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Defining Student Success From a Holistic Perspective

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Abstract

Scholarly literature on higher education presents a plethora of student success definitions. These definitions encompass both quantitative and qualitative data as measurements. However, inconsistent definitions of student success have negatively impacted students' experiences in higher education. This Organizational Improvement Plan (OIP) addresses the Problem of Practice (PoP): the need to bring awareness to the inconsistent definitions of student success and the negative impacts on student experiences at Oasis College. I explore the organizational context at Oasis College and propose a strategy as a response to the PoP, including the contributing factors. Utilizing the Kahkisiw model as the change vision sets the fundamental values and principles for implementing the selected strategy: wrap-around meetings as an institution-wide practice. Interpretivism, ethical leadership, and both complexity and Indigenous perspectives underpin the approach to change. I adapt three change models into one framework for leading the change; develop a detailed implementation, monitoring, and evaluation plan supported by both the balanced scorecard and Plan-Do-Study-Act (PDSA) cycles; and articulate a plan to communicate the need for change. I recommend continuous reflections and adaptations throughout the change implementation plan, which is supported by a learning conversation protocol (LCP) between leaders and staff between departments. I will conclude by discussing how the change will be institutionalized and sustained by building continuous awareness of the negative impact inconsistent definitions have on student success through wrap-around meetings and consistent inquiry through PDSA cycles.

Keywords: student success, higher education, interpretive paradigm, ethical leadership, complexity theoretical perspective, Indigenous theoretical perspective

Executive Summary

Educational transformation starts with a belief in possibilities. It is a belief in the capacities of individuals and the transmission of knowledge and values that shapes the educational system (Battiste, 2013). Educators must challenge the structures and processes that have systemically oppressed the potential of students' capabilities and advocate for a just and equitable system that supports the students' own definition of success. The fundamental and moral purposes of education articulate transformative growth and development as foundational values. Thus, an experience that impinges on these purposes is a disservice to the students of today who will become leaders of tomorrow. The PoP that will be investigated is the need to bring awareness to the inconsistent definitions of student success that negatively impact student experiences between departments at Oasis College.

Chapter 1 discusses the organizational context of Oasis College, including the historical context that established the institution in 1976, the organizational structure and leadership approaches, and the student demographics that Oasis College serves. The chapter elaborates on my agency as a change leader, my role in the change process, and my leadership lens through an interpretive perspective and ethical framework. Investigating the scholarly literature surrounding student success confirms the inconsistencies in defining success in higher education environments. This chapter further elaborates and investigates the PoP through a political, economic, social, technological, environmental, and legal (PESTEL) analysis (Deszca et al., 2020). An Indigenous and complexity theoretical perspective is utilized throughout the entirety of the OIP with emphasis on values of reciprocity, holism, and kinship, aligning with the sacred values of Indigenous culture and the vision for change. The analysis of the PoP confirms the gap between the current and desired states at Oasis College. Chapter 1 features this analysis along with my leadership perspectives and presents guiding questions emerging from the PoP. Thus, the analysis affirms a vision for change towards a consistent and holistic definition of student success that

focuses on all facets of human development and well-being at Oasis College. The chapter concludes by aligning the goals of equity, diversity, inclusion, and social justice with the change vision: Kahkisiw.

Chapter 2 develops the leadership approach towards the change vision. The OIP uses an ethical leadership framework towards a transformational and holistic vision for change. Five ethical pillars are used as guidelines to explore actions for consideration in responding to the PoP. These considerations will encourage leadership to place ethics at the core of all decision-making. Further, aligned with the leadership framework and theoretical perspectives, three change models Deszca et al.'s (2020) change path model, Archibald's (2008) storywork methodology, and Nadler and Tushman's (1989) congruence model make-up the framework for leading the change process. Oasis College's readiness for change is explored to assist with developing strategies for addressing the PoP. The analysis of change readiness yields three strategies for addressing the PoP: (a) facilitated presentations and training to all departments surrounding the vision for change, (b) building a coalition with the Student Leadership Council (SLC), and (c) guided facilitations and discussions known as wrap-around meetings. The chapter concludes by recommending the most holistic strategy to implement at Oasis College based on its peculiarities.

