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Doing More with Less: The Realities of Academic Chairs

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Abstract

The role of Chair at the School of Nursing within Brentford University (a pseudonym) has been a challenge for many of its past and current occupants. Difficulties observed include a lack of departmental preparation, and time allotted for a role that, spanning academia and leadership, is critical to the School's operation. It is, therefore, also ambiguous and problematic to define, a role that the Chairs themselves have difficulties understanding and fulfilling. Given the struggles observed with accomplishment of the Chairs' mandate, and its relevance to my educational leadership duties as Associate Director, I have chosen, as my Problem of Practice, the insufficient support provided by my institution for Academic Chairs. Applying a value-based distributed leadership approach to organizational change, I hope to strengthen the support for these leaders, so they may feel empowered by, respected in, and satisfied with, their professional roles. Solutions to this end are provided by an Organizational Improvement Plan guided by Deszca et al.'s (2020) change path model, Gopichandran et al.'s (2012) ethical framework, Lavis et al.'s (2003) knowledge mobilization framework, and Markiewicz and Patrick's (2016) monitoring and evaluation plan. Addressing this Problem of Practice will not only foster a healthy work environment, but will promote social justice and academic excellence. As these leaders become increasingly vulnerable, so do the programs they oversee, leaving the institution at risk of compromising its mandate to provide its students with the best quality education.

Keywords: Academic Chair, professional roles, preparedness, value-based, distributed leadership, change, leadership development, support, social justice.

Executive Summary

The School of Nursing (SoN) is a part of Brentford University (a pseudonym), a research-intensive Canadian institution of higher education. Seven Academic Chairs currently support the unit in meeting its educational mission. As the Associate Director of the School, responsibility for our educational mandate lies with me, and this includes the support for Chairs that enables them to fulfil their roles and responsibilities.

Although the position of Chair can be rewarding, as a key but underdefined role in academia, it can also leave one feeling overwhelmed and underprepared to tackle its many diverse responsibilities (Armstrong & Woloshyn, 2017). This is equally true for those within Brentford's School of Nursing. The Problem of Practice is therefore the lack of preparation and support offered to Chairs in the SoN. This Organizational Improvement Plan, developed to support the Chairs in fulfilling their educational and leadership mandates, aims to foster a healthier work environment, and in doing so, to promote social justice in higher education.

In Chapter 1, I lay the groundwork for development of an innovative, Organizational Improvement Plan leading to meaningful change. I outline my Problem of Practice; positionality; leadership agency as Associate Director and change agent; the organizational context of Brentford University and the SoN; and finally, the critical paradigm and cultural perspective within which my Problem of Practice is viewed. I conclude by discussing the external influences, such as neoliberalism, on the responsibilities of the Chair.

In Chapter 2, I focus on the planning and development of my Organizational Improvement Plan. Here, I outline my distributed leadership and value-based approach (Furman, 2004; Jones et al., 2014) to the change required to address my Problem of Practice: the absence of training, and the insufficient time allotted to the SoN's Chairs to the fulfill their multiple roles

and responsibilities. Serving as a framework for the change needed is Deszca et al.'s (2020) change path model, the four phases of which, awakening, mobilization, acceleration, and institutionalization, are described. I then assess the SoN's readiness for change, identify three strategies that could be employed to resolve my Problem of Practice, and assess their benefits and costs, human, financial and technical. This chapter concludes with my selection of the strategy that most benefits the Chairs, and the SoN itself.

In Chapter 3, I describe the process whereby this strategy for change will be implemented, Deszca et al.'s (2020) change path model, and the communication plan that will accompany it. I then outline the monitoring and evaluation plan that will ensure its complete, and successful, implementation, adapted from Gopichandran et al.'s (2012) ethical framework and Markiewicz and Patrick's (2016) monitoring and evaluation tools. Combined they will allow assessment of the quality and value of my Organizational Improvement Plan and ensure that it promotes equity and social justice.

Addressing the lack of preparation and support offered to Chairs will lead to positive outcomes for the SoN community and that of Brentford University. As the Chair's role is widely perceived to be a challenging one (Kruse, 2020), and training for Academic Chairs is not always available or perceived as relevant (Aziz et al., 2005; Bowman, 2002; Branson et al., 2015; Rowley & Sherman, 2003), implementation of this Organization Improvement Plan could also benefit other academic institutions in Canada and beyond.

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This educational journey would not have been possible without the support and guidance of many individuals. Although each played a different role in this adventure, all contributed uniquely and meaningfully.

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I am also grateful to my Associate Dean, who has encouraged me throughout this journey. I could not have done this degree without their flexibility, encouragement, and support. Their dedication to academic excellence has inspired me to want to improve the academic community of which I am fortunate to be a part.

I would like to equally acknowledge my professors, particularly Dr. McKivor, who has accompanied me during this last year of my doctoral studies, and my fellow peers. I have learned so much from every one of you and will always be grateful for your presence. Thank you for offering me the opportunity to reflect and learn alongside you. Lastly, I would like to offer a special thanks to Jocelyn for always supporting our cohort. Your kindness and generosity are admirable.

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List of Acronyms

BU: Brentford University

CoP: Community of Practice

EDI: Equity, Diversity, and Inclusion

DL: Distributed Leadership

NPM: New Public Management

OIP: Organizational Improvement Plan

PoP: Problem of Practice

SoN: School of Nursing

Glossary of Terms and Definition

Academic Chair: A faculty member responsible for overseeing an academic program, also referred to as Chair.

Associate Dean/Director: A faculty member responsible for a specific school or department within the faculty.

Associate Director: A faculty member responsible for all academic programs within a school or department.

Dean: A faculty member who is responsible for the entire faculty of the university.

Vice-Dean of Academic Affairs: A faculty member responsible for academic affairs related dossiers who assists the Dean of Academic Affairs. This individual reports to the dean.

Faculty Position: A non-unionized position at this university where the responsibilities include education and/or research.

Chapter 1: Doing More with Less, the Realities of Academic Chairs

For past and present Academic Chairs in the School of Nursing (SoN) at Canada's Brentford University (BU), the role has proven to be a challenge. Working with seven Chairs over the last four years, I have observed program knowledge gaps, a lack of preparedness for the role, insufficient time allocated to their educational mandate, and moral dilemmas, both professional and personal, such as the prioritization of program needs. Providing Chairs with the resources they need to fulfill their responsibilities is not only crucial to the institution's educational mission (Carroll & Wolverson, 2004), but also aligns with the university's vision of equity, diversity and inclusion. Moving toward a healthy work environment, one that promotes social justice, is my priority as well: these leaders have a workload similar to that of their non-faculty administrative colleagues and should be offered the same access to leadership development opportunities. Their role in higher education is essential (Czech & Forward, 2010) and they need to be adequately supported (Berdrow, 2010).

To this end, I develop an innovative Organizational Improvement Plan (OIP) featuring a distributed leadership approach and an explicit ethical framework. This latter addresses both the importance of specific training and the time required for Chairs to effectively carry out their roles and responsibilities (Sirkis, 2011). Organizationally, I view my Problem of Practice (PoP) through a critical paradigm and cultural perspective that is detailed in the following chapters. Deszca et al.'s (2020) change path model, presented in Chapter 2, will guide my planning, while Gopichandran et al.'s (2012) ethical framework and Markiewicz and Patrick's (2016) monitoring and evaluation (M&E) framework, introduced in Chapter 3, will form the basis for the project's M&E. I first lay the foundation for this work by describing my leadership position and lens, my

chosen PoP, the organizational context within which it is imbedded, and finally, the leadership-focused vision I will mobilize to bring about the change I wish to make.

Positionality and Lens Statement

In this section, I will discuss my leadership agency, and the lens through which I will view my PoP. I will use a value-based distributed leadership approach and ethic of community framework as the theoretical foundation for its exploration. Finally, I will factor in its relation to social justice within the SoN and organizational context.

Personal and Professional Identity

I am a Nurse and an Assistant Professor, and currently hold the position of Associate Director of BU's SoN, a role I have occupied since January 2019. For several years previously, I held the Chair for the Master's program where I led a nursing curricular program revision. As an Assistant Professor, I am also involved in teaching and currently teach a clinical course in the Master's program summer term. As a Nurse, Assistant Professor, and past Chair, I can understand and relate to the challenges associated with teaching and the responsibility for academic programs (Carroll & Wolverson, 2004). My past experience, including membership on several university committees, has given me valuable insight into the role of the Chair and has led me to understand university governance and the ways in which change can be mobilized.

Nursing has shaped my leadership style as a collaborator and proponent of respect, inclusivity and autonomy. My style, developed throughout my nursing practice and experience in education, now shapes my future leadership direction. As an Assistant Professor, teaching ethical issues in nursing has also motivated me to promote social justice. Unsurprisingly, I have selected a Problem of Practice (PoP) deeply rooted in social justice issues. Although my past experience has positioned me well to understand the role-specific training needs of Chairs, I believe that key

SoN stakeholders such as the Chairs, the Associate Director and the Associate Dean, along with the Dean of the Faculty of Health Sciences and the Vice-Dean of Academic Affairs, will all play active roles in the redress of inequities in the workplace (see Appendix A).

Leadership Agency

As Associate Director, I oversee all of the SoN's educational programs and units. My role and responsibilities include provision of strategic direction to establish a unified academic vision; to ensure academic excellence; to promote collaboration amongst faculty; to support and coach the Chairs; to undertake benchmarking initiatives in consultation with them; and finally, to chair the teaching assignment committee responsible for the Teaching Human Resource Policy that allocates faculty teaching assignments. These responsibilities clearly encompass the challenges faced by Chairs as they attempt to fulfill their roles and responsibilities. The Canadian Nurses Association (2009) highlights the importance of socially just practices in nursing. As a nurse and educator, I feel that I have a moral obligation to my profession to promote social justice in the work environment: it is an ethical imperative, in other words, to provide Chairs with the specific training needs and time required to fulfill their roles and responsibilities.

Equally important is identification of the interpersonal and group dynamics (Bolman & Deal, 2017) over which I have limited influence, as it allows for a better understanding of the dynamics surrounding my PoP. These include each Chair's personality, previous leadership experience, and personal values. The number of these factors may be small, but they could still present barriers to my PoP. Viewing these not simply as potential challenges, but also as opportunities, will enhance the relationships I form, and my chances of success, as a leader of change (Deszca et al., 2020).

Leadership Lens

Throughout my doctoral program, my review of leadership theories has challenged me to question my previous understanding of leadership theory and practice. In the end, I have come to believe that Jones et al.'s (2014) distributed leadership, underpinned by Furman's (2004) ethic of community, are best suited to my purpose: this is the framework I have chosen to guide my Problem of Practice analysis and develop my OIP.

Distributed Leadership

A value-based distributed leadership framework not only resonates with my leadership style; it also aligns with my professional nursing values. Jones et al.'s (2014) framework presents leadership as best underpinned by the 6E conceptual model founded on six tenets (Jones et al., 2014): engage with, enable through, enact via, encourage with, evaluate by and emerge through, distributed leadership. These tenets will form the basis of my exploration and development of strategy as I address my PoP, and will serve as benchmarks for my value-based distributed leadership approach to organizational improvement. They will be interpreted through the guidance on community leadership offered in the literature, specifically, by Furman's (2004) ethic of community framework. This will allow me to consider community dynamics and the ethical responsibility of stakeholders at the macro, meso, and micro levels.

The Ethic of Community Framework

Furman's (2004) ethic of community framework was developed in response to the limitations of other ethical frameworks applied in the field. It emphasizes the importance of an educational institution's moral agency, and shifts its focus from the individual to the communal. It also expands traditional ethical frameworks by placing an ethic of community at the centre of the ethics of justice, care, critique, and of the profession (Shapiro & Stefkovich, 2016; Starratt,

1991). Furman (2004) defines the "ethic of community as the moral responsibility to engage in communal processes as educators pursue the moral purposes of their work and address the ongoing challenges of daily life and work in schools" (p. 215). The ethic of community also serves as a tool for analysis of the current data on social justice and leadership, highlighting the need to promote moral action, thus helping to fulfil the moral purpose of education. At the framework's centre, then, is communal engagement and commitment, recognition of the power of community, and the influence of relationships and collective moral agency. One of its most important strengths is its view of the leader as a member of a community that, itself, is responsible for engaging in processes of decision making and action. The framework encourages all community members to feel morally accountable for their commitment to, and involvement in, the promotion of educational social justice. Furman (2004) also outlines a series of skills that can lead to a more inclusively shared, distributed leadership approach.

Shifting the responsibility from the leader to the community is not only ethically responsible but can alleviate the unnecessary burden that leaders often carry (Gronn, 2010; Kruse, 2020). The ethic of community framework challenges the assumption that it is the responsibility of the leader to address issues of social justice, one that elevates the leader to hero, alone responsible for a monumental endeavour. Placing such a responsibility on a single individual is both unrealistic and unethical, as most complex tasks require interdependent action (Gronn, 2010); unrealistic expectations, as personal accomplishments are diminished, can also lead to feelings of inadequacy and burnout (Çalışmaları & Uygulama, 2019). The evidence shows, argues Furman (2004), that social justice cannot occur without deep democracy, a relationship that highlights not only the importance of community involvement but also the value attributed to its processes (Furman, 2012)).

The ethic of community is deeply rooted in those to which it is related such as social justice, responsibility, accountability, and respect. Furman (2004) argues that it should serve as "the foundation for moral leadership practice action in twenty-first-century schools" (p. 231). Her argument that promotion of social justice is a shared duty embedded in moral responsibility aligns with the distributed leadership approach I will take. The application of a social justice lens will deepen my understanding of those whose leadership I must consider in order to collaboratively address my PoP.

Perspectives on Social Justice

The focus of Furman's (2004) ethic of community framework is, to summarize, not on the individual but rather the community, and more specifically, on communal processes deeply embedded in democratic action. Addressing social justice issues such as the insufficient support provided to Chairs from a communal perspective places responsibility on the community, urging its members to work together. This framework resonates with me, as it fosters the collaborative practices inherent to distributed leadership. Taylor's (2017) work on social justice has inspired me and given me hope that change, in particular, social justice, can be brought about amid financial constraints and limited resources if collectively addressed. Praxis for social change, focused on an exploration of, and challenge to, current practices, through maximized collaboration and with the help of key actors in the academic community, is fundamental to the development of an OIP that addresses values such as equity, trust, respect, and collaboration. I feel that the development of this OIP will lead to a reduction in the inequities experienced by the Chairs.

Organizational Context

The literature is rich in assessments of the importance of organizational context to many aspects of organizational operation, including the management of change within them (e.g., Manning, 2018; Schein & Schein, 2016). Appendix A outlines the flow of decision-making authority at BU as it relates to the SoN. Key factors that influence these decision-makers are long standing traditions, global and economic influences, and institutional values. Further discussion of these forces is necessary to better understand the context of my PoP.

History and Context

The SoN is a part of a research-intensive Canadian university. Over the last six years, under senior leadership (see Appendix A), the SoN's student enrollment and number of programs have continued to grow. Seven Chairs currently support the SoN in its education and research mission. While these identify as professional nurses, their multiple hats as nurse, faculty, and Chair, as well as those of multiple other roles (Bowman, 2002; Kruse, 2020), has influenced the ways in which they integrate and exercise their leadership. The university's culture has also impacted each Chair's readiness and ability to fulfill the critical academic role associated with that position. Observable trends in the SoN, for example, are collegial practices such as democracy, consensus building, and collaborative decision-making (Manning, 2018).

Current Context

To better understand the context of my PoP, i.e., the ways in which funding affects institutional resourcing in higher education and the financial vulnerability that is a function of the institution's political environment (Manning, 2018), it is essential to explain its local context. The province in which the university is situated has not changed its funding mechanism in the last decade; it has also frozen tuition fees, its second primary funding source, for quite some time

(MacKinnon, 2014). It can therefore no longer depend entirely upon these fees to offset increases in costs and inflation. To make matters more difficult, the provincial government has also placed a cap on international student enrollments. To offset the decrease in available government funding, i.e., to meet their financial needs, institutions of higher education in other provinces have had to increase both tuition fees and their international student enrollments (Kleinman et al., 2012). This is not the case for universities situated in this province, increasing this university's financial vulnerability.

Given that institutions of higher education require government support to operate (Li & Zumeta, 2015) and do not receive sufficient government funding to meet their needs (Pollanen, 2016), the limited international recruitment capacity of this institution places it in a precarious financial position. Although differences exist in funding sources, this institution must develop money-generating initiatives, limit faculty hiring, and augment enrollment targets. Several of the SoN's Chairs have highlighted the need for role training and additional reserved time to meet the role's growing demands (Gigliotti, 2021; Kruse, 2020) and these supports have not been made available.

Global and Economic Context

Economic challenges in higher education are not new (Gigliotti, 2020); however, the growing financial constraints we are experiencing are making it increasingly difficult for institutions of higher education to meet their academic mission. Once known for their collegial model of governance, universities are increasingly resembling businesses (Austin & Jones, 2016). Making the shift from collegial governance to a management approach (Broucker, 2016) is an additional challenge for individuals without leadership and management training. To situate

the challenges faced by BU, it is necessary to place the institution in the context of its global influences, most particularly, neoliberalism and the theory of new public management (NPM).

Neoliberal Impact on Higher Education

Bessant et al. (2015) have described neoliberalism as "the defining political-economic paradigm of our time" (p. 419). Its effect on higher education has been assessed by a range of scholars (e.g., Bamberger et al., 2019; Busch, 2017; Giroux, 2002; Gyamera & Burke, 2017; Jones, 2011; Kliewer, 2019; Levine, 2001; Olssen & Peters, 2005; Sahlin & Eriksson-Zetterquist, 2016; Winter, 2009). Shifting the original vocation of higher education, the approach views universities as institutions at the service of the economy (Kliewer, 2019), and its permeation of these is pushing academic communities to focus on economic gain rather than the development of knowledge (Busch, 2017).

Although Sahlin & Eriksson-Zetterquist (2016) argue that institutions of higher education resemble corporate industries, my experience is that it is not entirely the case at BU. The institution has not invested in the development of leadership skills and succession planning (Rayburn et al., 2016) for Chairs, for example, something that corporations are known to do for their leaders. The goals of neoliberalism, as adopted within academia, require complex leadership skills to be utilized in academic programs, and in fact, the increase in responsibilities of the SoN's Chairs has highlighted the need for both leadership development and an increase in allotted time to fulfill the role's requirements.

Competitive Culture

Bamberger et al. (2019) highlight the competitiveness and economic influence of neoliberalism. I can attest to the stress this has added to the teaching and research communities. The need to become self-reliant (Austin & Jones 2016), to produce measurable deliverables, and

the increasingly competitive access to research grants, may result in researchers producing fewer publications, in turn putting them at risk of failing to achieve tenure, the desired status for most academics. Research funding in higher education is complex (Jongbloed & Lepori, 2015); several SoN researchers have voiced concerns about the stress associated with attempts to secure funding while teaching and addressing student needs. As Chairs support all faculty including researchers, leadership training to support those facing difficult situations would be most beneficial (Berdrow, 2010).

