared leadership.	X				
14. Leaders at different levels understand the role they need to play to move the change forward. (If not, we have a plan for educating leaders about their roles.)		X			
15. We have senior administrative support for resources, rewards, and other key motivational and policy issues.	X				
16. The project has several leaders/champions. It is not reliant on one person.		X			
17. We have identified and hired a project manager who has the time and expertise required.				X	
18. People involved in the project have the time, incentives, motivation, and expertise to successfully carry out the project.		X			
19. If additional professional development or training is required, we have identified what is needed and have a plan for providing it to project faculty, staff, and students.		X			
20. We have identified external experts required to help campus leaders, faculty, students, and staff build plans, develop expertise, and/or evaluate results.		X			
21. We have identified and informed key on- and off-campus stakeholders. (Off-campus stakeholders may include SANE Program, policing.)	X				
CULTURE					
22. We have examined the underlying values of the proposed change and identified the degree of differences from current values to understand dissonance.	X				
23. We have conducted a survey (or held extensive conversations) to understand resistance, understanding, and values related to the		X			

Readiness factor	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
proposed change.					
24. We have developed documents that clearly articulate the proposed change to inform stakeholders and ensured they have been reviewed and read.				X	
25. We have attempted to connect the proposed change to existing values on campus.	X				
26. We have examined ways to create new symbols, stories, or rituals to embed the change.			X		
27. We have created a narrative or story to capture and articulate the change to stakeholders.		X			
28. We have a plan for how we will communicate and celebrate project results. The plan should include both on- and off-campus sources as well as dissemination opportunities (e.g., published papers, conference presentations).	X				
SENSEMAKING AND LEARNING					
29. We have an understanding of how stakeholders view the proposed change.		X			
30. We have a plan for ways we can help bridge the gap between current knowledge and needed knowledge.		X			
31. We have a plan to get appropriate data to different groups that need to engage in learning.	X				
32. We have developed our data capacity and knowledge management systems to support the change.			X		
33. We have training and support around data use and interpretation so data can be used to inform decisions needed around the change.			X		

Note. Adapted from *How Colleges Change: Understanding, Leading, and Enacting Change*, by A. Kezar, 2018, Appendix 3. Copyright 2018 by Routledge.

Appendix B: Awakening Goals

Short-term goal: Awakening 0–10 months			
SMART GOAL: Facilitating a shared vision for improved SV reporting at Coastal U within 10 months.			
Objective	**Action**	**Stakeholder**	**Timeline**
Incite support	Add underreporting to SV committee agenda	Change Lead	1 month
	Prepare and present brief from OIP	Change Lead	2 months
	Widespread awareness of need to change	Communication Department	3 months
	Seek input and perspectives on website development	Communication Department	4months
	Meetings with students, staff, faculty	SVPC members	2 months
Obtain baseline data	Results of CAPSAP study (connect to TL)	Change Lead	1–2 months
	Student, staff, and faculty climate survey	HRO	4–10 months
Form ad-hoc Website Committee to plan website	Consult SVPC for key stakeholders	Change Lead	2 months
	Send committee request to IT and student union	SVPC	3 months
	Set first meeting	Change Lead	4months
Environmental scan	Consider what SV websites to review (local and national) content	Website Committee	4–8 months
Form a team to develop proposal for the hiring of an SVC	Request HR, HRO, Health Manager, Security, Change lead	SVPC	2 months
	Discuss role of SVC	Working Group	2–4 months
	Write proposal	Subcommittee	4–5 months
	Present to SV committee for suggestions and feedback	Chair of subcommittee	5–6 months
	Edits following feedback	Working Group	7 months

Appendix C: Mobilization Goals

Short-Term Goal: Mobilization 10–18 months			
SMART GOAL: Hire SVC and have agreement for high-level website content at Coastal U within 18 months.			
Objective	**Action**	**Stakeholder**	**Timeline**
Secure and hire SVC Position	Present to VP Finance and HR	VP Research	10 months
	Post position	HR	12 months
	Hire SVC within 16 months	HR and hiring committee	16 months
Begin comprehensive SV website	Review environmental scan of SV websites	Website Committee	10 months
	Agree to content headings	Website Committee	11 months
	Vet content headings with SVPC	Chair of ad-hoc committee	12 months
	Develop content	SVC	12–16 months
	Begin web design	Web site developer	12 months
	Build excitement around website launch	Communication	12–18 months
	Anticipate success and snags and develop contingency plans	Website Committee	10–16 months
Build support at the ground level	Meet with student groups, faculty and staff	Change lead	10–18 months