Chapter 3 discusses the change implementation plan for the recommended strategy of wrap-around meetings. The three selected change models support key organizational components of Oasis College, which will encourage a shift from existing structures and processes that have been identified as contributing factors to the PoP. Each of the change models will focus on specific values of the Kahkisiw model and within Indigenous culture. Beginning with Deszca et al.'s (2020) change path model, the focus will be on inclusivity and adaptability towards continuous growth and development. Next, Archibald's (2008) storywork methodology will focus on kinship and reciprocity through increased communication and collaboration between departments. Last, Nadler and Tushman's (1989) congruence model will focus on holism and shared responsibility between agents towards effective implementation of the

change vision. Furthermore, the balanced scorecard and PDSA cycles will be utilized to monitor, assess, and evaluate each of the stages within the change implementation plan. PDSA cycles will encourage continuous communication, collaboration, and critical reflection between departments.

The successful implementation of the OIP at Oasis College can result in enhanced organizational capacity specifically linked to increasing collaboration, communication, and engagement between departments. The results will encourage meaningful transformational growth for staff and the services offered to students. The fundamental and moral purpose of education, which is to be transformative in all facets of human development and well-being, can be attained by embracing the uniqueness of each student. Empowering each student to define their own definition of success will be the beacon towards transformative change. Thus, education challenges oppression and dominance, dismantles systemic barriers, and decolonizes spaces towards diversity, equity, inclusion, and social justice.

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Acronyms

ESDC Employment and Social Development Canada

FSIN Federation of Sovereign Indigenous Nations

ISSET Indigenous Skills and Employment Training

KMP Knowledge Mobilization Plan

LCP Learning Conversation Protocol

LED Learner Led Approaches in Education

OIP Organizational Improvement Plan

PDSA Plan-Do-Study-Act

PoP Problem of Practice

SWS Student Wellness Supports

Definitions

Board of Governors: which consists of First Nations leaders from the Tribal Councils within the Prairie Provinces, the Federation of Sovereign Indigenous Nations (FSIN) executive, and the Senate of FSIN (Oasis College, 2021).

Change Facilitator: “the person who assists initiators, implementers, and recipients with the change-management process. Identifies process and content change issues and helps resolve these, fosters support, alleviates resistance, and provides other participants with guidance and council” (Deszca et al., 2020, p. 27).

Change Implementer: “the person who has responsibility for making certain the change happens, charting the path forward, nurturing support, and alleviating resistance” (Deszca et al., 2020, p. 27).

Change Initiator: “the person who identifies the need and vision for change and champions the change” (Deszca et al., 2020, p. 27).

Change Leader or Agent: “the person who leads the change. He/she may play any or all the initiator, implementer, or facilitator roles. Often, but not always, this person is the formal change leader” (Deszca et al., 2020, p. 27).

Change Recipient: “the person who is affected by the change. Often, it is the person who has to change his or her behavior to ensure the change is effective” (Deszca et al., 2020, p. 39).

Education’s Fundamental and Moral Purposes: as the commitment to encourage transformation towards nourishment in the pursuit of “a better sense of [students’] lives and of how they can contribute to their community and society” (Bezzina & Tuana, 2014, p. 283).

Facet: an aspect, a component, or a feature.

Flourishing: “a life that perfectly balances, doing well, faring well, and behaving well. A flourishing life is not only a life in which someone’s basic needs are met (health, financial, security, and safety), but also a

morally good life, a politically (socially) outstanding life, a happy life, and a life in which one makes wise choices about, and wisely balances these aspects” (Schinkel et al., 2023, p. 145).

Holism: “a tenet of Indigenous epistemology, holism helps us account for the whole of the system and the individual learner- the emotional, spiritual, physical, intellectual...the theory that parts of a whole are in intimate interconnection, such that they cannot exist independently of the whole or cannot be understood without reference to the whole” (Safir & Dugan, 2021, p. 231).

Inconsistent: used to signify disagreement between definitions of student success and an institution’s values. Inconsistent does not signify variation; thus, it is possible to have different definitions of student success to exist within an institution, but they should align with the values within the institution.