New Public Management

New Public Management (NPM) has also become a predominant part of the governance of higher education and has impacted the role of Chairs. As defined by Manning (2018), NPM is “a management culture that emphasizes the centrality of the citizen or customer, as well as accountability for results” (p. 82). It has had a significant influence on the operation of education (Olssen & Peters, 2005): once known for its intellectual enquiry and space for debate, institutions of higher education are now concentrating on deliverables and adopting a managerial style of governance (Hall, D., 2013). Terms such as ‘outputs’ and ‘quality performance indicators’ are predominant. Chairs have a multitude of responsibilities that NPM seems continually to increase: the time they spend on planning, implementing and measuring strategic program objectives is significant. The management of multiple responsibilities is omnipresent, leading many to voice their exhaustion and feelings of being overwhelmed. A supportive response to the stresses associated with NPM (Floyd, 2016) is needed to assist Chairs to achieve a more reasonable work-life balance.

Ethical Context

My leadership responsibilities have allowed me to work closely with the SoN's Chairs and I have witnessed the challenges they face to fulfil their respective mandates. Some work long hours in attempts to address their responsibilities and struggle to find the time to further develop the competencies needed to manage the complex tasks associated with their role. A number have highlighted the need for leadership training and time-release support. As neoliberal norms continue to permeate academic institutions, it is paramount that the university recognize the vital role played by the Chairs (Buller, 2015; Carroll & Wolverton, 2004; Kruse, 2020) in facilitating its academic mission. Application of a critical perspective and a social justice lens will highlight the inequitable workload and insufficient support available to them, and allow me to develop an OIP that addresses these problems. This will promote both justice and beneficence (i.e., acts of doing good for others), foundational principles of medical ethics (Page, 2012). Although leadership decisions related to resource allocation are often centralized at the senior university level, I do have the support of the School's Associate Dean which can increase the odds of successfully implementing my OIP. As a senior leader, the Associate Dean recognizes the centrality of Chairs to fulfillment of the SoN's academic mission.

Leadership Problem of Practice

Although the role of Chair can be rewarding, it can also involve a range of difficult challenges (Kruse, 2020). Observed in the SoN has been a lack of information on university policies and procedures as well as the time to absorb it all; ability to respond to students and faculty in a timely manner; participation in initiatives that benefit the larger academic community; and overall, given the demands on a Chair's time, time management. I have argued that addressing the insufficiency of support available to meet these challenges is an ethical imperative

(Berkovich, 2004; Pritchard, 2009). As nurse leaders, we are obliged to promote social justice in the workplace (Canadian Nurses Association, 2009) and must be held accountable for the outcomes. Long-lasting cultural, political, and bureaucratic practices have kept this problem in place over time, and these practices have been exacerbated by neoliberal norms, particularly as streamed through NPM (Olssen & Peters, 2005). Working closely with the SoN's Chairs has been a privilege and a source of worry: I have witnessed the plethora of undertakings they must be involved in to fulfil their respective mandates. Many must work an average of six or seven days a week to complete them. Additional time allotted to this critical role within their normal work schedules is an evident need (Acker & Millerson, 2018; Gmelch, 2015).

Problem of Practice

The PoP that will be addressed is thus the lack of preparation and support offered to the SoN's Chairs by the university's senior leadership. Organizations that value, and invest in, leadership development increase their ability to respond and to adjust efficiently to complex governance challenges (Bolman & Deal, 2017). Chairs have voiced concerns about being asked to do more with less and feel ill-equipped to address some of the difficulties associated with their roles and responsibilities. Challenges observed include a lack of available financial and human resources, a lack of time reserved to manage all program responsibilities, and the minimal training offered to develop the skillset required (Brinkley-Etzkorn & Lane, 2019) to address complex student and faculty needs.

While little literature on the subject is available for the Canadian experience, Acker and Millerson (2018) have documented the lack of time allotted to fulfilment of the roles and responsibilities of Chairs at two Canadian universities. As Chairs become more taxed at BU, the programs for which they are responsible can receive less attention, leaving the SoN at a

significant risk of compromising its academic mission. Given the evident and essential need for leadership development and support, the question facing the SoN is how to address this gap while under the same neoliberal pressures that are straining the Chairs: the need to increase enrollment, generate income, and continuously do more with less (Jones, 2011). To address this PoP, it is imperative to identify the theoretical organizational perspective from which I will view it.

Framing the Problem of Practice

To ensure the effectiveness of my PoP approach, I have selected two complementary perspectives on organizational theory from which to identify contextual influences. Primary influences will be given by the critical paradigm derived from critical theory as interpreted by Burrell and Morgan (2017) and Alvesson and Deetz (1999). Given its limitations (e.g., Morgan, 2006), the ‘cultural-organizational perspective’ as interpreted by Bolman and Deal (2008) and Austin and Jones (2016) will help me to distinguish secondary influences, and so deepen my analysis. It is essential to mention that these two lenses will offer unique but partial views of the underlying contextual forces that highlight the need for change.

The Critical Paradigm as my Primary Organizational Perspective

According to Asghar (2013), the “critical paradigm challenges the status quo and strives for a balanced and democratic society” (p. 3123). The foundational principles of the critical paradigm align with foundational ethical values such as social justice, equity, respect, and autonomy, that are highly relevant to my PoP. Each of these is essential to the development of a healthy work environment and one that promotes social justice. This perspective offers a unique insight into the functioning of organizations (Alvesson & Deetz, 1999) and offers interesting opportunities for the exploration of resource allocation and power dynamics within organizational structures.

Preoccupied with the experience of individuals comprising these structures, it inspires me to develop strategies that are inclusive and empowering, and in turn, to lead the SoN's Chairs in the further development of skills that will ease the navigation of their roles. Contributing to organizational change that promotes capacity building, wellness, and respect will not only benefit the Chairs, but also faculty, staff, and, more importantly, the students, and help to mitigate the effects of neoliberalism on higher education.

Alvesson and Willmott (2003) argue that one of the goals of the critical perspective is emancipation. This is of great importance to my PoP, as several Chairs have at times voiced feeling exploited. Some have mentioned considering leaving the role altogether. Although some release time is protected for the Chairs to fulfill their duties, I feel it is insufficient. That Chairs feel they have little to no power to address their lack of resources and allotted time has also been found to be problematic by Aziz et al. (2005). Tackling relational power dynamics (e.g., feelings of unfairness and disrespect) is crucial to the development of critical awareness of the organizational dynamics at play (Capper, 2019). An increased understanding of the Chairs' experience will allow for a more thorough analysis of the context within which social justice is sought. As Mumby (2005) states, applying a critical lens will be valuable to development of an understanding of the data. Blackmore et al. (2010) state that an understanding of power is central to that of higher education governance. In my analysis, it has helped me to gain further insight into factors that influence the internal governance structures and processes that have led to insufficient support for the Chairs. In other words, the institutional culture is a central force, that has shaped the insufficiency of support available for them.

The Cultural-Organizational Perspective

“Culture forms the superglue that bonds an organization, unites people, and helps an enterprise to accomplish desired ends” (Bolman & Deal, 2017, p. 242). Culture is also integral to the ways in which organizations function, and the problems that are created and sustained over time (Austin & Jones, 2016). The cultural-organizational perspective thus offers important opportunities to explore behaviours, climate, and norms (Schein & Schein, 2016). An exploration of institutional culture also allows for a better understanding of the nature of that organization (Manning, 2018), its history, and the ways in which values influence context; it is therefore relevant to the issues of social justice (Lumby, 2012) linked to my PoP that I will explore in the next section. Institutional culture provides insight into the meaning of the day-to-day practices at BU; it recognizes the importance of tradition, essential to consider when developing leadership strategies that promote organizational change.

Internal Historical Culture

A collegial organizational perspective has long governed the SoN and remains in place to this day. Its consensus decision making is central, and is the way in which many decisions continue to be made in the School. The approach does not always allow the unit to adapt, and to adjust to alternative decision-making modalities, however, such as those in the larger university context. Faculty dynamics, competitiveness, and an increase in individualization further complicate its decision-making process (Bennet, 2000); an example of this is the lack of time Chairs have experienced for coming together to discuss, and agree on, the support that is needed. Divergent needs and professional identity have also contributed to a maintenance of the status quo. Chairs in the SoN identify as nurses, and they have, over time, demonstrated their caring nature and willingness to take on any workload provided to them. Nurses are recognized as more

than ordinary employees, and are expected to be compassionate, committed, and loyal subordinates (Hall, 2005; Traynor, 2017). Setting limits and asking for support push against these expectations and is not generally an observable trend. A competitive and performance-focused institutional culture does not make it easy for one to ask for support.

External Influences

Exploring the ways in which the larger organizational context influences the support provided to the SoN's Chairs is essential and will be carried out via a PESTE analysis: a political, economic, social, technological, and environmental analysis of the external factors that influence an organization (Deszca et al., 2020). The importance of these external factors to the framing of my PoP, and to an understanding of the need for change is explained below.

PESTE Analysis

Political perspective. Political perspectives are crucial to the framing of my PoP. The role of the Chair is multi-faceted (Acker & Millerson, 2018; Kruse, 2020). Expectations include collaboration with provincial and national organizations such as accreditation and regulatory bodies, and the Ministries of both Education and Health. Those working in the SoN must navigate complex political challenges which were heightened during the pandemic. Our School's collaborative relationship with our partnered teaching hospitals allowed our institution to navigate the pandemic in a collaborative way. Although the School has strong political ties with health organizations, it was not left unaffected by the impacts of the pandemic and by the neoliberal norms applied to higher education.

As discussed, neoliberalism and NPM have shaped the ways in which the BU's provincial government operates. Trends such as competitiveness and pressure to meet workforce demands are just two of the political factors that have been applied to the institution's governance. Judge et

al. (2008) have explored the power of political forces and the change they can produce in the operation of institutions of higher education. In this case, these forces have significantly impacted institutional government funding and resource allocation within the university.

Economical Perspective. University resource allocation has changed and increased the workload (Lorenz, 2012) of SoN's Chairs. Economic impacts linked to neoliberalism and NPM, such as budget cuts, have pushed Chairs to do more with less and they now experience tremendous frustration related to a workload which is large compared to that of faculty in non-leadership roles. Institutional hiring freezes, resource-driven allocation of funds, tuition freezes, and the cap on international student admissions are all economic factors that have limited the support available for them.

Social Perspective. From a social perspective, the role of Chair can impose additional difficulties in the form of feelings of isolation and alienation from the faculty group (Dykes, 2020). Some SoN Chairs have voiced this sentiment. Transitioning from the role of faculty to that of Chair is taxing (Armstrong & Woloshyn, 2017). One must adapt to a change in the organizational structure that may well result in a change in relationship dynamics (Floyd, 2016). These involve a transition from colleague to leader who, for example, assesses their colleagues' performance and determines their yearly teaching assignments. This change in power dynamics has helped to create a divide between Chairs and the rest of the faculty, and has influenced the Chairs' system of support.

Technological Perspective. The day-to-day functioning of the SoN has, further, been significantly influenced by the pandemic. A need to become technologically savvy has forced faculty, administrators, and Chairs to adopt, and develop proficiency in, a number of new technologies. Supporting faculty in this process, as well as reviewing and adapting the evaluation

of student learning outcomes has increased and complicated the workload of Chairs (Gigliotti, 2021).

Environmental Perspective. The change from in-person to remote work has significantly influenced the SoN academic community. The increased use of technology forced by pandemic lockdowns has continued to decrease the number of in-person meetings and influence the opportunities for informal exchange and support in the School. The predominantly remote environment has also intensified the challenges associated with role identity. Combined with the speed of the change, it has resulted in a significant reduction in available formal support and coaching. Added into a culture of performance and competitiveness (van Diggele et al., 2020), then, the isolated environment in which some Chairs now work has been a further barrier to the access of support. New Chairs have thus lacked the expertise needed to address several of the challenges associated with such a comprehensive and unpredictable academic role (Armstrong & Woloshyn, 2017). These include the implementation of policies and procedures; providing support for complex student and faculty needs; budget planning; and an adjustment to a neoliberal approach to higher education that includes development of admission marketing strategies and the meeting of enrollment targets (Busch, 2017).

Social Justice Context

Access to support for Chairs is the central concern of my PoP, and exploring influences from multiple perspectives, including the critical and cultural lenses, has allowed for a more complete, coherent and global understanding, both of my PoP and of the major influences at play. As discussed, neoliberal trends such as faculty hiring restrictions, a push to augment enrollment targets, and the development of money-generating initiatives, have been taken up by BU and have led to an increased workload for the Chairs. Jones (2011) describes the tremendous

pressure that institutions of higher education are under, and the difficulty of constantly being asked to do more with less. Some Chairs have voiced feeling pressured into a search for alternative funding sources, and have experienced the impacts of new strategic orientations that promote initiatives leaving them with even less time to fulfill core responsibilities. Expressed as well has been a critical need for support, and for the release of additional time to meet their role's complex responsibilities, highlighting the social justice problem of equitable workloads. In order to develop strategies to address the Chairs' insufficient support, I will present the guiding questions that have surfaced in the analysis of my PoP.

Guiding questions for the Problem of Practice

The following three questions have guided my research into the continuing lack of support for the SoN's Chairs:

Question 1

Why don't Chairs have access to formal support prior to, during, and after taking on their role? This is a complex question: multiple variables appear to influence the support available to Chairs in the institution and, consequently, the SoN. First and foremost, faculty in leadership positions are not perceived as staff in the institution and are, therefore, not treated as staff with ongoing developmental needs. The institution offers multiple opportunities for development for staff, such as leadership training, career development, and formal mentorship. These resources are not available to faculty occupying leadership roles such as Department Chairs. The Institution's Strategic Plan for Equity, Diversity and Inclusion focuses primarily on students, staff and the institution's commitment to the external community. Its Healthy Work Place policy focuses uniquely on the wellness of the staff for whom it was intended. Faculty, perceived as academics, are excluded from these resources and appear to have been forgotten. Chairs in the

SoN have limited opportunities to share their voice outside the School. They have not traditionally advocated for support and are therefore at risk of continuing to be without the resources required, both to manage their programs effectively and to achieve a work-life balance. Professional identity and the institution's competitive culture seem to impact their agency and, therefore, senior leadership's ability to recognize the support they need.

Question 2

What support do Chairs need to fulfill their roles effectively? It is clear that the SoN's Chairs do not currently have this support and it has been challenging to come to grips with the level they require. What is evident is that not all Chairs require the same support. This will be important to consider as I develop strategies to address my PoP. Identified as needs are leadership development, role clarity, protected time, and administrative support.

Question 3

What impact can insufficient support for Chairs have on the student experience? This question brings us directly to the institution's risk of failure to fulfil its academic mission, and its responsibility toward students and to society at large. It highlights the ways in which insufficient support for Chairs can impact student experience as future professional nurses. The role of the SoN's Chairs includes the maintenance of academic excellence: learners must be exposed to evidence-informed programs and quality clinical experiences. Managing any program is a complex mandate; the addition of the responsibility for educating future healthcare professionals comes with a commitment to regulatory bodies, clinical partners, and society. The review and update of curricula, and support of faculty and students, requires time and specific leadership expertise, both of which need to be developed. Creation of a leadership-focused vision for change will lay the foundation for development of strategies to address my PoP.

Leadership-Focused Vision for Change

Envisioning change is a complex process and takes time (Deszca et al., 2020).

Identification of current gaps will provide a clearer understanding of the desired future state.

This section will present my vision for change, my leadership considerations, and a discussion of factors in the realm of social justice.

Vision for Change

Organizational change is not a simple process to undertake in difficult times. It is the application of a theory or process of, and approach to, change that increases the odds of its successful implementation (Deszca et al., 2020). According to Bolman and Deal (2017), a thorough change that aligns with the values of those affected increases the odds of success; this highlights the need for creation of a shared vision for that change. As discussed, the change I wish to create provides Chairs with equitable access to the resources they need to fulfill their roles and responsibilities, while promoting inclusivity, capacity building, beneficence, and respect. Alvesson and Willmott (2003) argue that one of the goals of the critical perspective is emancipation. As some Chairs in the organization have occasionally voiced feelings of being exploited, this is a principle important to me, and will guide my vision. That vision is one where the Chairs, the Associate Director, the Associate Dean, the Dean, and the Vice-Dean of Academic Affairs come together to address the lack of support offered for preparation for, and performance of, the role of Chair. This will be aimed at reducing the inequities observed amongst staff, researchers, and the Chairs.

Future State

Put succinctly, the goal of my PoP is to ease the feelings of exploitation experienced by the SoN's Chairs by addressing their inequitable workload and the lack of support required to

enable them to fulfill their complex and vital academic roles. Seen as a social justice issue, the provision of adequate support for Chairs is a future state that is not only my goal but ought to be one clear to, and sought by, the university's administration as a whole. That neoliberalism is the predominant paradigm in government and institutions of higher education (Gyamera & Burke, 2017), ought to raise the importance of the complex leadership skills required to manage academic programs. Kruse (2020) has documented the challenges voiced by Chairs when describing attempts to understand and fulfil their roles and responsibilities, and Acker & Millerson (2018) have described the lack of preparedness they face before taking on the role. Addressing the need for support is imperative. As these key institutional leaders become vulnerable, so do their programs, leaving institutions of higher education such as BU at significant risk of compromising their academic mission and jeopardizing the successful implementation of their Equity, Diversity and Inclusivity (EDI) Strategic Plan (Brentford University, 2020).

Social Justice Considerations

As discussed, neoliberal norms, which place universities at the service of the economy Kliever (2019), have increased the responsibilities of the SoN's Chairs. Over the last decade, the shift from learners' education to the management of income-generating initiatives, hiring of adjunct faculty, financial constraints, and the push to meet the market's increased needs for graduating nurses have increased and complicated the Chairs' workloads. These new role expectations have not come with additional training, nor with sufficient resources, which have left the Chairs sub-optimally equipped (Berdrow, 2010; Kruse, 2020) to face their new academic realities.

The alignment of North American universities with a marketization culture is a process that has included BU. My experience at the SoN has led me to observe that its administrative staff has more than tripled in the last five years, and that the number of full-time faculty positions has failed to increase at the same rate. A hiring freeze on faculty positions was put into place to offset the pandemic's financial impacts, and the lack of permanent faculty has created teaching gaps that have increased the workload of the Chairs. Currently, a business case is needed to justify the hiring of replacement faculty once a professor retires. The Chairs are being asked to do more with less (Jones, 2011) and are at risk of compromising their academic programs. As mentioned, the predominance of neoliberal norms in the policy of government and institutions of higher education leaves them resembling corporate industries (Sahlin & Eriksson-Zetterquist, 2016) and focused on marketization (Levine & Aliyeva, 2015). A better understanding of the resultant inequities, prior to development of strategies to address them, is key. Neoliberalism has become BU's organizational context; in order to move ahead and address its inequities, it is essential first to clarify the SoN's existing resource gaps.