Appendix D: Acceleration Goals

Mid-Term Goal: Acceleration 18–24 months			
SMART GOAL: Launch the SV website at month 18 and support the SV website and SVC in the initial stages at Coastal U from 18–24 months.			
Objective	**Action**	**Stakeholder**	**Timeline**
Increase awareness and visibility of the SV website	Multi media approach to build awareness	Communication Department; SVPC	18–24 months
Ensure readiness for the launch	Develop a detailed to do list inclusive of who will do what and when	Web site Committee	16 months
Launch the SV website	Arrange a celebration at the Learning Commons, provide background for SV website, demonstrate highlights of website, introduce the SVC	Website Committee; IT department; SVC	18 months
Identify and solution successes and snags in website	Monitor website hits; meet with IT, SVC, Health Manager, Security, and HRO monthly	SVPC	18–24 months

Appendix E: Institutionalization Goals

Long-Term Goal: Institutionalization 24 months onward			
SMART GOAL: Assess SV reporting, the impact of increased educational resources, and access of SV resources at Coastal U beginning at 24 months.			
Objective	**Action**	**Stakeholder**	**Timeline**
Review the SVC role	Review outputs, challenges, successes	Director of Student Affairs	24 months
Determine impact of changes on SV reporting	Obtain numbers of reports and disclosures (online or in person)	SVC	24–28 months
Determine impact of changes on SV knowledge and behaviour	Administer student and faculty climate survey	SVC	24 and 36 months
Identify next steps for cultural improvement of SV (PDSA)	Analyze and discuss evaluation data	SVPC	28–36 months

Appendix F: Monitoring Plan

Phase	Evaluation Questions	Focus	Indicators	Targets	Data Sources/Time	Stakeholder
Awakening 0–4 months PDSA	**Appropriateness** Was the plan to develop a website and hire an SVC addressing organizational gaps related to underreporting of SV?	Closing gap between desired and ideal state	SVPC agreement to take up underreporting with SV website and hiring of SVC	Complete committee agreement	CAPSAP data/ Month 1	Change Lead
					Climate survey/ Month 2	Research Office
					Discussion group/ Month 1	SVPC
Mobilization 4–12 months PDSA	**Effectiveness** How congruent was the implemented website design and the SVC role with the original intent?	Applicability of website design and SVC role	Congruence between clear reporting pathways and website design Congruence between SV support and SVC role	≥ 75% ≥ 75%	Collection and comparison of Visual Records/1 Month 12	SVC
					Stories of change/ ongoing	End Users
					Reported numbers of website hits/ Month 12	Reported numbers of website hits
Acceleration 12–16 months PDSA	**Efficiency** How did the actual costs and benefits compare with the predicted costs and benefits?	Budget, timelines, and benefits	Time allocated to project, budget, timelines, and impact	< 10% difference in expected and actual costs. Deadlines within 1 month of expected timeline. Improved outcomes for SV survivors/victims.	Cost-benefit analysis/Month 16	Research Office
Acceleration 12–16 months PDSA	**Impact** To what extent did knowledge related to SV, access to SV resources, and SV reporting increase?	Improved climate of social justice specifically related to SV	Reporting/ disclosure numbers User knowledge and behaviour	20%–25% ↑ in access and reporting in Year 1 ↑ knowledge of SV and intersectionality	Number of website hits/ Month 16	IT
					Collection of data (visits to resources)/ Month 16	SVC; Health Manager; SANE; Pastoral Services; Police Services

Phase	Evaluation Questions	Focus	Indicators	Targets	Data Sources/Time	Stakeholder
			Uptake of resources		Collection of Data (number of SV reports or disclosure)/ Month 16	SVC
Institutionalization 16 months onward PDSA	**Sustainability** Did the implemented SV website and hiring of an SVC raise awareness and need for additional strategies to advance SV reporting and treatment?	Improved care for SV survivors/ victims	Change in culture	Support for additional anti-SV projects	Climate survey/ Month 16 and yearly thereafter	Research Office

Appendix G: Evaluation Plan

Evaluation Questions	Summary of Monitoring	Evaluation Focus	Evaluation Methods	Who	When
Appropriateness Was the plan to develop a website and hire an SVC addressing organizational gaps related to underreporting of SV?	Gaps addressed with website and SVC position	Stakeholders' views on closing the gap	Focus groups	SVPC	End project
Effectiveness How congruent was the implemented website design and the SVC role with the original intent?	Differences between what was envisioned and what took place	Components of original design utilized; why and why not components of SV role actualized and additional roles not predicted	Semistructured interview Semistructured interview SVC	IT Manager SVC	Mid project and end project
Efficiency How did the actual costs and benefits compare with the predicted costs and benefits?	Specific budget areas or timelines that were not met, expected and enacted benefits	Reason for discrepancy in budget and timelines	Cost–benefit analysis	Research Office	Mid project and end project
Impact To what extent did knowledge related to SV, access to SV resources, and SV reporting increase?	Identify current gaps in social justice as they relate to SV	Most prominent reasons for continued underreporting, lack of knowledge and access of services	Climate survey	Research Office	End project
Sustainability Did the implemented SV website and hiring of an SVC raise awareness and need for additional strategies to advance SV reporting and treatment?	Development of future initiatives impacting SV reporting and prevention	Garnering a commitment to additional programming and services	Focus groups	Students Faculty Staff Community partners	End project