Kahkisiw: holism; s/he is whole.

Pedagogy of Voice: “a pedagogy that emerges at the intersection of critical pedagogy and culturally responsive education, offering instructional technology and a way of being that shifts the locus of learning and power to the student’s voice. A pedagogy of voice transcends numbers and metrics to create street-level learning experiences that foster healing, cognitive growth, and agency” (Saifr & Dugan, 2021, p. 233).

Senior Executives: includes the President and Vice Presidents.

Silo: used to depict disconnection and isolation between departments (Manning et al., 2014). In the context of the OIP, departments are referred to as the different groups under each senior executive, as outlined in Appendix A.

Student Success: referred to as a journey towards nourishment in all facets of human development and well-being.

Subculture: referred to as groups of individuals within a department that develop their own norms and ideals.

Well-being: “a state in which educators and students experience healing, agency, joy, and connection as they dismantle oppressive practices and structures and make deep learning available for all” (Safir & Dugan, 2021, p. 235).

Chapter 1: Problem Posing

Chapter 1 will begin with a statement on my positionality and lens, which grounds my leadership approach and my interpretations throughout the entirety of this Organizational Improvement Plan (OIP). This statement is followed by the organizational context to provide a better understanding of Oasis College's operations and internal structures. For anonymity, Oasis College is used as a pseudonym for the institution I describe in the OIP. The overview of the organizational context is followed by the Problem of Practice (PoP) and the components that contribute to the existing challenges. These components will be followed by questions that emerge from the PoP, which will be utilized as a guide throughout the OIP. Concluding the chapter is an overview of the leadership-focused vision for change as a response to the PoP.

Leadership Positionality and Lens Statement

In this section, I will discuss six components of my leadership positionality and lens. These components include roles and responsibilities, departmental agency, personal identity and voice, the interpretive paradigm, both complexity and Indigenous theoretical perspectives, and an ethical leadership framework.

Roles and Responsibilities

I began at Oasis College as the sole support staff member serving the learning needs of a population of 3,500 students. This experience allowed me to observe gaps in the systems of support services and gather preliminary data. When I became Director, my experiences as a support staff member motivated me to gather further qualitative data and feedback from student experiences, collaborations, and engagements between academic programming to establish specific processes and methodologies for Student Wellness Supports (SWS) today. As the Director of SWS, I have the privilege of leading alongside a team of passionate individuals who demonstrate an unwavering commitment to student achievement. I work closely with multiple departments to provide guidance in a variety of areas

to effectively create an inclusive environment that contributes towards overall student learning and personal development (Oasis College, 2021). As a specific accountability of my position, I provide training for faculty in consultation with internal and external resources to enhance Oasis College's educational resources, accommodations, and adaptations to ensure our services meet the needs of students (Oasis College, 2021). SWS guides other departments to effectively create an inclusive learning environment. Engagement and meaningful collaborations between departments are essential components in ensuring our support and services continue to meet the needs of students.

My role at Oasis College can be understood as positional and knowledge power. Deszca et al. (2020) define positional power as authority that comes with the title and position and includes control and access to resources, and knowledge power as having knowledge essential to the organization with specific credentials and certifications. My positionality has allowed me to have both individual and collective power to provide leadership in the planning, implementation, and evaluation of both learning and mental health supports. A specific example of my individual and collective power includes adapting our practices to align with the National Standard for Mental Health and Well-Being for Post-Secondary Students that was developed by the Mental Health Commission of Canada in 2020 to promote and support the success of students. I have been instrumental in developing a support and services model for students that encompasses the history, values, and culture that established Oasis College. Throughout the OIP, I commit to reaching a level of personality power, defined by Deszca et al. (2020) as having the ability to inspire trust and enthusiasm from others, which will be significant throughout the change implementation plan.