Gap Between Current and Future State

Because the SoN's Chairs do not currently have access to the formal leadership development training the institution offers to staff, they learn to lead through informal support and a review of the Academic Chair handbook, currently in draft form. The SoN provides no organized orientation to the role. The time now reserved for leadership is half the faculty's regular teaching load, which is deemed by Chairs to be insufficient. Given the overwhelming and complex nature of the workload, the Chairs must focus their time on priority items and may not be able to manage all their program demands. The status quo thus clearly places the school at risk of not fulfilling its academic mission (Carroll & Wolverton, 2004).

The ideal future state would include formal leadership training; support to transition to the role and increased protected time to take on the role. In this state, the Chairs would feel supported. They would have the tools to fulfill the requirements of their role and the capacity to balance their work and personal lives. Feelings of exploitation would be replaced by a sense of worth and respect, and the institution would be seen as one that not only applies, and promotes, equitable work practices but supports the challenging emotional role of the Chairs (Cowley, 2018).

Strengths of the Future State

The changes mentioned above would lead to positive outcomes for learners, as they would allow Chairs to focus on their core interests: academic advising, program development, and more prompt response to student and faculty needs. Positive outcomes for the Chairs would include increased work-life balance, enhanced understanding of their roles, attainment of the additional leadership skills needed to meet the complexities of the role, and a respectful, collaborative, and inclusive working environment (Furman, 2004).

Priorities for Change

Deszca et al. (2020) have shown the usefulness of identifying priorities for change as an essential part of planning for change, when transitioning from an existing to a future desired state. For my PoP, I have identified the following priorities in the hope that they will facilitate that transition. The first is for BU to fulfil its academic mission, that is, to offer academic excellence. The second is for the SoN to be accountable to the nursing profession and to society at large by educating future nursing professionals with innovative curricula. The third is for the SoN to offer a work environment that fosters wellness and capacity for its Chairs.

Leadership Considerations

Stakeholders are those individuals in the process of instigating, and who are impacted by, a particular change (Deszca et al., 2020). Awareness of them, and of their roles in the process, is fundamental to my PoP: their identification will highlight the key individuals involved and clarify their roles. Because Kezar (2014) has shown that leaders in academia benefit from keeping in sight the external factors that could negatively impact their institutions, I have identified stakeholders at my institution's macro, meso and micro levels, the “institution” in Kezar’s sense, being the SoN.

The macro level of analysis is thus the SoN’s largest practicable institutional context: Brentford University. At this level, the most important stakeholder is BU’s senior leader, the Associate Provost, Academic, who oversees the university's teaching and research programs, and has influence over the university's EDI Strategic Plan and academic mission. Given their authority and position in the institution, they have a responsibility to promote EDI practices. I consider the faculty within which the SoN is situated to be the meso level: both the Vice-Dean of Academic Affairs and the Faculty Dean play a role in resource allocation to the SoN. Buy-in from these stakeholders will therefore be necessary to mobilize the financial and human resources required to support the Chairs. The micro level is then the SoN itself, where several key stakeholders involved in the change are located. These include the Chairs who must be informed of my intention to address their level of support, and the Associate Dean, from whom I will also require buy-in. The Associate Dean is responsible to the university for the School; their cooperation is needed before I can address my PoP at the macro and meso levels. Lastly, as Associate Director I consider myself a key stakeholder at the institution's micro level. My role is to ensure that I have identified those whose leadership I need to consider, and to communicate to

them the importance of the problem I wish to collectively address. Providing recommendations to the Associate Dean is within my mandate and will therefore be key when working with them to advocate for change at the macro and meso levels.

Conclusion

The role of Chair at the SoN has, particularly over the last decade, proven to be far more challenging than allotted resources can support. The limited time assigned to its leadership role by the SoN illustrates the way in which the School has contributed to, and sustained, this PoP over time. This chapter has demonstrated the need to address the insufficient support provided to Chairs (Floyd, 2016; Kruse, 2020), and the potential usefulness of my unique leadership position and vision for change. I have viewed the PoP's organizational context through the lenses of the critical paradigm and cultural perspective, which have allowed me to highlight the social justice issues at the root of the problem, and to elaborate three guiding questions. Applying an ethical (Furman, 2004) and distributed leadership (Jones et al., 2014) framework in Chapter 2 will allow me to move forward, identifying strategies for change that promote social justice and address my PoP in a practicable way.

Chapter 2: Planning and Development

Building on Chapter 1 where the focus was on describing my PoP, positionality, organizational context, and leadership agency, Chapter 2 focuses on the planning and development of my Organizational Improvement Plan (OIP). I rely on a distributed leadership (DL) approach to change (Jones et al., 2011) and Deszca et al.'s (2020) change path model as the framework for my initiative, the assessment of my organization's change readiness, and the strategies identified to address my PoP.

Leadership Approach to Change

Jones et al.'s (2014) distributed leadership 6E conceptual model fosters practices that focus on collaboration and respect, the foundation of my approach to change. It will be undergirded by Furman's (2004) ethic of community framework, a value-based foundation that adds considerations of social justice. In this chapter, I will dive more deeply into a leadership approach that lays the theoretical foundation for the planning and development of my OIP.

Distributed Leadership

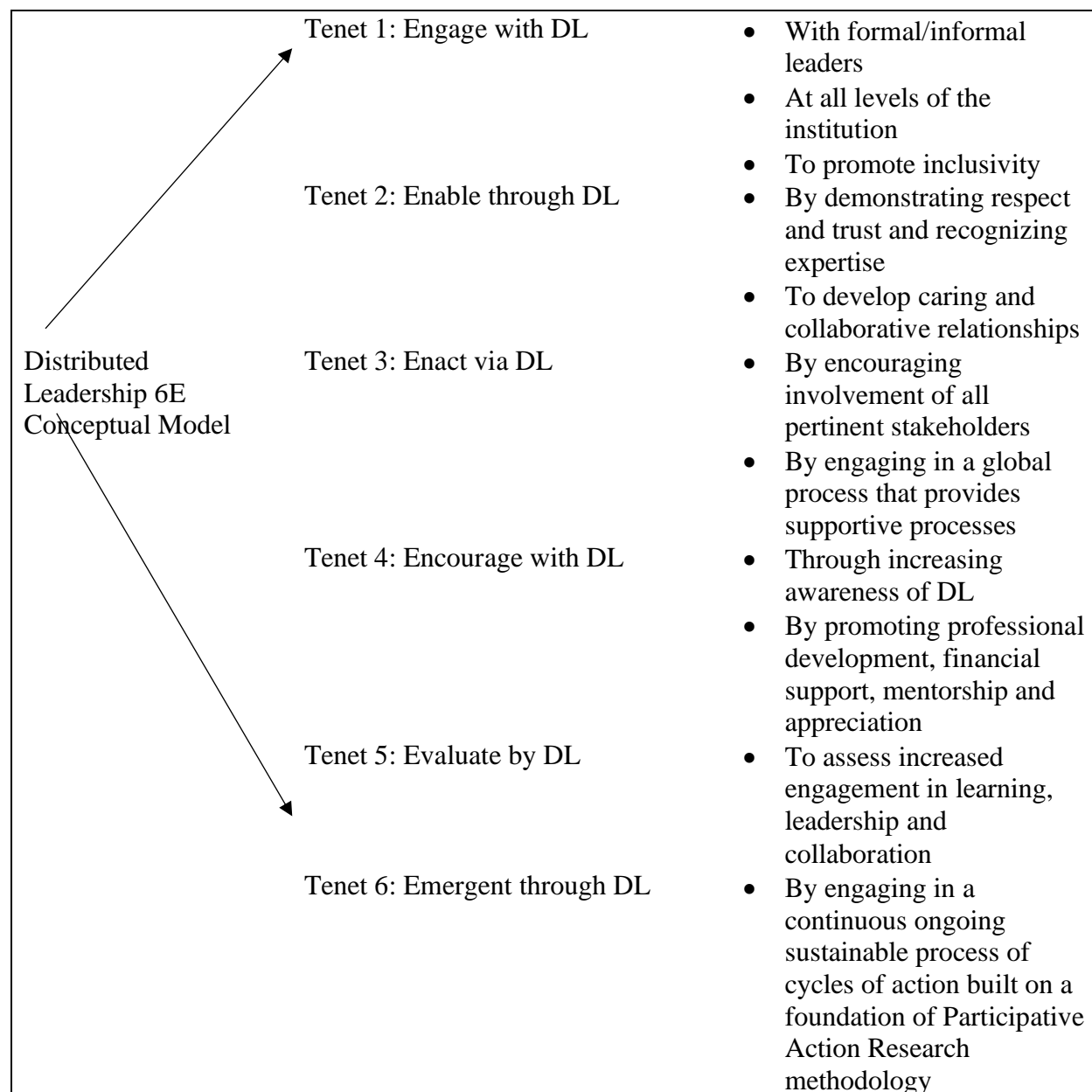
Jones et al. (2011) define DL as "a leadership approach in which individuals who trust and respect each other's contributions collaborate to achieve identified goals. It occurs due to an open culture within and across an institution" (p. 21). Collaboration has been highlighted as critical to DL by Jones et al. (2012), Bolden (2008), Gronn (2000), and Harris (2008). As such, it limits power imbalances (Jones et al., 2012) and thus aligns with my leadership style, for which respect and promotion of autonomy are essential values. It is a vision of leadership that promotes shared responsibility, moves away from the notion of the leader as heroic (Woods & Gronn, 2009), and opens the way to promotion of social justice in the workplace. It is combined with Jones et al.'s (2014) DL 6E conceptual model, described in the next section.

The Distributed Leadership 6E Conceptual Model

Jones et al.'s 2014 DL 6E conceptual model is based upon six tenets that serve as guiding principles in the distributed leadership of change. Although not all apply to my specific context, they can be adapted to the needs of my OIP and are outlined in Figure 1.

Figure 1

Summary of Distributed Leadership 6 E Conceptual Model



Note. Adapted from “A conceptual approach for blended leadership for tertiary education institutions” by S. Jones, M. Harvey, and G. Lefoe, 2014, *Journal of Higher Education Policy and Management*, 36(4), p. 423. (<https://doi.org/10.1080/1360080x.2014.916469>). Copyright 2014 by Taylor & Francis Online.

This model has inspired me to build on its tenets and create a personalized leadership approach to change. I have taken key concepts from all six tenets to create the first layer of my approach (Table 1). Concepts are anchored in DL and the collegial approach of the SoN.

Table 1

Key Concepts from the 6E Conceptual Model

Tenets	Key Concepts
1. Engage with DL	Inclusivity Engagement
2. Enable through DL	Collaboration Trust Respect Appreciation
3. Enact via DL	Encouragement
4. Encourage with DL	Professional Development Financial Support Mentorship Recognition
5. Evaluate by DL	Ongoing assessment
6. Emerge through DL	Participation

Note. Adapted from “A conceptual approach for blended leadership for tertiary education institutions” by S. Jones, M. Harvey, and G. Lefoe, 2014, *Journal of Higher Education Policy and Management*, 36(4), p. 423. (<https://doi.org/10.1080/1360080x.2014.916469>) Copyright 2014 by Taylor & Francis Online.

Adding to this, the first layer, will be a second layer of my DL approach, from Furman's (2004) ethic of community framework, anchoring DL in a value-based, social justice-oriented,

foundation. This, in turn, can motivate the key stakeholders to address the inequities at the core of my PoP.

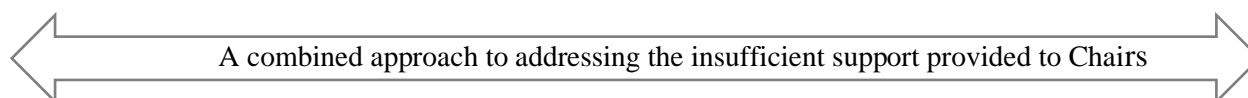
The Ethic of Community Framework

Furman's (2004) ethic of community framework highlights and coordinates the specific skills and collaborative processes that form the basis of the practice of moral leadership. This will engage BU in processes that allow all stakeholders to share their voices and concerns, while as discussed in Chapter 1, promoting the respect, collaboration, and effective communication central to the successful implementation of change.

Each leadership approach offers its own priorities, strengths, and limitations. Combining DL's key concepts with a value-based framework such as Furman's (2004) ethic of community mitigates its limitations by building on its strengths. Distributed leadership, by sharing the authority needed to give direction, provides the structure for inclusivity, collaboration, respect, appreciation, trust and encouragement. Jones et al. originally applied the concept of DL to institutions of higher education in response to the prevailing, hierarchical, leadership models (Jones et al. 2012). They sought instead to focus on the importance of collective democratic action. Furman clarifies the values strengthened by that approach and “centers the communal over the individual as the primary locus of moral agency in schools” (Furman 2004, p. 215). She locates DL firmly within the sphere of social justice, adding moral weight to its collective techniques. Consideration of social justice and the importance of democratic action both align with my adopted critical perspective and professional values. Figure 2 illustrates the complementarity of the two approaches, which together will serve as a guide for a form of organizational change that promotes collaboration, respect, and inclusivity, all of which will be necessary to collectively address the insufficient support presently provided to the SoN’s Chairs.

Figure 2*A Value- Based Approach to Distributed Leadership*

Key concepts retained from Jones et al.'s (2014) Distributed Leadership 6E Conceptual Model	Key concepts retained from Furman's (2004) Ethic of Community Framework
ongoing assessment; inclusivity; engagement; respect; appreciation; collaboration; trust; encouragement; professional development; mentorship; recognition; financial support, participation.	promoting social justice through community action; team work; shared responsibility; inclusive of all voices and opinions; best-interest principle; communal over individual; understanding and valuing others, listening with respect.



This approach highlights the importance of collective work put toward common goals and opens a space within engaged communities for the democratic action necessary to properly address the issues of social justice advocated by Furman (2004). It is designed to place problems such as my PoP within a community of stakeholders who can work together toward a solution. An inclusive approach, it is highly applicable to my desired change, and seems to mark the best way forward: consensus and democratic decision-making are long-standing practices in the SoN. Adding a value-based approach to DL to Deszca et al.'s (2020) change path model will strengthen the process I am developing, by directing an in-depth analysis of the need for change, while ensuring inclusivity in my response: reduction of the inequities experienced by the School's Chairs.

Leadership Agency

Addressing the insufficient support for Chairs requires buy-in and collaboration from multiple institutional stakeholders (Cameron & Green, 2019), including the Chairs, themselves, the Associate Dean, the Dean, and the Vice Dean of Academic Affairs. As I am responsible for all academic programs in the SoN, my role is to lead all steps of the process. The Associate Directorship also provides me with the agency to advocate for the resources to support the Chairs: I oversee the distribution of teaching human resources and manage budgets under the

academic portfolio. I thus have the agency to provide support through teaching assistantship, continuing education opportunities, and mentorship. I can arrange teaching assignments to give Chairs more time to focus on their administrative roles: in the absence of a BU faculty union, each academic faculty determines its own required teaching allotment. The additional funds needed to reduce a Chair's teaching mandate would need to be approved by the SoN's Associate Dean, and provided by the faculty Dean. My agency is influenced by the power delegated to me and the resources I will be able to obtain (Bolden et al., 2008). With the interest of the SoN's Chairs, and the openness of the Associate Dean, I will collectively address their level of support by engaging all relevant stakeholders in a collaborative and respectful process of change.

Framework for Leading the Change Process

Embarking on a process of organizational change requires careful planning (Deszca et al., 2020). The more rooted the focus of the change is in long-standing institutional culture, the more difficult it will be to address it.

Considerations for Leading Change

Applying a theory, process, or approach to change, however, increases the odds of its success (Deszca et al., 2020). Bolman and Deal (2017) agree and add to that list, thorough planning that aligns with the values of those affected: leaders who fail to think through the potential consequences of change risk jeopardizing its achievement. I must consider the context in which that change is undertaken: aligning with an institution's values and frameworks for change maximizes the possibility that a positive shared vision can be created. Senge (2006) argues that, in fact, such a vision gives individuals more courage. Change can cause anxiety, confusion, loss of direction, and a determination to hold on to the past (Bolman & Deal, 2017). Leaders of change thus benefit greatly from aligning the process with their institution's values and practices,

reducing the stressors that can hinder its implementation. As I address my PoP, questioning my approach prior to the initiation of change will give me the space to reflect on the leader's role.

Order of Change

Change can be of a first, second or third order (Tsoukas & Papoulias, 2005). The first order or level, e.g., change to a single policy, keeps the organization's values and identity intact. The second order, with a broader impact, influences the organization's governance values; and the third order, with a wider impact still, involves transformation of the organization's identity. Awareness of the order of change I will implement will help me position that change within its proper context, identify relevant stakeholders, anticipate its potential impacts (Bartunek & Moch, 1987), and determine the resources required. To address the role-specific training and time needed for the Chairs to fulfil their roles and responsibilities, the change I will need to bring about is of a second order, which impacts the guiding values of an organization and modifies its governing structures. To address the insufficiency of support provided to the Chairs (Aziz et al., 2005; Kruse, 2020) the SoN will need to reduce their teaching responsibilities, and thus alter its traditional method of resource allocation and update its Teaching Human Resources policy. The change will also impact its governance of administrative staff; selecting a framework to address these complexities will help me to navigate the challenges ahead.

Choosing the Right Framework

No formal process for change currently exists at the SoN, but because the perspective of the larger institution has a significant influence on the way that change will be undertaken at the school level, I will begin there. Long governing the SoN has been the collegial organizational perspective, within which consensus decision-making is central (Manning, 2018), and by which decisions are typically made. This will be my starting point. Factors such as faculty dynamics,

competitiveness, and increased individualization have made the process more complex (Bennet, 2000). Because the way in which change is made and received will affect its potential for success (Deszca et al., 2020), these factors are critical to consider: an approach that respects the values of BU and the SoN will be essential to the engagement of the stakeholders.

Promoting Equitable Outcomes

The framework for change that considers social justice of a kind I have been discussing aligns with BU's commitment to promotion of EDI. Finding solutions that speak to the lack of support offered to Chairs will hopefully ease their feelings of exploitation. That Chairs in general are unsatisfied with the time they receive to fulfill their roles has been documented by Aggarwal et al. (2009) and Aziz et al. (2005), as well as Weaver et al. (2019) who add that the issue is a significant source of stress. Addressing the social justice issues related to their inequitable workload, their lack of access to leadership development, and the insufficient time reserved to fulfill their vital academic roles, will hopefully lead to equitable outcomes and a reduction in the negative emotional impacts of their roles (Armstrong & Woloshyn, 2017). Deszca et al.'s (2020) change path model, which addresses the impacts of the neoliberal norms adopted by government and institutions of higher education, and the complex leadership skills and time required to manage academic programs (Hoekstra & Newton, 2017), is outlined next.

Chosen Framework for Change

Deszca et al.'s (2020) change path model was selected for a number of its attributes: its critical and cultural-organizational perspectives; structured approach to change; leadership approach; focus on inclusivity; and consequent alignment with my PoP. The change path model also promotes the empowerment and shared responsibility central to Furman's (2004) ethic of community, and Jones et al.'s (2014) DL 6E conceptual model, the basis of my value-based DL

approach to change. As discussed, promotion of a collaborative approach also resonates with my DL style and the SoN's collegial approach to decision-making. These frameworks, further, provide for a thorough analysis and ongoing assessment of the implementation process, which accords with the SoN's reflective approach to problem-solving. Lastly, the celebration of small victories, central to this approach and motivating for the stakeholder engagement (Deszca et al., 2020; Reay et al., 2006; Termeer & Dewulf, 2019), will propel the desired change forward.

The Change Path Model

Deszca et al.'s (2020) change path model is comprised of four phases: awakening, mobilization, acceleration, and institutionalization (see Appendix B). As applied to my PoP, the goal of the first phase, awakening, is to create awareness of its potential, and to outline a draft vision and plan for change. This presents a golden opportunity to question current practices and create an awareness of the possibility of alternatives, by illustrating the gap between the current and desired future state, before moving on to mobilization.

The second phase, mobilization, analyzes possibilities for support for this initiative. It explores the dynamics of power and culture, the leveraging of opportunities for change, and the analyses of existing gaps, through ongoing dialogue with all stakeholders. Its goal will be to determine exactly what changes need to occur before moving to the acceleration phase.

Reflective practice is imperative before developing a plan of action (Kezar & Holcombe, 2017).

Phase three, acceleration, focuses on the planning of specific actions and implementation of change. Here, it is essential to continue empowering and supporting stakeholders so that the changes put into place meet their individual needs. Remaining abreast of concerns and adapting to challenges will be vital to the maintenance of support for implementation. Inquiring about the pace of change and celebrating small victories throughout will allow us to build momentum.

The final phase, institutionalization, places the focus on monitoring and evaluating the implemented change, and modifying and adapting as needed to maintain and support it. Continued reflection, which includes stopping and assessing, is key to ensuring that no roadblocks jeopardize the goal. Reviewing the efficacy of the change mechanisms, and adjusting them as needed, will be essential to assessments of the resources that will need to be secured or redeployed, according to the results of these analyses.

Lastly, Deszca et al.'s (2020) change path model combines process and prescription to guide the process of change. This is a strength, as it offers a structured approach to change while providing several strategies to improve the chances of its success. Several of its key concepts, linked to my PoP and OIP, have led me to select this framework, summarized in Table 2.

Table 2

Strengths and Key Concepts of the Change Path Model

Key Concepts	Strengths linked to my PoP
Inclusivity	Aligns with the critical paradigm, cultural organizational perspective, and my value-based approach to DL where all voices are heard and are respected.
Collaboration	Aligns with the SoN's culture and my approach to DL where key stakeholders work together to make decisions.
Empowerment	Aligns with my approach to DL which prioritizes capacity building and the provision of information and tools that will increase the autonomy of stakeholders involved.
Shared responsibility	Aligns with my approach to DL where stakeholders from various levels of leadership recognize their roles and responsibilities, and contribute collectively to the solving of problems.

Limitations of the Change Path Model

The change path model provides a unique way of integrating process and prescription throughout its four phases, but it has limitations. It does not provide guidance in the form of specific tasks to address potential challenges, or examples of the tasks included in the four phases, which would have improved its applicability. All frameworks have limitations however

(Manning, 2018) the availability of other models for referral will be helpful to keep in mind. Being open-minded and thinking outside the box in the event of a challenge will be a strategy I will apply to offset this model's limitations.

Organizational Change Readiness

An assessment of readiness for change before implementation is included in Deszca et al.'s (2020) process. This demands an understanding of the current organizational context, which will also provide insight into the desired collective future, and is discussed below.

Readiness Assessment

To assess my organization's readiness for a change, I completed Deszca et al.'s (2020) long-form organizational readiness for change questionnaire, available in Appendix C. Table 3 itemizes the six dimensions of change it contains, each of which is comprised, in the questionnaire, of a number of probes, or questions, into the organization's functioning. The readiness score represents the sum of scores assigned to the probes within each dimension. I have found the questionnaire to be a valuable tool: the results indicate that the organization is in a favourable position to embark on a process of change.

Table 3

Readiness for Change

Readiness dimension	Readiness score
Previous Experience of Change	0
Executive Support	6
Credible Leadership & Champions for Change	9
Openness to Change	18
Rewards for Change	2
Measures for Change and Accountability	2
Total Score	37

Note. Scores can range from -25--50: the higher the score the more the organization is ready for change. Adapted from *Organizational change: An action-oriented Toolkit*, (4th ed., p. 113) by G. Deszca, C. Ingols, and T.F. Cawsey, 2020. Copyright 2020 by SAGE Publications Ltd.

The higher the score, the more prepared the organization is for change (Deszca et al., 2020). A score below 10 would have indicated that the timing of the change was not ideal. BU's score of 37/50, however, indicates that the organization is ready for the process. Although the results are positive, it is essential to point out that the score for previous experience of change is 0. The results of the long-form questionnaire, -1 out of 4, moreover, highlight the challenge that change represents to members of the SoN. Although all other dimensions show promise, this result cannot be dismissed, as past experiences can impact future initiatives for change.

Stakeholder Awareness and Responsibility

In processes of change, stakeholder awareness and responsibility are fundamental: participation of multiple stakeholders fosters inclusivity and engagement and provides some control over the situation (Lewis et al., 2006). One of my roles is to engage all stakeholders in respectful ongoing discussions of the risks associated with maintaining the status quo and the need for change. Showcasing the ways in which insufficient support to its Chairs (Aziz et al., 2005; Kruse, 2020) can impact BU's ability to fulfil its educational mandate, and its EDI Strategic Plan, will be key. The active, collaborative, engagement of stakeholders such as the Chairs, the Associate Dean, the Dean, and the Vice-Dean of Academic Affairs, will bring to their attention the aspects of the process relevant to their concerns; the relationships formed will then allow a collaborative (Furman, 2004) and effective process to evolve as we address my PoP.

Competing Forces Influencing Change

Academic leaders also benefit from keeping in sight external factors that may negatively impact their institutions of higher education (Kezar, 2014). Several such forces, internal and

external, could work against my initiative. Although I am committed to a collaborative and inclusive approach, I have limited control over the time stakeholders can, or are willing to, invest which is an example of one internal force that could significantly shape the process. I must ensure that my expectations are realistic and keep in mind that change usually takes time (Eckel & Kezar, 2003). Internally as well, BU's bureaucratic approach to operations could challenge implementation. Accessing leadership development initiatives and funds could take time, as could approval and transfer of the additional funds required. The absence of formal processes for, and past experiences of, change could also impact the proposed initiative (Rosenberg & Mosca, 2011). External factors such as new ministerial directives and government funding may equally shift BU's priorities and minimize the organization's capacity to focus on the Chairs' insufficient support. Unanticipated external factors could also come into play.

Positive internal forces could include implementation of BU's EDI Strategic Plan. Awareness continues to develop on campus, as do the opportunities for voicing one's opinion. Individuals are often unaware of the ways in which their beliefs and actions sustain social inequities (Henry, 2015). Multiple forums now exist to create opportunities for meaningful conversations on the matter. Discussions may lead to promotion of social justice in the work environment, and thus increase support for the Chairs.

Strategies and Solutions to Address the Problem of Practice

As discussed, taking on a leadership role at the SoN has proven to be a challenge for past and current Chairs. The difficulties include a lack of knowledge of university policies and procedures, time management, role clarity, ability to respond to the complex support needs of students and faculty, and the management of conflict. In interviews with 45 Chairs across the US, Kruse (2020) found widespread challenges in the understanding and fulfilment of their roles

and responsibilities. Bowman (2002) has found the role of Chair to be ambiguous, and Acker and Millerson (2018) found that it is not preceded with adequate preparation. After an analysis of my organizational context, I can attest that the SoN's Chairs struggle to fulfill the competing demands of their academic and leadership roles. It is clear to me that they do not receive the support they need. Given the breadth of the role, the struggles experienced in integrating and applying its mandates, and its relevance to my leadership vision and agency, the creation of strategies to address its lack of support has become unavoidable.

The status quo was considered and rapidly discarded as it would not meet my goal of promoting equity. Following are therefore three alternative solutions to my PoP, and the analysis that has led to my preference among them.

Strategy 1: Partner with BU's Human Resources Department to Offer Leadership

Development Training for Chairs

The first involves partnering with BU's Human Resources (HR) Department to provide continuing leadership development and education to the SoN's Chairs. By accessing its HR leadership development courses, the Chairs would develop the skills they need to strengthen the leadership of their academic programs and manage the conflict between their professional and personal roles (Carden & Callahan, 2007). Organizations should invest in their leaders (Gmelch & Buller 2015); supporting the development of the Chairs would do just that. The complex role of the Chair requires training (Palmer et al., 2015) and its complexity and multi-faceted nature is only growing (Weaver et al., 2019).

Resources Required

The following list itemizes the resources required to implement this strategy.

Time Resources. Offering training opportunities to the Chairs would require limited time from the institution's HR department. Courses currently exist and this strategy would involve opening these up to the SoN's Chairs. It would, however, require significant time from Chairs as the institution's HR department offers multiple leadership development opportunities. A complete list of its leadership resources is provided in Appendix D.

Human Resources. HR department experts in leadership development training would need to accommodate the influx of Chairs from the SoN. The Chairs themselves would also need additional human resources to attend these courses. A teaching assistant per Chair and shared additional administrative support would be required to fill some of the gaps caused by their absence, which would vary from several hours to several days depending on the length of the sessions.

Financial Resources. The number of Chairs at the SoN is small. The cost associated with this strategy would not be significant for the institution's HR department. For the SoN the cost would be associated with the hiring of a teaching assistant per Chair as well as the cost of a shared administrative support.

Technological Resources. This strategy would require minimal technological resources. Chairs have laptops for the coursework on online leadership development and the institution has the necessary technological infrastructure to offer Continuing Education remotely.

Ethical Considerations

Including Chairs in Continuing Education leadership development courses would promote both inclusivity and accessibility. Given that the BU's HR department now limits its offerings to its staff, opening up access and opportunity for development to the SoN's Chairs would be much appreciated; however, it does raise significant concerns. Should the HR department accept

inclusion of Chairs from the SoN, they should make the opportunity available to all Chairs at BU. Communal engagement and commitment are central to an ethic of community (Furman, 2004), and all members of the educational community should feel morally accountable for their commitment to, and involvement in, promotion of social justice. Given my values and leadership approach to change, I view a policy of access limited to Chairs from the SoN as morally wrong. Offering access to Chairs within BU's academic community who need support would promote social justice and be the ethically responsible thing to do. I would thus like to work with BU's HR department to develop this offering for the SoN's Chairs as a first step. Once the pilot project is successful, I would commit to working with the HR department to facilitate a leadership development program for all interested Chairs at BU.

Benefits

Selecting Strategy 1 would benefit the SoN's Chairs by increasing their support; it would also fill a gap in academia (Hoekstra & Newton, 2017) by supporting all of BU's Chairs in their continuing development needs. Additionally, a unique series of courses could be developed which build on existing material and transform it to fit the specific needs of each department's Chairs. Promotion of inclusivity and equity amongst the members of BU's community would be a significant gain, the further benefit of which would be its alignment with the institution's EDI Strategic Plan.

Limitations

A limitation of this strategy would be the time taken from the schedule of Chairs to participate in these initiatives, and the additional stress this could generate (Aggarwal et al., 2009). The pressure to focus on deliverables in higher education (Olssen & Peters, 2005) may

influence Chairs to focus on the School's needs rather their own. Adoption of this strategy could, therefore, add to their many responsibilities, and become an undue burden.

Strategy 2: Develop a Mentorship Program for Novice Chairs

The second strategy involves creation of a mentorship program for novice Chairs. The goal here would be to provide recently appointed Chairs at the SoN with the support needed to fulfill their new roles and responsibilities. Assumption of a new role is always challenging: the best support that can be provided to a Chair is that which can be obtained from another Chair (Brown, 2001). Considering that the role of Chair is inherently ambiguous and difficult to define (Bowman, 2002), for which minimal preparation is provided, (Acker & Millerson, 2018), the following interventions are suggested:

- pairing of a novice, with a senior, Chair;
- development of a mentorship guide to support mentee and mentor; and
- creation of a community of practice for the Chairs.

Resources Required

The following resources would be required to implement this strategy.

Time Resources. This strategy would require an average of one hour per week from both novice and senior Chairs, but could vary with the needs of the novice Chair. An additional two hours, once a month, would be required from all of the School's Chairs to allow them to participate in the Chair's Community of Practice (CoP). This strategy should only be applied at a time when Chairs are able to provide support. Lastly, the SoN's Associate Director would need to reserve three hours each month to chair the CoP and follow up with each mentee/ mentor dyad. Time would also be required to train and support Chairs in their mentoring role.

Human Resources. The human resources required would include all of the SoN's senior Chairs and its Associate Director, who has expertise in establishing mentor/mentee relationships as well as ensure oversight over the senior Chairs mentorship.

Financial Resources. The cost of this strategy would be minimal, given the Academic Associate's expertise. Costs for refreshments could be added for the CoP monthly sessions.

Technological Resources. Technological costs are often associated with CoPs (Miller et al., 2002); however, the SoN would not require additional resources, as it is presently fully equipped technologically.

Ethical Considerations

As discussed, addressing social justice issues, such as my PoP, from a community perspective shifts the responsibility from the leader to the community (Furman, 2004), where members can work on the issues together. Creating a space for Chairs and the Associate Director to come together could empower Chairs through collective capacity building and through their teamwork; and foster a climate of collaboration, respect and community action. All of these actions align with the value-based approach to DL I am taking here.

Benefits

Adopting Strategy 2 would have a number of benefits. A mentorship program would not only foster collaboration, inclusivity, and understanding of others, it would offer Chairs the opportunity to engage in a CoP where individuals in similar roles come together to share knowledge and support (Gannon-Leary & Fontainha, 2007). This formal support and onboarding would improve role clarity (Bauer, 2010) and fill a gap that has been expressed by the SoN's Chairs. The limited financial resources required to implement this strategy would be an

additional benefit. Further, it would not involve stakeholders outside the SoN, and so would facilitate implementation, as the Academic Associate has the expertise required for this phase.

Limitations

Although the time required by Chairs to participate in this mentorship program is limited, it is an added responsibility and would take time away from that needed to fulfil their other responsibilities. Senior Chairs may not want to engage in the mentorship of novice colleagues or participate in the CoP, which would jeopardize its quality and available support. Implementing this strategy would thus come with a certain level of risk as it would depend upon the willingness and availability of the overworked and under-supported Chairs. These would be required to give even more of their time, already a rare commodity and source of stress (Aggarwal et al., 2009). It would also have a further downside: providing a support program for one category of Chair at the expense of another would run counter to the SoN's aim to promote EDI in the workplace. Although its costs are minimal, implementing a mentorship program during a time of financial constraint could also be more difficult (Howley, 2020).

Strategy 3: Create a Professional Development and Support Program for Chairs

Creation of a professional development and support program for Chairs would aim to provide them directly with the support needed to fulfill their ambiguous and challenging roles (Bowman, 2022). This strategy addresses the lack of role clarity; gaps in knowledge surrounding university policies, procedures, and program management; the time required to adequately fulfill the role of Chair; and the current lack of administrative program support. The components of this professional development and support program would include:

- an Academic Chair onboarding guide;
- an Academic Chair program handbook;

- coaching sessions provided by the Associate Director;
- access to a yearly continuing education fund of \$1,000, which could be added to the existing \$750 offered by the university for professional development;
- an annual reduction of three teaching credits or the addition of 180 teaching assistant support hours; and
- a shared Administrative Assistant.

Resources Required

The following itemizes the resources needed to implement this strategy.

Time Resources. Time will be required from the Associate Director to create the guide and handbook, to update them as needed, and to attend coaching sessions with the Chairs. This time is estimated to be approximately an hour per week for both the Chair and Associate Director. The Chair will also need to invest time in the review of onboarding material and the program handbook before taking on the role.

Human Resources. Should this strategy be chosen, it would involve the hiring of an administrative assistant to relieve the Chairs of the administrative tasks they are currently carrying out that are external to their academic roles. Each assistant could support two professional development and support programs, i.e., two Chairs. An additional resource required would be a faculty lecturer to take over the three-credit reduction in the Chairs' teaching responsibilities, which on average, would be one course per year for each of the seven Chairs. A teaching assistant would be required for the Chairs who prefer not to receive a reduction of their teaching responsibilities.

Financial Resources. The financial resources required for this strategy are significant. Funds would be required to hire one half-time, and three full-time, administrative assistants to

accommodate this support equitably. A faculty lecturer or teaching assistant to free up the time for the continuing education of the Chairs would also be required. The teaching costs would be multiplied per Chair and could represent from \$5000 to \$9000: several thousands of dollars annually for each of them.

Technological Resources. No technological resources would be required.

Ethical Considerations

As with the other strategies, this would directly address the support needed by Chairs to fulfill their roles and responsibilities. Its focus on equity for the Chairs – as it aligns the Chairs' level of support with that of BU's staff – would also align it with BU's Equity Diversity and Inclusion Strategic Plan (Brentford University, 2020), my value-based approach to DL (Figure 2), and my chosen critical paradigm. These promote empowerment, equity, and emancipation (Alvesson & Willmott, 2003; Tsoukas & Kudsén, 2005) and addresses the power dynamics involved (Blackmore et al., 2010). Strategy 3 would also provide the resources that the Chairs need to flourish and to face the challenges associated with the leadership of academic programs (Berke et al., 2009) in a neoliberal era.

Benefits

Strategy 3 addresses my PoP by offering Chairs multiple means of support. The onboarding guide and formal coaching offered by the Associate Director would support the Chairs' transition to the role and empower them to continue building the much-needed skillset required to fulfill their duties (Weaver et al., 2019). The new increased time, and the administrative support, would allow Chairs to actually fulfill their roles and responsibilities. They could also participate in continuing education opportunities should they wish to do so.

Training would reduce their level of stress (Aggarwal et al., 2009) and accommodate their interest in formal leadership development and mentoring (Brinkley-Etzkorn & Lane, 2019).