Departmental Agency

I am appreciative and humbled to gain support and lead alongside the Vice President of Student Services in implementing a holistic support and services model with the given name *Kahkisiw*, a Cree word that means s/he is whole. Kahkisiw will be further elaborated on in the leadership vision for

change section. The implementation of Kahkisiw began in SWS, where the model has been enhanced and revised to its current state as a response to student experiences and requests for support over the years. In addition to individual power, departmental power, as Deszca et al. (2020) discuss, also has different levels of power within an organization. The level of power depends on the centrality of the work the department does, the availability and access of people to accomplish tasks, and the ability of the department to respond to the changing environment within the organization (Deszca et al., 2020). The centrality of SWS is based on the department's support for all students at Oasis College. From its humble beginnings with a single staff member, SWS now has the availability and access of people, which in turn has allowed SWS the ability to respond to the changing environment at Oasis College. Thus, the work that SWS is accountable for aligns with Deszca et al.'s (2020) definitions of individual, collective, and departmental levels of power. The combination of these levels of power has allowed SWS to effectively implement Kahkisiw. As a result, Kahkisiw has received support from senior executives to be implemented as an institution-wide change commencing this upcoming academic year. My Vice President of Student Services has given me the autonomy to proceed with the implementation stages.

Personal Identity and Voice

As a woman and a visible minority, my identity and voice originate from my upbringing and experiences. Born and raised in an impoverished third-world country, I recognized early on the significance of community and family as they relate to existence and humility. Fortunately, I was blessed with the opportunity to settle in Canada during my childhood, which was my chance at a future consisting of stability, hope, promise, and education. Now, as a mother, the values of patience, communication, persistence, balance, and openness, translate to my philosophy both as an educator and a leader. As an educator, the experiences I gained in previous roles at Oasis College highlight the vulnerability and resiliency of each student through the rich stories they courageously share. These experiences evoked a responsibility to raise awareness and encourage others to respond in a meaningful

and profound way that would foster an enriched educational journey. As a non-Indigenous person, the values that are sacred in my culture resonate with those of Indigenous culture, where family, relationality, and holism continue to be the foundations of all facets of well-being (Battiste, 2013; Safir & Dugan, 2021). *Well-being*, as defined by Safir and Dugan (2021), is a “state in which educators and students experience healing, agency, joy, and connection as they dismantle oppressive practices and structures and make deep learning available for all. An experience of holism as integration of mind, body, spirit, and identity” (p. 235). Kahkisiw operates according to this definition, which will be used throughout the OIP.

As a leader, I have consistently valued collaboration and reciprocity. The power and authority that emerge from titles and status have never been a driving force behind my persistence in encouraging change within education. The people within my ecosystem that I am fortunate to cross paths with have shaped the type of leader I am today and the leader I courageously strive to become. Reflecting on my experiences, positionality, agency, and, above all, motherhood, I hope to cultivate and inspire change within education that looks beyond physicality and instead directs actions towards the fundamental purposes of education. As discussed by Elliott (2015), the fundamental purposes of education “has at it’s [sic] core a moral purpose- to make a difference, to bring about improvements” (p. 430) and “to be transformational” (p. 309). These are the values rooted in my journey towards change.

Interpretive Paradigm

An individual's worldview can be better understood when using the concept of paradigm in educational research (Mackenzie & Knipe, 2006). As Kivunja and Kuyini (2017) point out, this worldview “[shapes] how a researcher sees the world that s/he lives in and wants to live in” (p. 26). According to Kivunja and Kuyini (2017), paradigms are philosophical orientations that show the foundations of a person's perspective and how they shape and translate into various ways of thinking, including how to understand and act in their world. Human interactions and social behavior shape reality (Berger &

Luckman, 1966; Levers, 2013; Putnam, 1983). My experiences in education have led me to appreciate the non-linear and rich journey of each student, which is why I practice interpretivism. I identify with the interpretive paradigm based on its emphasis on human interactions and its translations into patterns of behaviors and symbols that lead to enriched knowledge of human social actions. As Burrell and Morgan (2005) further note, interpretivism is a “sociology of regulation” (p. 28) between agents. The interpretive paradigm adopts a relativist ontology, whereby its beliefs are based on notions of individual differences and experiences. Its subjective epistemology of reality is socially constructed based on, and inherently shaped by, observed phenomena and experiences. Understanding individual rather than universal laws is one of the key characteristics of interpretivism (Kivunja & Kuyini, 2017). Lastly, interpretivists use a qualitative methodology that eschews statistical evaluation in favor of collecting insightful and reflective data. As an interpretivist, I value the diversity of personal experiences and differences, which is reflected in all my approaches, procedures, and methodologies. Knowledge is acquired by embracing individuality, as Riyani (2015) also asserts.