The program handbook, containing all the necessary program-related resources, would support the Chairs by addressing their orientation (Brown, 2001) and onboarding needs (Carroll & Wolverton, 2004) during the academic cycle. Implementing this strategy could be managed mainly within the SoN, except for the additional financial resources required if the Associate Dean were not able to draw from other funding sources, such as donor contributions.

Limitations

The primary limitation of Strategy 3 would be the ability to secure the funds required to hire additional administrative support staff. Adding permanent administrative resources would be costly to the institution, which is a significant limitation because of the economic influence of neoliberal norms (Bamberger et al., 2019). The time required by the Chairs and the Associate Director to develop the onboarding guide and program handbook would also be a limitation, as it would be significant, and the guide and handbook would not be available immediately. Additional time would also be required to ensure that the guide and handbook are kept up to date and remain relevant.

Comparative Analysis

A comparative analysis of the resource requirements, strengths and overall conclusions for each of the three strategies is summarized in Table 4. Each strategy was assigned a score of 1 for each benefit, and -1 for each resource required. The higher the total score, the more favourable the strategy. A score of 1 or above would be deemed favorable and a score with a negative indicator, less favorable. Included for each strategy is a summary of its assessment, and an indication of the level or order of change, as previously discussed. This analysis has led me to

reflect on each strategy's impacts, its benefits and burdens, and to conclude by selecting the one that will have the greatest benefit for the Chairs, the SoN and the entire academic community. Although the recommended strategy is not the least costly, it has the highest overall score. It is the one that will contribute most to the resolution of the inequitable situation currently faced by the Chairs and to the promotion of their empowerment and well-being. It will address their lack of role clarity, the need for leadership development and the reserved time needed to fulfill their vital academic responsibilities. It will provide Chairs with the tools and the time they need to develop and oversee the delivery of their respective academic programs and increase the opportunities they will have to create a reasonable work-life balance.

Table 4

Comparative Analysis of the Three Strategies

Strategy	Benefits	Required Resources	Score	Conclusions
1. Human Resources' Leadership Development Training	+1 Would address the Chairs' need for leadership development	-3 Time, human, and financial resources	-2	2 nd order change Not costly to implement; resource intensive; would take time to accomplish; possible long-term strategy
2. Mentorship Program	+2 Would address the Chairs' need for role clarity and integration through peer support	-2 Time and human Resources	0	1 st order change Dependent upon senior Chairs with limited time; future possibility for a time when Chairs have sufficient support
3. Professional Development and Support Program	+4 Would address all Chairs' support needs: time, role clarity, leadership development	-3 Time, human, and financial resources	+1	2 nd order change Most costly to implement; would address all Chair support needs; would address needs quickly

Recommended Strategy

On the basis of this analysis, Strategy 3, creation of a professional development and support program for the Chairs, is the one I wish to pursue. Its benefits outweigh its limitations and its score on Table 4's comparative analysis scale is 1. Although costly, it would bring us to our goal by directly addressing all of the support needs of the SoN's Chairs. It would also have multiple benefits and could be put into place rapidly should the necessary funds be made available. With the support of the Associate Dean, I feel this strategy would be feasible to implement and falls within my purview as the Associate Director of SoN.

Drivers of Change

The social justice issues related to the SoN's insufficient support for Chairs fall under the rubric of BU's EDI Strategic Plan and make its implementation a significant driver of change. BU is in the process of modifying existing practices to promote EDI, and is creating forums that offer the opportunity to collectively discuss them, and to propose solutions to problems of social justice in the workplace. Acceptance of the problem as one of social justice by the Associate Dean, and the strategy for its solution, would be a key driver of change related to an important stakeholder (Whelan-Berry & Sommerville, 2010).

This individual is sensitive to the needs of the Chairs and the urgency to provide them with the support they need. Government pressure to increase student enrollment will require more of them, a situation that the Associate Dean is well aware of, and for which they have voiced a desire to provide resources.

I have a clear vision of a state where Chairs are adequately supported. It includes the ability to gain the knowledge they require to fulfill their roles and responsibilities; the time they need to address the competing demands that come with leadership of academic programs; and

the administrative support they need to fulfil their key academic roles. These include provision of excellence in academia, upholding of the School's responsibility to the nursing profession and healthcare system, and contribution to BU's academic mission.

Plan for Arriving at the Desired Future State

A value-based approach to DL (Furman, 2004; Jones et al., 2014) will guide me through the four phases of Deszca et al.'s (2020) change path model. This will provide me with the structure necessary to lead the change initiative within my organizational context and in light of my chosen critical perspective. Figure 3 summarizes the process so far, and Table 5 details elements of the solution to my PoP, i.e., those needed to carry out my OIP. Arriving at the desired state by creating a professional development and support program for the Chairs will provide them with the much deserved support – not always available or perceived as relevant (Aziz et al., 2005; Bowman, 2002) – that they require to fulfill their roles and responsibilities.

Figure 3

Arriving at the Future State

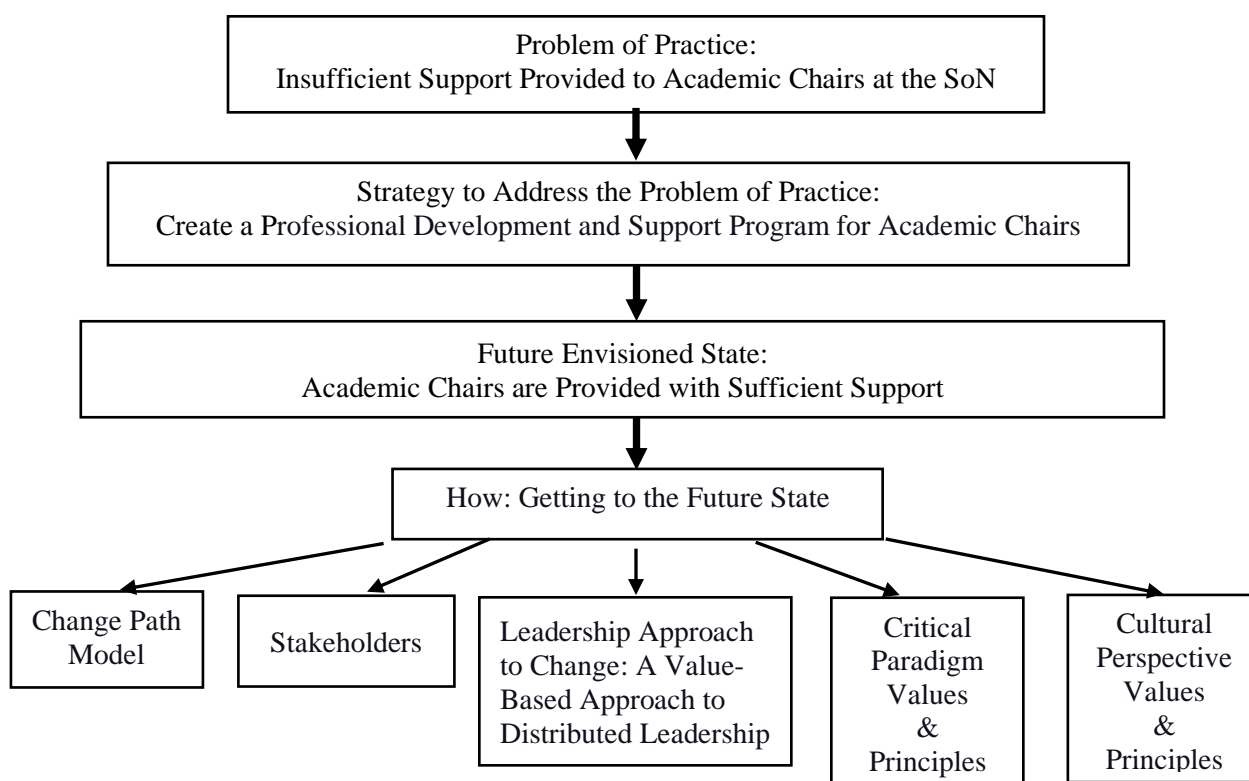


Table 5*Elements of the solution: Providing Chairs with Sufficient Support*

Change Path Model Phase	Change Agents	Value-Based Approach to Distributed Leadership	Critical Paradigm Values/ Principles	Cultural Perspective Values/ Principles
1. Awakening Identify the need for change; develop a shared vision for change; disseminate the vision for change	Associate Dean; Dean; Chairs	Inclusivity; engagement; collaboration; trust; community action; shared responsibility; value all opinions; listening with respect; transparency; social justice	Equity; identification of inequities; inclusivity; power dynamics; social rights; economic rights; focus on needs; capacity building; promoting social justice	Focus on behaviours, climate and norms; default collegiality in the SoN; explore practices that sustain the PoP; consider how decisions are made
2. Mobilization Assess power dynamics and currents practices	Associate Dean; Dean; Vice-Dean; Chairs	Shared responsibility; community action; financial support; inclusivity; engagement collaboration and trust; promoting social justice	Power dynamics; equity; rights; inclusivity needs; promoting social justice	Consider norms and practices when implementing change
3. Acceleration Engage, empower, and support the change; plan and implement the change; celebrate victories	Associate Dean; Dean; Chairs; Research Unit Team	Inclusivity; engagement; Collaboration; community action; shared responsibility; transparency; listening with respect; collaboration and trust; promoting social justice	Power dynamics; equity; rights; inclusivity; needs; promoting social justice	Consider norms and practices when implementing change
4. Institutionalization Track the change periodically Adjust processes as needed	Chairs; Associate Dean; Data Analyst; Research; Unit Team	Collaboration and trust; community action; engagement	Equity; inclusivity; capacity building; promoting social justice	Consider the SoN's assessment and evaluation practices

Note. Adapted from *Organizational change: An action-oriented Toolkit*, (4th ed., p. 54) by G.

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Conclusion

In Chapter 2, I have outlined my leadership approach to change: a value-based approach to DL inspired by Jones et al.'s 2014 DL 6E conceptual model and Furman's 2004 ethic of community framework. I paired this with Deszca et al.'s (2020) change path model, which will serve as the foundation of my OIP. I assessed the readiness of the SoN for change, and determined that the School was, in fact, ready. I developed three strategies to address my PoP, itemized their strengths and weaknesses, and chose the third which, while costly, had significantly greater benefits. Creation of a Professional Development and Support Program for Chairs, Strategy 3, will thus be implemented in collaboration with the Associate Dean, the Dean, the Vice Dean of Academic Affairs and the Chairs themselves. Key drivers of change such as the support of the Associate Dean and BU's EDI Strategic Plan will assist in moving the implementation process forward. My goal is to reach the envisioned state where Chairs have sufficient support to meet their responsibilities as the School and the university ready themselves for further institutional change.

Chapter 3: Implementation, Communication, and Evaluation

In Chapter 3, I focus on the final phases of my OIP, addressing the SoN's lack of support for its Chairs. In the first section, I elaborate on my change implementation plan. Using the change path model (Deszca et al., 2020), I outline the process that will guide implementation of Strategy 3, provision of a professional development and support program. I illustrate stakeholder considerations, potential challenges and the ways that implementation can promote equity and social justice. I then discuss the communication plan that aligns with this initiative, and present the monitoring and evaluation approach that assesses the quality and value of my OIP. The chapter concludes with future considerations and a narrative epilogue.

Change Implementation Plan

Discussion of my implementation plan will include the goals that follow from my leadership approach to change, my desire to promote social justice, and my appreciation of the unique qualities of my organization. These considerations will help me to engage and empower (Mumby, 2005) the Chairs in the most appropriate way. This section will conclude with a clarification of the plan's limitations for the professional development and support program.

Organizational Alignment

Alignment with organizational values is essential to change implementation and increases the odds of success (Bolman & Deal, 2017). Aligning my OIP with characteristics of the SoN and BU will help me to understand the organizations' nature (Manning, 2018), history, and the ways in which their values influence the current context and receptivity to change which are critical internal drivers of change. This cultural-organizational perspective is equally helpful to plans to address the social justice issues (Lumby, 2012) at the core of my PoP. Because an institution's culture lends insight into its functioning and decision-making practices

(Bystdzienski et al., 2017; Cowley, 2018), the perspective will guide me in planning how best to work with respective stakeholders. Of critical importance will be demonstrating to those at BU that addressing the insufficient support for Chairs aligns with its commitment to EDI practices and delivery of quality education. BU's culture, in other words, makes EDI and academic excellence top priorities. Demonstrating the impact that the insufficient support for Chairs can have on the quality and delivery of academic programs is thus the strategy I will take. Chapter 2 highlighted the favourability of the SoN's position to embark on a process of change. Given the alignment of Deszca et al.'s (2020) change path model with: (a) BU's readiness, (b) its organizational context, and (c) my leadership role and DL approach to change, that model will be used to guide the planning and management of the change I intend to bring about (see Table 5 in Chapter 2).

Chosen Strategy: Professional Development and Support Program for Chairs

The strategy I have chosen, to address my PoP, confronts the need for role clarity, the insufficiency of time now given to fulfill the role of Chair, the sub-optimal administrative program support available, and the need for leadership development. The components of this program, Strategy 3 outlined in Chapter 2, are: (a) access to an Academic Chair onboarding guide; (b) access to an Academic Chair program handbook; (c) coaching sessions provided by the Associate Director (two to four per month or as needed); (d) funds to access yearly continuing education (maximum \$1000); (e) an annual reduction of three teaching credits or 180 teaching assistant hours; and (f) one half-time, and three full-time, administrative assistants to equitably accommodate the support for Chairs.

Managing Change

Because aligning change-related actions with the values of those affected increases the odds of their success (Kezar, 2014), I have carried this through in all four phases of Deszca et al.'s (2020) change path model (Table 6). Each phase contains specific goals to help me and the other stakeholders visualize and manage the change. Ongoing reflection will allow me to pause and consider the roadblocks that could hinder successful implementation, a process that will be guided by my value-based DL approach to change. Mapping the leadership values at the core of my approach onto each of the phases of Deszca et al.'s (2020) model has ensured that action indicators and desired outcomes align with my PoP, my leadership approach to change, and my implementation plan. All stakeholders will have the opportunity to provide feedback throughout the change process: this will allow for timely adjustments should they be needed.

Table 6

Implementation Phases, Guiding Leadership Values and Timeline

Phases	Leadership Values	Timeline
1. Awakening Identify the need for change; develop a shared vision for the change process; disseminate vision for change	Inclusivity; engagement; collaboration; trust; community action; shared responsibility; value all opinions; listening with respect; transparency; social justice	2023 September to October
2. Mobilization Develop strategies to support the change process; assess power dynamics; leverage change	Shared responsibility; community action; financial support; inclusivity; engagement; collaboration and trust; promoting social justice	2023 November to December
3. Acceleration Work collectively to implement change process; engage and empower; support change process; celebrate milestones	Inclusivity; engagement; collaboration; community action; shared responsibility; transparency; listening with respect; collaboration and trust; promoting social justice	2024 January to June
4. Institutionalization	Collaboration and trust; community action; engagement; development of questions for monitoring and evaluation	July 2024 to July 2026

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Following is a breakdown of each of these phases.

The Awakening Phase

The awakening phase creates awareness and a shared vision (Deszca et al., 2020), in this case, of my PoP and the change I wish to bring about. Here, I will illustrate the importance of the Chair's role (Kruse, 2020; Gmelch, 2015), the lack of protected time (Aziz et al., 2005) required to meet its demands, and the risks (Armstrong & Woloshyn, 2017) associated with failure to give them the support and leadership development they need to fulfil its demands. I will use these discussions to engage the Chairs, and modify the vision if they have suggestions for improvement, before presenting the plan to the SoN's Associate Dean. Once they are informed and in agreement, I will schedule a meeting with the Associate Dean to explain the value and necessity of the project: why lack of support for Chairs is a problem that persists and why it needs to be addressed. Before our meeting, I will send documents to the Associate Dean outlining the proposed strategy to ensure they have time to review the project and to plan for discussion. Making sure that the Associate Dean is well informed will create further awareness of the PoP and allow time to reflect. The Associate Dean, who has the authority to escalate the matter to the Dean and Vice Dean of Academic Affairs (Appendix A), is currently aware of my PoP, but not of the strategy I have developed to address it. Several meetings with them may be needed to fine tune it, strategize its dissemination, and together develop a powerful vision of the project. My role will be to facilitate the process, and to ensure, not only that stakeholder values and opinions are expressed and considered, but that stakeholders have the material they need to feel empowered to make informed decisions. Before moving on to the mobilization phase, a

shared vision for change must be created within the SoN between the Chairs, the Associate Dean, and myself as the Associate Director and change agent.

The Mobilization Phase

The next phase is an analysis of the wider support for the change initiative, involving external stakeholders at the university level. These will be the Faculty Dean and the Vice-Dean of Academic Affairs, who oversee the faculty's budget and must approve the funds required to implement the change. Key to this phase will be presentation of the vision for change developed by the Associate Dean, the Chairs, and myself. As important will be evidence of the support generated for change: I will make it clear that all Chairs, the SoN, and the Associate Dean are fully behind the project. I will explain current practices that sustain the lack of role clarity and support provided to the Chairs. I will also lay out the risks associated with failure to address this problem and link these to the university's academic mission and EDI Strategic Plan. Leverage will be created by showcasing the benefits of the support program. A summary document sent ahead of the meeting will facilitate discussion and create opportunities for reflection and engagement, ideally leading to thoughtful conversations and community building (Furman, 2004). During these discussions, the Associate Dean's role and reputation will be vital to obtaining buy-in from the Dean and the Vice-Dean of Academic Affairs. A strong relationship exists between these stakeholders, which will work in favour of mobilizing the necessary funds.

The Acceleration Phase

The next phase is acceleration, aimed at empowering others to work collectively on change implementation (Deszca et al., 2020). Creating opportunities to discuss the support program with SoN stakeholders will help us to manage its impacts and ideally lead us to innovative, collaborative practices (Furman, 2004; Jones, 2014). It will be essential to keep

Chairs fully engaged during this phase to ensure that the implemented changes meet their needs. Brief bi-weekly meetings will be held to review, and answer questions about, the pace of change and I will reserve time to celebrate small victories. I will also hold monthly meetings with the various Deans to update them on the project's progress and discuss any challenges we may be facing. Definition of a clear schedule ahead of time will allow for strategic communication, essential to our continuing conversations and thus successful program implementation (Hallahan et al., 2007). In this light, I will schedule brief bi-weekly meetings with the Associate Dean and monthly meetings with the Dean, Vice-Dean of Academic Affairs, and Associate Dean.

The Institutionalization Phase

Institutionalization will shift the focus to monitoring and evaluation of the change, in our case, the support program. This will involve the need to “track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, make modifications as needed and mitigate risk”; and “to develop and deploy new structures, systems, processes and knowledge, skills, and abilities, as needed, to bring life to the change and new stability to the transformed organization” (Deszca et al., 2020, p. 372). The monitoring and evaluation plan will be created with the help of Markiewicz and Patrick's (2016) monitoring and evaluation framework and Gopichandran et al.'s (2012) ethical framework, both discussed in the section on evaluation to follow. Table 6, summarizes the implementation phases and timeline; includes A detailed vision of the change is given in Appendix E, which presents the four phases of the its implementation plan.

Stakeholder Considerations

As discussed, stakeholders play an essential role in all change processes; their active participation promotes inclusivity and community engagement (Luscher et al., 2006). Each

stakeholder plays a vital role; the implementation of organizational change is only possible with their collaboration and active engagement. Table 7 presents the key stakeholders here, their affiliations, and primary roles in the change process.

Table 7

Key Stakeholders Implicated in the Change Process

Stakeholders	Primary Role	Affiliation
Change Agent (Associate Director)	Initiate, guide lead, monitor and evaluate the change	SoN
Associate Dean	Support, leverage funds, assist in communicating the change process, and provide input.	SoN
Chairs	Engage in all phases of the change process, provide input, and participate in the professional development and support program for Chairs.	SoN
Dean	Support the change initiative, provide the financial support required to implement the program for Academic Chairs, and offer input on the change process.	Faculty
Vice-Dean Academic Affairs	Support the change initiative, provide the financial support required to implement the program for Academic Chairs, and offer input to the change process.	Faculty
Administrative Officer	Assist in the hiring and onboarding of the Administrative Assistants and offer input.	SoN
Data Analyst	Assist with the monitoring and evaluation of the change initiative	SoN
Research Unit Team	Assist in the monitoring and evaluation process to ensure the objectivity and validity of findings.	SoN

As the change agent, I play a crucial role in this initiative. My responsibility is to ensure that communication is transparent throughout of all four phases of the change path model (Deszca et al., 2020). I must also anticipate areas of vulnerability that could impact the chances of successful implementation by being attentive to the needs and the context of each stakeholder. Given the range of stakeholders and concerns involved, flexibility will be essential during the entire implementation process.

Engage and Empower

Given our leadership roles, the Associate Dean and I will be the primary personnel to engage the other stakeholders; as such, I will provide as many opportunities as possible to them to feel empowered. Further to this and to their engagement will be flexibility, shared decision-making, and processes that are respectful of each. A collaborative approach (Furman, 2004), as discussed, aligns not only with the institutional values outlined in the institution's EDI Strategic Plan but with a value-based approach to DL (Furman, 2004; Jones et al., 2014), the foundational framework of my leadership approach. Collaborative processes that create a sense of responsibility and community engagement will not only increase the probability of successful change implementation (Furman, 2004), these collective processes will demonstrate to key stakeholders that the change agent acknowledges their respective limitations and does not assume key stakeholders know best how to address the needs of others (Niesche, 2018).

Goal Setting

The setting of goals is essential to change implementation (Deszca et al., 2020) and to program monitoring and evaluation (Markiewicz & Patrick, 2016). They act as a list to keep process details in mind and allow change phases, stakeholders, required actions, and successful outcomes to be coordinated and clear to all involved. Appendix E gives a detailed inventory of the goals set to implement my OIP, structured by the four phases of Deszca et al.'s (2020) change path model. Beginning in the fall of 2023, the awakening phase (September and October) and mobilization phase (November and December) comprise short-term goals that launch the initiative. From January to June 2024, medium-term goals shape the acceleration phase; and from April 2023 to July 2026, a series of long-term monitoring and evaluation goals institutionalize the desired change. A timeline of phases and goals is given in Table 8.

Table 8

Change Goals

Phases	Goals	Timeline
1. Awakening	Create Awareness of the need and vision for change. Discuss tracking and assessment of the change.	September to October 2023
2. Mobilization	Secure the resources required to implement change vision. Consider resources needed for monitoring and evaluation.	November to December 2023
3. Acceleration	Collaborate with stakeholders to develop and implement the program. Determine methods for monitoring and evaluation.	January to June 2024
4. Institutionalization	Collaborate, develop, and implement a monitoring plan to assess the change process through multiple activities periodically. Collaborate, develop, and implement an evaluation plan to assess the quality and value of the change initiative.	April 2024 to July 2026

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Implementation Limitations and Challenges

Challenges in the implementation of change almost always arise (Deszca et al., 2020; Kezar, 2009) and anticipating them in advance will provide the space to develop strategies that lessen their impact. According to Bolman and Deal (2017), barriers to change can be structural, political, or symbolic, and can also stem simply from human nature. Careful planning and communication of the implementation process can lessen these challenges, but they will not eliminate them. Although my implementation plan includes the strategies proposed by Bolman and Deal (2017) to offset barriers, unanticipated events can still challenge successful implementation of the professional support program I am putting into place. These can be changes in leadership, delays in securing the necessary funds, delays in developing the guide and

handbook, delays in hiring administrative assistants to support the Chairs, and changes in institutional priorities.

Given that several individuals are implicated in the change initiative, challenges of this type will almost certainly crop up (Uhl-Bien & Arena, 2018). Unforeseen program challenges could, for example, alter the level of engagement of a given Chair. Senior leadership responsibilities and priorities could influence the pace at which the program is established. I will acknowledge and discuss challenges like these, and the ways in which they could influence the pace of change. Maintaining momentum and engagement amidst challenges will not be easy, but particular difficulties could be restricted to particular areas of professional development or support program components. In cases such as this, I will move forward with the unaffected components to keep stakeholders engaged.

Change takes time (Eckel & Kezar, 2003) and the ability to conclude that the desired future state has been attained will also take time. Adjusting to new realities and letting go of past practices could be accompanied by a ritual of loss (Bolman & Deal, 2017). Some Chairs may feel more comfortable doing things the way they have been used to, and be reluctant to embrace, and utilize, the new resources available to them (Hall & Hord, 2015). Competing demands, and structural and organizational pressures, could also influence the time available for leadership development. Additionally, the Associate Director could be asked to focus on school priorities that take precedence over creation of the professional development and support program for the Chairs. These challenges will be surmounted by focusing on the positive impacts that successful program development will have.

Promoting Equity and Social Justice in the Organization

As discussed, nurses have a moral obligation to promote social justice in their work environment (Canadian Nurses Association, 2009). Given that the SoN is a working environment for nursing educators, it is my duty as a professional nurse to promote social justice in the work environment, and this involves reducing its inequities. Equity is an issue of concern at all levels of my organizational environment: the micro (the SoN), the meso (faculty), and the macro (BU itself). Providing Chairs with the specific training needs and time required to fulfill their roles and responsibilities aligns with equity-related objectives in each of these contexts. At the micro level, the SoN has recently developed an equity office to further promote social accountability within the school, a decentralization of equity services that other institutions have also brought about (Henry et al., 2017). At the meso, or faculty level, several initiatives to promote EDI have been launched, such as forums for discussion, and EDI training for faculty members. At the macro-institutional level, providing Chairs with the support they need will equally align with BU's commitment to promotion of practices that foster EDI (Brentford University, 2020).

Within the SoN, demonstrating respect and consideration for the role of the Chair by providing these leaders with a professional development and support program will almost certainly lead to the Chairs' empowerment and the larger promotion of social justice (Blackmore, 2013). Foreseeable impacts on the academic community are notable: they could, for example, include promotion to the role of Chair of a more diverse faculty. To date the SoN has not attracted faculty from minority populations to this role. Neither has it been able to attract men to the position; men, in fact, comprise less than ten percent of the SoN's faculty. Increasing diversity and taking steps toward gender parity in the SoN can lead to promotion of the profession as accessible and welcoming to all.

Providing a healthy supportive environment for Chairs could lead, not only to their increased diversity, but to creation of opportunities for their increased support in other faculties and universities as well. This program, in other words, could be a ground-breaking Canadian model. Given my role as Associate Director, I am a member of several leadership groups within the university and at the ministerial level. A successful support program developed for Chairs at the SoN could be shared amongst the provincial higher education committee members and thus lead to promotion of equity and social justice in a number of provincial work environments. At the national level, as a member of the Canadian Association of School of Nurses, I have the opportunity to expand the support program for Chairs across the country.

Planning to Communicate the Need for Change and Change Process

Strategies for collaborative and inclusive communication, essential to the successful management of change (Beatty, 2015), will be guided here by the value-based approach to DL described in Chapter 2. The following section outlines the strategies and techniques that I will use to create awareness of the need for change in the SoN, as well as the mobilization plan that will maximize the odds of its successful implementation.

Communication as Essential to Change

The importance of communication to organizational change has frequently been emphasized in the literature (e.g., Daly et al., 2003; Elving, 2005; Kotter, 1990; Lewis, 1999, 2000). Lewis, (1999) sees the two processes as inseparable: he argues that communication is critical to successful implementation of change within organizations. Those communication processes must be clear, structured, and exhaustive, and will form the framework of my program to raise awareness of the need for change.

Hallahan et al. (2007) define strategic communication as the “purposeful use of communication by an organization to fulfill its mission” (p. 3). They argue that tailored approaches to communication ought to be privileged in organizations as strategic means to fulfill their objectives. How, then, can communication strategies be created that raise awareness of the need for change and be, at the same time, inclusive? The participation of multiple stakeholders fosters inclusivity, promotes engagement (Lewis, 2006) and ensures transparency.

At the SoN, creating opportunities for dialogue amongst members of its academic community will be vital to the development of conditions for successful change; as shown in Tables 6 and 8, these include awareness of organization members of the need for change. Foremost amongst considerations that must be taken into account in planning for such a discussion are promotion of respect, and the sense of being valued that allowing stakeholders to share their thoughts can engender (La Framboise et al., 2002). Knowing just how stakeholders prefer to communicate will be a prerequisite to development of meaningful communication strategies that build and enact change.

Building Awareness of the Need for Change

To create a strategic communication plan that can properly build awareness of the need for change, I will use a multi-faceted approach that includes targeted messaging and solicitation of feedback (Lewis, 2011). Ensuring that all stakeholders understand and accept the change will be a challenge (Beatty, 2015), and thoughtful planning will be required. Two means of recognizing the various individual and collective needs involved are consideration of the communication subprocesses that already exist between academic community members and an appreciation for the need for nuance created by the unique position and perspective of each stakeholder (Heide et al., 2018). I will therefore give each an understanding of the meaning of

the change by engaging in the purposeful strategies that align with the SoN's culture and values, presented in Chapters 1 and 2. These are principally supplied by Deszca et al.'s (2020) change path model, Jones et al.'s (2014) priorities for distributed leadership, and Furman's (2004) ethic of community. Because formal and informal communication will be equally important (Lewis, 2011), both will be integrated into the phases of Deszca et al.'s (2020) change path model (used to ensure coherence of the communication plan with the framework of organizational change). The change itself is related most closely to the seven Chairs, and I will therefore create open office hours for them to drop in, so that I can remain abreast of their needs. I will also dedicate the first 10 minutes of my bi-monthly meetings with the undergraduate and graduate Chairs to a discussion of the change implementation process.

Strategic Communication Planning

Withholding information related to organizational change can jeopardize the chances of its successful implementation (Lewis, 1999); ongoing communication and transparency will therefore be essential. I will adopt a holistic approach, applying multiple communication strategies to ensure that I reach all stakeholders in a meaningful way. As discussed, thorough change that aligns with the values of those affected increases its odds of success (Bolman & Deal, 2017). Regular communication with the various stakeholders will thus enhance my understanding of the dynamics that could help or hinder the success of change in the SoN. Change is also often accompanied by anxiety, confusion, loss of direction and an urge to hold on to the past (Bolman & Deal, 2017). This can be counteracted by development of a shared vision, something that can not only ensure that the change is positive, but that can promote individual courage (Senge, 2006). Finally, as the change agent, I must also ensure that the process aligns

with the university's values and practices, in order to reduce the number of overall stressors that could hinder implementation of the change.

Knowledge Mobilization Plan

Knowledge mobilization "mov[es] knowledge to where it can be most useful" (Ward, 2017, p. 477). Several frameworks exist to support knowledge transfer (Ward, 2017): that of Lavis et al. (2003) will guide my development of a mobilization plan and serve as the knowledge-transfer strategy for implementation of my OIP. It poses the following five questions:

1. "What research knowledge should be transferred to decision makers?"
2. "To whom should that knowledge be transferred?"
3. "By whom should that knowledge be transferred?"
4. "How should that knowledge be transferred?"
5. "With what effect should research knowledge be transferred?" (p. 221)

Appendix F summarizes the application of this framework to my OIP. Knowledge mobilization can occur at a number of steps in the implementation of change (Graham et al., 2006; Markiewicz & Patrick, 2016); in the context of my OIP, it aligns best with the last, or institutionalization, phase of Deszca et al.'s (2020) change path model (Appendix E).

Communicating the Path of Change

Communication is thus an indispensable component of change (e.g., Kotter, 1996) and participation, dissemination and communication all play vital roles in the change process (Lewis et al., 2006). According to Deszca et al. (2020):

The purpose of the communication plan for change centres on four major goals: (1) to infuse the need for change throughout the affected portions of the organization; (2) to enable individuals to understand the impact that change will have on them; (3) to

communicate any structural and job changes that will influence how things are done; and
(4) to keep people informed about progress along the way. (p. 349)

These are the principles I kept in mind as I developed my communication plan. Given that such a plan has little value if it does not consider the relationship between individuals and the structure of their environment (Hayakawa & Hayakawa, 1993), I have aligned my path of change equally with the context of the SoN, my value-based approach to DL, and Deszca et al.'s (2020) change path model, my framework for change. I have, as a result, placed communication at the centre of each of the four phases of the change path model (Appendix E), which will ensure that it is threaded through the change process, and that all voices will be heard (Clampitt, 2017).

Similarly, this model will promote empowerment and shared responsibility by aligning with consideration of communication as a central, inseparable, component of change management.

Overall Framework for Change: The Change Path Model

The four phases of Deszca et al.'s (2020) model are discussed in more detail below.

The Awakening Phase

Previously highlighted in *Managing Change*, the aim of the awakening phase, for which I have developed a formal communication strategy, is to create awareness of my PoP. In an informal meeting with the Chairs, I will begin by confirming that their current context and needs have remained the same. The informality of the meeting will accord with my relationship with the Chairs and leadership vision for change, and will have a positive influence on the change outcomes (Lewis, 2011). I will then communicate my vision for change to the Associate Dean, first as a one-page draft that I will send prior to our formal meeting. That meeting will include time for its presentation, and importantly, for discussion and clarification. The Associate Dean appreciates being given time to pause and reflect before making decisions; once that decision is

made, I will hold a follow-up in-person meeting to discuss it. I will then schedule a formal, in-person meeting with the Chairs to discuss the approved vision, answer questions, and review the next steps.

The Mobilization Phase

The second, mobilization, phase focuses on the gathering of support for the change initiative. To leverage opportunities for change in collaboration with the Associate Dean, I will schedule a series of formal in-person meetings. One of the outputs of those meetings will be a summary document that will prepare the Dean and Vice-Dean of Academic Affairs for a meeting with both the Associate Dean and myself that will be subsequently held together. High-level interactions such as these will demand in-person meetings and clear, well-formulated visual material to support discussion.

The Acceleration Phase

The focus of the third, acceleration, phase is implementation. Here, it will be essential to continue to empower and support the Chairs to ensure that the changes being put into place meet their needs. I propose a quick, informal, check-in during our weekly team meetings to inquire about, and discuss, the pace of change, its relevance, and their lived experience. This strategy considers their complex, busy, schedule and will not add another burden to their workday. Defining a clear schedule will allow for transparency and timely communication. I will also hold brief bi-weekly meetings with the Chairs and the Associate Dean, and monthly meetings with the deans to update them on the change and discuss any possible challenges.

The Institutionalization Phase

The last phase, institutionalization, focuses on monitoring and evaluation of the change; here, modifications will be made to adapt the program as needed to ensure that it supports the

Chairs and can be maintained. Based on this analysis, a review of the program's efficiency will be essential, and adjustments will almost certainly be necessary, e.g., in the form of resources that need to be secured or redeployed. Examples of questions for monitoring and evaluation will be given in the following sections on Monitoring and Evaluation.

Time for formal discussions will be vital in sustaining this change. Communicating regularly with all relevant stakeholders before and throughout the process, will, as discussed, increase its chances of success, foster inclusivity (Jones et al., 2014), and build trusting relationships that positively impact the working environment (Furman, 2004). Chairs do not regularly interact with the Dean and Vice-Dean of Academic Affairs; creating an opportunity for them to do that will allow their often-silenced voices to be heard. Communication requires exchange (Bull & Brown, 2012): this communication plan includes authentic dialogue, inclusivity, and regular exchange, all of which will be vital to the change process.

Potential Issues in Implementation

Because the Chair's role is ambiguous and difficult to define (Bowman, 2002), finding solutions to the individual needs of all seven of the SoN's Chairs could be a challenge (Kruse, 2020). Potential issues include their inability to find continuing education opportunities that explicitly meet their leadership needs. Offering each support in the identification of courses that do meet their needs will ensure that they remain engaged and motivated throughout the process. Chairs will also be concerned with time-related issues, given their time-consuming role (Acker & Millerson, 2018). Attentive listening and informal support may help to address this concern (Babita, 2013; del Rio-Lanza et al., 2016). Before embarking on the change process, I will therefore let the Chairs know that I am engaged, committed and available to support them through each step. Provision of a safe environment to share thoughts and concerns is congruent

with my leadership approach and aligns with my organization's goal of promoting social justice. Table 5, in Chapter 2, provides an overview of the values I will mobilize throughout the change process, and will use to address issues that arise along the way.

Change Process Monitoring and Evaluation

Program monitoring and evaluation are critical to any change process (Deszca et al., 2020; Hall, G., 2013): they allow us to measure progress, assess potential barriers to implementation, and adjust our efforts to increase the chances of success (Newmann et al., 2018). This section will define monitoring and evaluation plans and discuss the tools, measures, and frameworks I will use for them.

Monitoring

Monitoring, which “systematically tracks progress against performance indicators and targets” (Markiewicz & Patrick, 2016, p.122), will be instrumental in the implementation of this change. Also described as an "ongoing intervention with recurring time-based assessment" (Newmann et al., 2018, p. 120), it will allow me to observe the current state at multiple intervals and adjust accordingly should we deviate from the original plan (Markiewicz & Patrick, 2016). It will also, importantly, allow us to recognize positive outcomes early on, celebrate them as recommended by Deszca et al. (2020), and motivate all stakeholders.