The interpretive paradigm encourages social interactions, promoting an environment in which individuals can better respond to the behaviors, meanings, and symbols of others (Kivunja & Kuyini, 2017). The interpretive paradigm requires adaptability and space to continuously evolve and progress (Levers, 2013; Putnam, 1983). Its pluralistic views acknowledge the values embedded within an organizational culture. Miller (2018) highlights the significance of relationships and their interconnectedness with patterns of interactions and behaviors that promote transformation. Interpretivists thrive on continuous evolution and growth through their capacity for adaptability. Leaders with an interpretivist epistemological foundation concentrate on initiatives and changes that aim to modify systems (Capper, 2019). Through my leadership approach, I will use my interpretivist views to encourage staff at Oasis College to uphold a definition of student success that acknowledges individual diversity and places a strong emphasis on the value of social interactions. To help students

develop a sense of community, identity, belonging, spiritual traditions, and histories valued in Indigenous culture and pedagogy (Battiste, 2013), I will provide environments where they can do so. The questions I create, the methods and procedures I employ to collect the data, and my interpretations and analyses of the data obtained during the OIP will all be heavily influenced by my interpretative lens.

Complexity and Indigenous Theoretical Perspectives

I selected two theoretical perspectives to expand the understanding of internal structures, processes, and procedures that are responsible for the operational functions within an organization. My goal is to capture and thoroughly understand the complexities of the PoP. Education is not defined by homogeneity; it is, by nature, complex and diverse. As Manning (2018) highlights, the complexity of education demands a multi-modal approach to circumvent bias and empower various perspectives and practices. Understanding that one theory cannot explain all the nuances and complexities of an organization, as Manning (2018) further notes, will encourage nonlinear processes and continuous adaptation and change. Additionally, complexity is defined by Uhl-Bien and Arena (2018) as the rich interactions between agents that give rise to novel concepts that did not exist previously. According to Uhl-Bien et al. (2007), interdependencies between agents characterize complexity science. These interdependencies result in rich interactions, which lead to transformative change. Interdependence and shared objectives serve education's goal of transforming students in a way that does no harm. The complexity theoretical perspective aligns with the OIP in comprehending the multidimensions of the PoP and the leadership approach necessary to establish a leadership vision for change.

Further, the Indigenous perspective represents the culture and sacred values that are built into the foundations that established Oasis College. The values of kinship, reciprocity, and holism are embedded in its culture and pedagogy. *Holism*, as Safir and Dugan (2021) discuss, encompasses four areas that are sacred to human development and wellbeing: emotional, spiritual, physical, and cognitive/intellectual. These four areas are intertwined and exemplify the significance of balance and its

impact on a flourishing life. Throughout the OIP, the term *flourishing* is used to describe a life that not only includes meeting basic needs (health, financial, security, and safety), but also is morally good, is politically (socially) outstanding, and can balance these aspects. (Schinkel et al., 2023). The interconnectedness in striving for balance, as Safir and Dugan (2021) note, demonstrates the values of individuality, kinship, and community, whereby "everything is connected, nothing can be separated" (p. 17). Furthermore, according to Zape-tah-hol-ah Minthorn (2020) and Battiste (2013), communities are important because they allow people to grow by fostering connections between people and their surroundings. Within Indigenous learning and pedagogy, Pidgeon (2016) encourages a shift in learning towards the prioritization of engagement, participation, storytelling, modeling, and observation. Leaders are urged by Zape-tah-hol-ah Minthorn (2020) to respect and recognize the environment that fosters learning and to consider the Indigenous values that are ingrained in the students they serve. Success for students in Indigenous culture might involve having their indigeneity valued, as discussed by Pidgeon (2016), and enriched in all four domains of development and well-being. Holism and its interrelatedness with human development and well-being are key components of individual flourishing and enrichment. Oasis College was established to nourish the lives of Indigenous peoples through their educational journey, so the principles highlighted within the Indigenous theoretical perspective will be instrumental throughout the OIP.