Evaluation

Evaluation is "the planned, periodic, and systematic determination of the quality and value of a program, with summative judgment as to the achievement of a program's goals and objectives" (Markiewicz & Patrick, 2016, p. 150). Evaluation will play another crucial role in implementing the professional development and support program for the Chairs, ensuring the quality and value of that implementation by taking a deeper look at the merits of the change

initiative. More succinctly, in the words of Newmann et al. (2018), evaluation is a "systemic assessment of the merit of an activity that supports the implementation of change" (p. 120). They list the contributions of evaluation as the: "reduction of uncertainty"; "leverage of credibility"; "assurance that all stakeholders are considered"; "provision of an understand of what is working and what is not"; "assurance of continuous improvement"; "provision of increasing knowledge"; and "creation of awareness" (p. 122).

Monitoring and evaluation (M&E) plans will thus assess the quality and worth of my change implementation. In combination, these assessments amplify their efficiency (Hunter & Nielsen, 2013) and will produce the data necessary to assess change, identify implementation issues that require adjustments, and track progress. In the following section, I will describe the tools and specific measures that will be used to track and assess the proposed change, during its M&E phase.

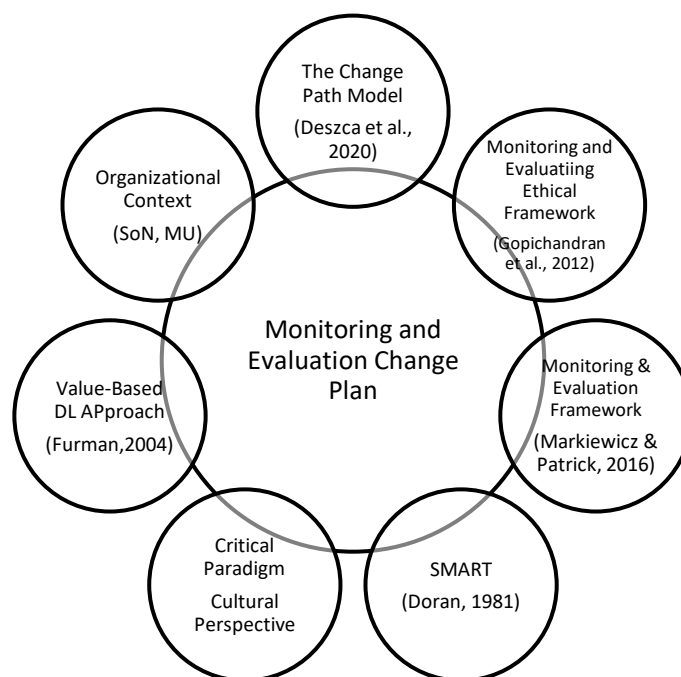
Plan to Track and Assess Change

Considering the multiple aspects involved in the development of plans for monitoring and evaluation, they are intended not only to offer the opportunity to assess progress, but also to measure expected outcomes (Markiewicz & Patrick, 2016). The plan that will be created for my OIP will represent the final phase of change, institutionalization, something I foresee being initiated in April, 2024 (see Appendix E). At that time, measures to track the change process will be selected to align with my value-based approach to DL, my chosen change framework (Deszca et al.'s 2020 change path model), and my vision for change, discussed in Chapters 1 and 2. These measures will form a multi-pronged approach to change assessment that will allow me to consider numerous sources of data and thus to base my conclusions on numerous sources of evidence (Davidson, 2005). This mixed method approach will include both qualitative and

quantitative data (Markiewicz & Patrick, 2016); develop quality performance indicators using SMART goals (specific, measurable, achievable, relevant, and time-bound; Doran, 1981); and elaborate a specific monitoring and evaluation plan following Markiewicz and Patrick's (2016) monitoring and evaluation format. To ensure that key stakeholders' rights to information are respected (Secolsky & Denison, 2018), no one will be excluded from the data collection process. That process will, finally, include Gopichandran et al.'s (2012) ethical framework for the monitoring and evaluation of public health programs. This is the first of its kind to be applied to M&E in a public health setting, and extends the considerations of Furman's (2004) ethic of community to justice-related concerns such as "avoiding conflicts of interest, maintaining independence of judgement, maintaining fairness, transparency, full disclosure, privacy and confidentiality" (Gopichandran et al., 2012, p. 31). Figure 4 presents an overview of the seven components of my M&E plan, which I will elaborate in the following sections.

Figure 4

Monitoring and Evaluation, Change Plan Central Components



Alignment with the Change Path Model

The institutionalization phase of Deszca et al.'s (2020) change path model focuses on monitoring and evaluation: tracking the progress of program implementation; assessing it through multiple balanced measures to determine its current needs; gauging progress toward its goal of completion, and modifying as needed. M&E “mitigates risk, and develops and deploys new structures, systems and processes as well as knowledge, skills and abilities as needed, to bring life to the change and new stability to the transformed organization” (Deszca et al., 2020, p. 372). Although most of the M&E will be carried out once the change is implemented, Deszca et al. (2020) suggest that it begin at the start of the change process. Doing so will allow me to closely follow the on-going process and allow for in-time reflection and adjustment. The change path model will thus serve as a guide for development of my M&E plans. The primary tools I will use for assessment of the quality and value of my OIP are Markiewicz and Patrick's (2016) M&E plan format and Gopichandran et al.'s (2012) ethical framework discussed below.

Ethical Considerations

Gopichandran et al.'s (2012) ethical framework for monitoring and evaluation of public health programs aligns well with the ethical underpinning of my PoP. As mentioned, it offers considerations such as independence, fairness, transparency, and full disclosure, for which it lists M&E phases, and a final 18 ethical questions to ensure the inclusion of all values in all aspects of the OIP's planning and implementation (see Appendix G). These aspects include determination of objectives, indicators, methodology (data collection and analysis) and dissemination of results. Grounding my monitoring and evaluation plan in ethical considerations such as these will promote the respect, inclusivity and social justice practices that will improve working conditions for Chairs and help attract a variety of individuals who would not consider

the role because of its time intensity. The approach aligns with my value-based approach to DL, the organizational perspective from which I view my PoP, and the institutional and cultural contexts unique to the SoN. Collaborative processes that solicit stakeholder input will help to create an inclusive, participatory, approach that will limit future potential barriers such as resistance to change (Bolman & Deal, 2017). The SoN is fortunate to have its research unit oversee data collection and analysis to ensure the validity of the monitoring and evaluation findings. The ethically focused questions outlined in Appendix G will guide development of Markiewicz and Patrick's (2016) monitoring and evaluation plan, discussed in the following section.

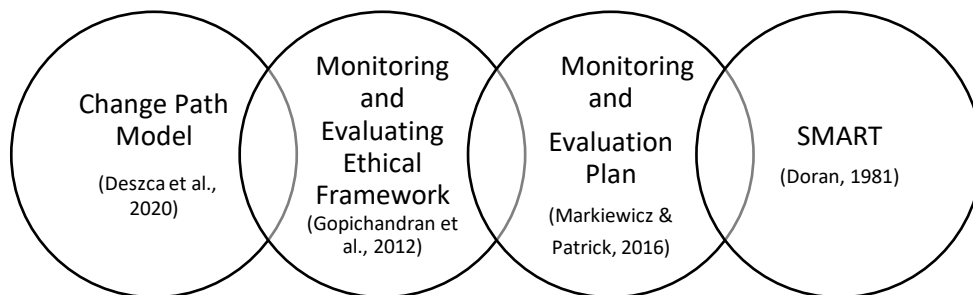
Monitoring and Evaluation Plan

Markiewicz and Patrick (2016) see an overlap in monitoring and evaluation that has led them to develop a complementary approach to the two (see Appendix H). I base my M&E plan on this model, which contains five considerations: (a) appropriateness; (b) effectiveness; (c) efficiency; (d) impact; and (e) sustainability. Collecting pre-implementation or baseline data is the first step in an assessment of the program's value (Liu et al., 2017). Using Gopichandran et al.'s (2012) ethical questions and Doran's (1981) SMART goals, key stakeholders and I will develop measures to track and assess the program's effectiveness. That the data be objective is key (Newcomer et al., 2015); I will therefore work collaboratively with stakeholders to limit, as far as possible, bias in its collection. The first step will be designation of a neutral party (the stakeholder assisting from the researcher's office) to collect and interpret the M&E data. As initiator of the change, in other words, I will have a particular stake in its success and a strong desire to see it running smoothly. Selection of a neutral party will avoid any consequent positive bias that I might have in the interpretation of results. It may also increase the comfort level of

participants (Chairs) to speak freely over that in conversation with the person to whom they report. We will all work to eliminate other sources of bias such as the phrasing of questions to invite positive responses. My plan aims to promote transparency and inclusivity, and to enhance the complementarity demonstrated by Markiewicz and Patrick (2016) of the monitoring and evaluation processes. Figure 5 provides an overview of the conceptual framework used to create my M&E plan.

Figure 5

Monitoring & Evaluation Conceptual Framework



Monitoring Plan

The plan to monitor the change initiative will include six fundamental ethical considerations: privacy, respect, avoidance of bias, transparency, accountability, and responsibility to the academic community. Table 9 provides an overview of the content of its following stages (Markiewicz & Patrick, 2016):

1. Identify the focus.
2. Develop performance indicators and targets.
3. Identify data collection processes and tools.
4. Determine responsibilities and time frames.

Table 9*Monitoring Plan*

Evaluation questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Who is Responsible and When
Appropriateness	Chairs	Participation level	75% participation by the Chairs	Number of resources utilized	Change Agent, Data Analyst every 3 months
Did the professional development and support program for Chairs provide them with relevant support?	Chairs	Perception of the support program	75% of Chairs expressed a positive perception of the support program	Focus group	Research Unit Team every 6 months
Effectiveness	Chairs	Difference between available time and level of knowledge before and after mobilizing the support program	75 % of Chairs will express having gained additional knowledge and time	Pre-survey	Change Agent, Data Analyst Prior to the start of the program
Did mobilizing the support program increase the knowledge gaps and available time?				Post-survey	Change Agent, Data Analyst every 3 months
Efficiency	Chairs	Decrease in barriers that have negatively impacted the Chairs' role	75% decrease in barriers, including lack of time, unclear roles, and unavailable leadership development training	Survey	Change Agent, Data Analyst every 3 months
Is the program addressing the support needs of Academic Chairs?					
Impact	Chairs	Increase in Chair role satisfaction	80% of Chairs will express having the required support	Survey	Change Agent, Data Analyst, at 12 months and 24 months
Do Chairs feel they have the support to fulfill their roles and responsibilities efficiently?				Focus group	Research Unit Team at 12 months and 24 months
Evaluation questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Who is Responsible and When
Sustainability	Dean Vice-Dean Academic Affairs Associate Deans of the Faculty	Interest in obtaining information	30% of Associate Deans in the Faculty express an interest in further discussing the piloting of the support program	Survey	Change Agent, Data Analyst at 18 months
Is there an opportunity to pilot the support program in other schools or Faculties?		Interest in piloting the support program in their school	5% of Associate Deans in the Faculty express an interest in piloting the support program	Meeting summary minutes	Change Agent, at 18 months

Note. Adapted from “Developing *monitoring and evaluation frameworks*,” by A. Markiewicz and I. Patrick, (2016), p. 156. Copyright 2016 by SAGE Publications.

Evaluation Plan

My evaluation plan will assess the quality and value of the change initiative, and be comprised of the following five stages (Markiewicz & Patrick, 2016):

1. Determine the overall evaluation approach.
2. Identify evaluation questions requiring criteria and standards.
3. Identify the focus of evaluation and methods for each question.
4. Determine responsibilities and time frames.
5. Review the monitoring and evaluation plans.

Appendix I provides an overview of the evaluation plan to complement the previous monitoring plan. It contains evaluation questions, focus, methods, personnel responsible and summary of monitoring targets.

Refining the Implementation Plan

Monitoring and evaluation plans must remain “open, flexible, adaptive” (Dinshaw et al., 2014, p. 10). As tracking change, and developing new structures and processes, are components of the institutionalization phase of Deszca et al.’s (2020) change path model, alignment with that model will allow for timely intervention to refine the plan as it unfolds. This will be facilitated by ongoing communication with key stakeholders. As change agent, I will oversee the entirety of the change plan (Deszca et al., 2020); given my commitment to successful implementation of the professional development and support program for the SoN’s Chairs, I will ensure that all stakeholder voices are heard and considered, and that adjustments are decided upon together for the benefit of the entire academic community.

Next steps and Future Considerations

The heart of my OIP is the aim to provide Chairs with a professional development and support program that promotes empowerment, respect, and social justice. Given the complexities of implementation, much work remains before this initiative is complete. Reflecting on future steps will allow for the change process to reach its full potential.

Next Steps

Although by aligning with the SoN's aims and values, this initiative is more likely to succeed (Manning, 2018), discussion must be ongoing to keep up the momentum and maintain transparent communication paths. I have begun to speak with key stakeholders, and have already observed interest, motivation and a willingness to address the problem. Some Chairs have also voiced excitement about the initiative, and their optimism is growing. The next step is to execute the change plan by working closely with all stakeholders. Celebrating even the slightest success will support the process (Deszca et al., 2020) and be an excellent way to keep up the momentum.

Considerations for the Future

Supporting Chairs will benefit the entire academic community. As these vital leaders become more vulnerable, so do the programs for which they are responsible; this leaves institutions of higher education at risk of compromising their academic missions. Once this OIP is implemented, my aim will thus be to disseminate its merits provincially and nationally, through my presence on key nursing committees, and at conferences and association meetings. Providing support to Chairs will lead to the development of quality programs that contribute to the delivery of excellence in nursing for the benefit of patients and families. While opportunities to pilot this support program will begin locally, they will, I hope, expand internationally.

Narrative Epilogue

Reflecting on this journey has allowed me to stop and consider the knowledge I have gained throughout this program, and for that, I am grateful. I have grown not only as a scholar-practitioner but also as a person. I have learned a great deal reading, writing, discussing, and collaborating with my peers and professors. Embarking on an academic journey at the doctoral level has shown me that with patience, perseverance, and a supportive environment, we can truly accomplish something that we can be proud of. I take away a fundamental lesson from this journey: focusing on one milestone at a time has reduced my stress and given me the courage I needed to persevere. Now that I have completed my OIP, I am excited to move on to its implementation.

I sincerely believe that my learning journey will not end here, and I am eager to discover the ways in which this educational experience will continue to shape my future. It has been a challenging, eye-opening, and inspirational journey that I feel most privileged to have experienced.

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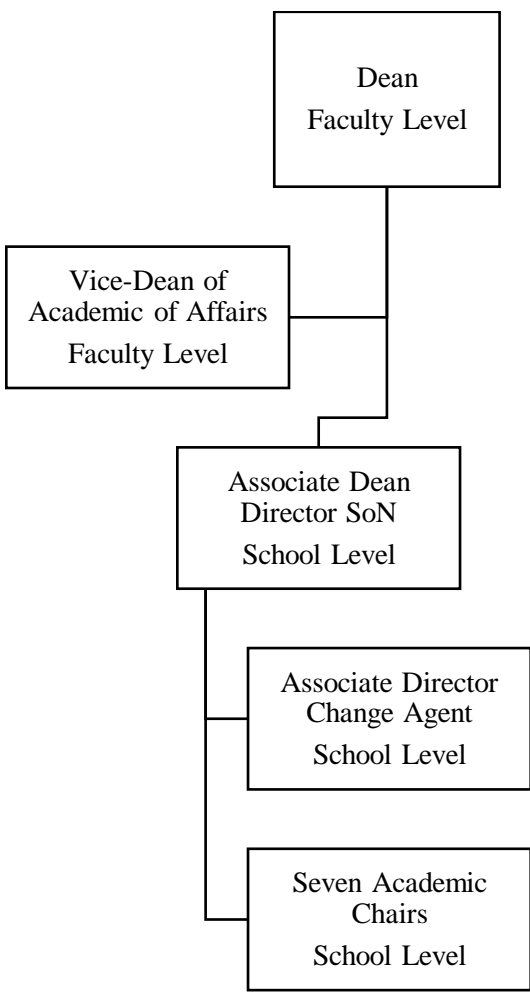
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Appendix A: Leadership Context



Note. This illustration represents Brentford University’s flow of decision-making authority

Appendix B: The Change Path Model

Awakening

1. Identify a need for change and confirm the problem or opportunities that include the need for change through a collection of data.
2. Articulate the gap in performance between the present and the envisioned future state and spread awareness of the data and the gap throughout the organization.
3. Develop a powerful vision for change.
4. Disseminate the vision for the change and why it is needed through multiple communication channels.



Mobilization

1. Make sense of the desired change through formal systems and structures and leverage those systems to reach the change vision.
2. Assess power and cultural dynamics and put them to work to better understand them, and build coalitions and support to realize the change.
3. Communicate the need for change organization-wide, and manage the change recipients and stakeholders as they react to, and move, the change forward.
4. Leverage change agent personality, knowledge, skills and abilities, and related assets (e.g., reputation and relationships) to benefit the change vision and its implementation.



Acceleration

1. Continue to systematically reach out to engage and empower others in support, planning, and implementing the change. Help them develop needed new knowledge, skills, abilities, and ways of thinking that will support the change.
2. Use appropriate tools and techniques to build momentum, accelerate, and consolidate the progress.
3. Manage the transition; celebrate small wins and the achievement of milestones regularly.



Institutionalization

1. Track the change periodically and through multiple balanced measures to help assess what is needed, gauge progress toward the goal, make modifications as needed and mitigate risk.
2. Develop and deploy new structures, systems, processes and knowledge, skills and abilities, as needed, to bring life to the change and new stability to the transformed organization.

Note. Adapted from *Organizational change: An action-oriented Toolkit*, (4th ed., p. 54) by G.

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Appendix C: Rate the Organization's Readiness for Change

<i>Previous Change Experiences</i>	<i>Possible Range</i>	<i>BU</i>	<i>Total 0</i>
1. Has the organization had generally positive experiences with change?	0 to +2	1	
2. Has the organization had recent failures experiences with change?	0 to -2	-1	
3. What is the mood of the organization: upbeat and positive?	0 to +2	0	
4. What is the mood of the organization: negative and cynical?	0 to -3	-1	
5. Does the organization appear to be resting on its laurels?	0 to -3	1	
<i>Executive Support</i>			<i>Total 6</i>
6. Are senior managers directly involved in sponsoring the change?	0 to +2	2	
7. Is there a clear picture of the future?	0 to +3	2	
8. Is executive success dependent on the change occurring?	0 to +2	2	
9. Are some of the senior managers likely to demonstrate a lack of support?	0 to -3	0	
<i>Credible Leadership and Change Champions</i>			<i>Total 9</i>
10. Are senior leaders in the organization trusted?	0 to +3	1	
11. Are senior leaders able to credibly show others how to achieve their collective goals?	0 to +1	1	
12. Is the organization able to attract and retain capable and respected change champions?	0 to +2	2	
13. Are middle managers able to effectively link senior managers with the rest of the organization?	0 to +1	1	
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	0 to +2	2	
15. Will the proposed change be viewed as needed by the senior leaders?	0 to +2	2	
<i>Openness to Change</i>			<i>Total 18</i>
16. Does the organization have scanning mechanisms to monitor the internal and external environment?	0 to +2	1	
17. Is there a culture of scanning and paying attention to those scans?	0 to +2	1	
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	0 to +2	2	
19. Does "turf" protection exist in the organization that could affect the change?	0 to -3	0	
20. Are middle and/or senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	0 to -4	0	
21. Are employees able to constructively voice their concerns or support?	0 to +2	2	
22. Is the conflict dealt with openly, with a focus on resolution?	0 to +2	2	
23. Is conflict suppressed or smoothed over?	0 to -2	0	
24. Does the organization have a culture that is innovative and encourages innovative activities?	0 to +2	2	
25. Does the organization have communications channels that work effectively in all directions?	0 to +2	1	

<i>Openness to Change</i>	<i>Range</i>	<i>BU</i>	<i>Total 6</i>
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	0 to +2	2	
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	0 to +2	2	
28. Do those who will be affected believe they have the energy needed to undertake the challenge?	0 to +2	2	
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	0 to +2	1	
<i>Rewards for Change</i>			<i>Total 2</i>
30. Does the reward system value innovation and change?	0 to +2	2	
31. Does the reward system focus exclusively on short-term results?	0 to -2	0	
32. Are people censured for attempting to change and failing?	0 to -3	0	
<i>Measures for Change and Accountability</i>			<i>Total 2</i>
33. Are there good measures available for assessing the need for change and tracking progress?	0 to +1	0	
34. Does the organization attend to the data that it collects?	0 to +1	1	
35. Does the organization measure and evaluate customer satisfaction?	0 to +1	0	
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	0 to +1	1	
<i>BU total for the six dimensions of change</i>			<i>37</i>

Scores can range from -25 to + 50.

If the organization scores below 10, it is not likely ready for change and change will be very difficult.

- The higher the score, the readier the organization is for change.
- If the score is below 10, the organization is not likely ready for change at the present.
- To increase readiness, change agents can use the responses to the questions to help them identify areas that need strengthening and then undertake actions to strengthen the readiness for change.

Change is never “simple”, but when organizational factors supportive of change are in place, the task of the change agent is manageable.

The purpose of this tool is to raise awareness concerning readiness for change. Change agents can modify it to better reflect the realities of their organization and industry.

Note. Adapted from *Organizational change: An action-oriented Toolkit*, (4th ed., pp. 113-115) by

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Appendix D: Sample of BU's 2023 Human Resources Leadership Development Offerings

Offerings
BU Human Resources Leadership Development Offerings
Boost your Emotional Intelligence
Brainstorming and Decision Making
Change Management
Coaching for Employee Engagement
Dealing with Conflict
Delegate with Confidence
Disciplinary and Administrative (Non-Disciplinary) Measures
Effective Meetings
Emotional Intelligence
Envisioning Sustainability
S.W.O.T. Analysis
Group Dynamics
Facilitations Skillset
Leading High Performing Teams
Psychological safety
Effective Communication
Management Conflict
Managing Difficult conversations
Managing Stress
Mental Health in the Workplace
Project Mapping
Measuring Success
Situational Leadership
Recognition and appreciation in the Workplace
Surviving and thriving through times of change
Team Dynamics
The Learning Organization
The Working Mind
Time Management
Empowering Tools
Working with Intergenerational Teams
Planning Strategies Actions and Outcomes
Team Building

Note. Human Resource offerings at BU for Administrative Staff only.

Appendix E: Change Implementation Plan

Phases of change	Stakeholders	Action Indicators	Successful Outcomes
Phase #1 Awakening	Change Agent Chairs	Meet with the Chairs to discuss, confirm and validate existing needs.	Needs will be discussed and confirmed.
Short-Term Goal September 2023 to October 2023	Change Agent	Develop and send the vision for change to the Associate Dean before the first meeting.	A document containing the vision for change will be emailed to the Associate Dean for review.
	Change Agent	Create a PowerPoint presentation on the vision for change.	The presentation will be prepared.
	Change Agent Associate Dean	Meet with the Associate Dean to formally present the need for change and the proposed solutions; discuss the resources required to implement, monitor and evaluate the change.	Confirmation will be given that the Associate Dean reviewed the vision for change document before the meeting. The vision for change will be discussed, questions will be answered, and a meeting date will be set to discuss the topic further.
	Change Agent Associate Dean	Meet with the Associate Dean once they have had time to further reflect on the vision for change and the required resources.	A meeting will be held, and confirmation that the change plan was approved will be received.
	Change Agent Chairs	Inform the Chairs that the change plan was approved.	Communication will be sent to Chairs to inform them of the approval and plan for the next steps. This milestone will be celebrated.
	Change Agent Associate Dean	Meet with the Associate Dean to plan the meeting with the Dean and Vice-Dean Academic Affairs.	A meeting will occur, and a plan will be developed. A meeting will be organized between the Dean, Vice-Dean Academic Affairs, the Associate Dean, and myself.
Phase #2 Mobilization	Change Agent	Send a summary document regarding the need for change to the Dean, Vice-Dean Academic Affairs and Associate Dean before the meeting.	A summary document of the change vision will be sent to the Dean and Vice-Dean Academic Affairs.
Short-Term Goal November 2023 to December 2023			

Phases of Change	Stakeholders	Action Indicators	Successful Outcomes
Phase #2 Mobilization Short-Term Goal November 2023 to December 2023	Change Agent Associate Dean Vice-Dean Academic Affairs	Meet with the Dean, Vice-Dean Academic Affairs and Associate Dean to discuss the need for change, the proposed solutions, and the resources required to implement, monitor and evaluate the change. Plan the next steps.	The need for change, the proposed solutions, and resource requirements will be discussed. Questions will be answered, and a plan to meet in two weeks will be discussed.
Phase #2 Mobilization Short-Term Goal November 2023 to December 2023	Change Agent Associate Dean	Communicate with the Dean and Vice-Dean Academic Affairs virtually to thank them for their time and to remind them of our availability to answer any questions and provide them with any documentation they require to make their decision.	Email communication will be sent to the Dean and the Vice-Dean Academic Affairs on behalf of the Associate Dean and myself.
	Change Agent Associate Dean Vice-Dean Academic Affairs	Meet with the Dean, Vice-Dean Academic Affairs and Associate Dean to discuss the final decision.	A meeting will take place between the Dean, the Vice-Dean Academic Affairs, the Associate Dean, and myself. The resources required to implement the vision for change will be approved.
	Change Agent Associate Dean	Send a memo of appreciation and the updated proposal for a communication plan to keep the Dean and Vice-Dean Academic Affairs informed. Invite them to provide any feedback.	Communication will be sent and modified as needed.
Phase #3 Acceleration Medium-Term Goal January 2024 to June 2024	Change Agent Chairs Change Agent Associate Dean	Inform the Chairs of the decision. Meet with the Associate Dean to plan the internal communication to be sent to the SoN community regarding the change.	The decision will be communicated and celebrated. The communication plan will be elaborated and disseminated. A virtual meeting will be offered to the SoN community to discuss the change, address any concerns, clarify questions, and adjust accordingly.

Phases of change	Stakeholders	Action Indicators	Successful Outcomes
Phase #3 Acceleration	Change Agent Chairs Administrative Officer	Prepare the job description for the Administrative Assistants positions	Job description will be created and sent to the Academic Affairs Office for posting.
<i>A dedicated Administrative Assistant to be shared between two Chairs</i>	Administrative Officer Chairs	Prepare interview questions. Proceed with interviews	Applications will be reviewed, qualified candidates will be interviewed, and candidates will be selected for the position.
	Administrative Officer Academic Affairs Office	Prepare letters of offer.	Letter of offer will be sent to selected candidates.
	Change Agent Administrative Officer Chairs	Meet to discuss the onboarding plan for the Administrative Assistants.	Chairs and the Change Agent will be informed once the contracts have been signed. An onboarding plan will be created.
	Chairs Administrative Officer Administrative Assistants	Proceed with onboarding and role integration.	Onboarding will be completed, and role integration will be in progress. Milestone will be celebrated.
<i>Coaching sessions provided by the Associate Director (change Agent)</i>	Change Agent Chairs	Prepare an outline of the onboarding guide and the Academic Chair program handbook. Solicit feedback and input from Chairs.	A draft outline of the onboarding guide and handbook will be prepared and sent to Chairs for feedback.
	Change Agent Chairs	Meet with Chairs to discuss the guide and handbook.	A meeting will be held to discuss the outline and confirm that it meets the needs of the Chairs.
	Change Agent	Develop the onboarding guide and the Academic Chair program handbook. Action Indicators	The onboarding guide and the Academic Chair program will be developed. Draft versions of both documents will be sent to the Chairs for input and feedback.
	Change Agent Chairs	Discuss and finalize the onboarding guide and the Academic Chair program handbook.	Final versions will be sent to all Academic Chairs. This milestone will be celebrated.
	Change Agent Chairs	Offer coaching sessions to interested Chairs.	Coaching sessions will be planned and delivered

Phases of Change	Stakeholders	Action Indicators	Successful Outcomes
Phase #3 Acceleration	Change Agent Chairs	Determine the preference of each Academic Chair. In regards to the teaching release or the teaching Assistant hours.	A discussion will be had to identify each Chair's preference.
<i>Annual reduction of three teaching credits or 180 hours of teaching assistant</i>	Change Agent Chairs Academic Affairs office	Secure required resources.	A Sessional Instructor position will be created and advertised to replace the three teaching credits; or a Teaching Assistant position will be posted for the requested semester.
	Change Agent	Update the Teaching Assignment document.	The teaching assignment will be updated to reflect the changes.
	Change Agent	Inform relevant stakeholders.	Stakeholders will be informed.
<i>Annual Continuing education fund of one thousand dollars</i>	Change Agent Chairs	Research and create a list of leadership development courses that Chairs could take.	In-person communication with each Chair will determine their leadership development needs. Leadership development courses will be identified.
	Chairs	Register for a leadership development course	A list will be created and circulated to Chairs along with directives requesting these offerings. Academic Chairs will review and register for for an upcoming leadership development course.
Phase #4 Institutionalization	Change Agent Associate Dean Chairs	Determine and develop a monitoring plan to assess the change through multiple activities.	A Monitoring and Evaluation plan will be developed and shared amongst all stakeholders.
Long-Term Goal April 2024 to July 2026	SoN Data Analyst		
	Dean Vice-Dean Academic Affairs	Provide input.	Input will be received
	Change Agent	Disseminate findings.	Data collected will be disseminated to relevant stakeholders every six months.

Phases of Change	Stakeholders	Action Indicators	Successful Outcomes
Phase #4 Institutionalization	Change Agent Associate Dean Chairs	Reflect and adjust.	Ongoing reflection will take place on the change process and desired future state.
	Dean Vice-Dean Academic Affairs	Provide input.	Input will be received.
	Data Analyst Research Unit Team	Assist in data collection and the monitoring and evaluation analysis.	Academic Chairs will verbalise feeling respected Data will be collected and analysed.
	Change Agent Associate Dean Chairs	Evaluation of support Program for Chairs.	Chairs will feel supported. They will confirm having increased role clarity. They will express having sufficient time to manage their program needs. They will confirm that the leadership development training has provided them with additional leadership skills.

Note. Adapted from *Organizational change: An action-oriented Toolkit*, (4th ed., p.54) by G.

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Appendix F: Knowledge Mobilization Plan Summary

Framework Questions	Answers
1. What knowledge should be transferred to decision-makers?	<p>Relevant data: data to be collected will be established by the change agent and stakeholders as they apply a value-based DL approach to the leadership of change.</p> <p>Considerations will be taken into account to ensure that the data collected is purposeful and will lead to improvements in social justice for academic community members. <u>Specific, targeted, messages will be developed.</u></p>
2. To whom should research knowledge be transferred?	<p>Recipients: knowledge gained will be shared with all identified stakeholders involved in the OIP. Appendix E lists key stakeholders.</p> <p>Once the change is successfully implemented, the data collected will be shared with other faculty deans to encourage them to explore the support that is offered to their Chairs and, if needed, implement the same support program. This will create an opportunity to give a voice to those who have not had the opportunity to be heard.</p>
3. By whom should research knowledge be transferred?	<p>Disseminator: as leader of the change initiative, the change agent will distribute most of the findings.</p> <p>The stakeholders may decide collectively that, for leverage purposes, a specific stakeholder such as the Associate Dean or the Dean is the more credible individual to share the knowledge obtained.</p>
4. How should research knowledge be transferred?	<p>Mechanisms of knowledge transfer: formal and informal strategies will be used to disseminate knowledge.</p> <p>Attention will be given to ensuring that the knowledge is transferred through several means of communication including verbally and through written memos and Excel tables.</p>
5. With what effect should research knowledge be transferred?	<p>Outcomes: the goal of knowledge dissemination throughout the change implementation process is to create awareness of the ways in which the support provided to the Chairs is meeting their needs.</p>

Note. Adapted from “How can research organizations more effectively transfer research knowledge to decision makers?” by J.N. Lavis, D. Robertson, J.M. Woodside, C.B.

McLeod and J. Abelson, 2003, *The Milbank Quarterly*, 81(2), p. 221.

<https://doi.org/10.1111/1468-0009.t01-1-00052> Copyright 2003.

Appendix G: Ethical Framework for Monitoring and Evaluation of Public Health Programs

Ethical Considerations for Monitoring and Evaluation (12)

1. Avoiding/disclosing conflicts of interest
 2. Maintaining independence of judgement
 3. Avoiding bias and being fair
 4. Transparency
 5. Full disclosure
 6. Privacy and confidentiality
 7. Respect for individuals
 8. Responsibility to the community
 9. Empowerment
 10. Accountability
 11. Sustainability
 12. Hawthorne effect (the change in individuals' behaviour due to their awareness of being observed)
-

Phases of Monitoring and Evaluation (M&E) (5)

1. Engagement of stakeholders
 2. Setting of objectives, selecting and planning of M&E
 3. Data collection
 4. Data analysis, interpretation, reporting and sharing of results
 5. Utilisation of results
-

Ethical questions (18)

1. Are there conflicts of interest?
 2. Is the process of selection of stakeholders transparent?
 3. Is the methodology for sample selection realistic and unbiased?
 4. Is there equity in the selection of stakeholders?
 5. Are stakeholders being empowered as a result of being selected?
 6. Are the selected objectives, indicators and methodology planning process empowering the stakeholders and the community?
 7. Does the objective, indicator and methodology planning process empower the stakeholders and the community?
 8. Is the process of objective, indicator and methodology selection transparent?
 9. Does the process of data collection respect the individuals?
 10. Does the process of data collection maintain privacy and confidentiality of the respondents?
 11. Does the process of data collection demonstrate responsibility to the community?
 12. Does data collection empower the field workers and the community?
 13. Does the data collection process follow the least intrusive and judgemental attitudes towards respondents?
 14. Is the data analysis, interpretation, reporting and sharing process impartial?
 15. Are complete and honest data analysis, interpretation, reporting and sharing performed at the end of the M&E process?
 16. Does the process of data analysis, interpretation, reporting and sharing of results demonstrate community accountability?
 17. Is adequate feedback provided to the program managers, stakeholders, community representatives and the community at all stages?
 18. Are the results of the M&E used appropriately and in a timely manner?
-

Note. Adapted from “Monitoring ‘monitoring’ and evaluating ‘evaluation’: An ethical framework for monitoring and evaluation in public health” by V. Gopichandran, and A.K. Indira Krishna, 2012, *Journal of Medical Ethics*, 39(1), pdf. p. 5. Copyright by The National Library of Medicine, 2013. doi: 10.1136/medethics-2012-100680. Epub 2012 Oct 30.

Appendix H: Monitoring and Evaluation Plan Format

Monitoring Plan Format

Evaluation Questions	Focus of Monitoring	Indicators	Targets	Monitoring Data Sources	Who is Responsible and When
Appropriateness					
Effectiveness					
Efficiency					
Impact					
Sustainability					

Evaluation Plan Format

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Method	Method Implementation	Who is Responsible and When
Appropriateness					
Effectiveness					
Efficiency					
Impact					
Sustainability					

Note. Adapted from *Developing monitoring and evaluation frameworks*, (p. 156) by A.

Markiewicz and I. Patrick, 2016. Copyright 2016 by SAGE Publications. This form will be completed collaboratively with all key stakeholders as indicated in Chapter 3.

Appendix I: Evaluation Plan

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Method	Method Implementation	Who is Responsible and When
Appropriateness Are Chairs engaged in the support program?	Number of Chairs From undergraduate programs From graduate programs	Level of Chair participation Influencing factors Program perception	Targeted** survey Focus group* discussion	Analysis of the 10 sets of quantitative data collected from September 2024 to July 2026 Analysis of the 5 sets of qualitative data collected from September 2024 to July 2026	Research Unit Team Data Analyst September 2026 to project end Research Unit Team Data Analyst September 2026 to project end
Effectiveness Did the program provide Chairs with increased available time and knowledge, and the role clarity required to fulfill their roles and responsibilities?	Changes in the Chair's role, program management knowledge, leadership, skills, role clarity and available time Difference between pre- and post-data collection	Quality and value Was the support program successful? Why or why not?	Targeted** survey Focus group* discussion Individual* interviews with the Chairs	Analysis of the pre-survey data compared to the 10 sets of post-survey data collected. Analysis of the qualitative data collected during the focus group Qualitative data collected for each of the 7 interviews Analysis of the 7 sets of qualitative data collected during the interviews	Research Unit Team Data Analyst September 2026 to project end Research Unit Team Data Analyst September 2026 to project end Research Unit Team Data Analyst September 2026 to project end
Efficiency Are Chairs able to fulfill their roles and responsibilities efficiently?	Changes in the Chair's ability to fulfill their roles and responsibilities efficiently	Have barriers to fulfilling roles and responsibilities been removed? Diminished? Why? Why not?	Targeted** survey	Analysis of the 10 sets of quantitative data collected from September 2024 to July 2026	Research Unit Team Data Analyst September 2026 to project end

Evaluation Questions	Summary of Monitoring	Focus of Evaluation	Evaluation Method	Method Implementation	Who is Responsible and When
Sustainability	Interest in the Chairs' support program	Number of faculty Associate Deans interested in piloting the support program in their school	Targeted**	Analysis of the quantitative data	Change Agent March 2027 collected at 18 months
Is there an opportunity for other schools in the faculty to pilot the support program?			Meeting*	Analysis of the qualitative data	Change Agent March 2027 collected at 18 months

Note. Adapted from “Developing *monitoring and evaluation frameworks*”, by Markiewicz, A.,

& Patrick, I. (2016), p.156. Copyright 2016 by SAGE Publications.

** Quantitative data collection.

* Qualitative data collection.