Ethical Leadership Framework

My way of leading is closely aligned with ethical leadership. Ciulla (2004) defines ethics as the study of human relationships and their influence on differentiating between good and evil. Wood and Hilton (2012) describe ethics as having the capacity to guide and encourage leadership towards creating opportunities grounded in compassion, understanding, and trust between agents. Ethical leadership encourages a holistic understanding of how leaders' purposes, practices, and virtues connect around the core of the fundamental and moral purposes of education, which is to be transformational (Elliot, 2015).

Bezzina and Tuana (2014) further discuss education's moral purposes as the commitment to encourage transformation towards nourishment in the pursuit of "a better sense of [students'] lives and of how they can contribute to their community and society" (p. 283). Transforming individuals and leading with ethics necessitates a multifaceted and inclusive approach that responds to students' needs.

Operational responsibilities related to funding can compete with the goals of student success. In response, Uhl-Bien and Arena (2018) recommend institutions find balance between concepts of exploitation and exploration. My hope is for senior executives to identify Oasis College's strengths and use those strengths to serve the change vision. It is easy for institutions to lose track of their vision when faced with the pressure to compete against other educational institutions for the distribution of funds. Changing Oasis College's response to this pressure will encourage practices geared towards growth and development. Operating ethically goes beyond economic growth, the development of employability skills, and the attainment of program completions to uphold the holistic vision of student success. This vision of student success aligns with Taylor (2017) and Wood and Hilton (2012), who encourage educators to cultivate spaces where students can define their own definition of success.

Organizational Context

In this section, I provide an overview of Oasis College's organizational context. This context will include history and profile, programming and student demographics, organizational planning, organizational structure and leadership, and organizational sustainability.

Organizational History and Profile

Oasis College is recognized as a non-profit Indigenous accredited organization established in 1976 and governed by the Board of Governors, which consists of First Nations leaders from the Tribal Councils within the Prairie Provinces, the Federation of Sovereign Indigenous Nations (FSIN) executive, and the Senate of FSIN (Oasis College, 2021). Oasis College was established as a community college to ensure Indigenous peoples had access to quality post-secondary education and training (Oasis College,

2021). In 1985, an act respecting Oasis College as an educational institution offering certified occupational courses and curriculum was passed by the FSIN (Oasis College, 2017). The provincial government conferred Oasis College the authority to grant certificates, diplomas, and credits by passing the Oasis College Act in the year 2000 (Oasis College, 2017). Following the Act, Oasis College was recognized as one of only four credit-granting institutions within the Prairie Provinces and the only credit-granting Indigenous college.

Programs and Demographics

Oasis College strives to deliver and attain its vision of creating work-ready students through its student-focused support and services and by offering market-relevant programs (Oasis College, 2014). A myriad of programs in academic, vocational, and technical training are offered in numerous urban and rural locations across its three main campuses, nine career centers, and two mobile job connection units. Oasis College's approach to programming is rooted in Indigenous ways of knowing and learning that promote values of kinship (Oasis College, 2021). The college employs over 70% Indigenous staff and enrolls over 90% Indigenous students annually. Oasis College was established to provide opportunities to Indigenous peoples across the province and offer training to compete in the labor market. Based on the 2020-2021 annual report, a total of 1,345 students were registered in academic programming and 3,103 students were registered throughout the career centers, with a retention percentage of 72% (Oasis College, 2021). Oasis College delivered a total of over 100 programs between its campus locations and numerous communities (Oasis College, 2021).

Further, the Indigenous Skills and Employment Training (ISET) program, an agreement between First Nation Communities and Employment and Social Development Canada (ESDC) to advocate for enhanced employment and training for all Indigenous peoples in the province, offers a partnership with Oasis College to support the delivery of programming based on the needs and demands of the labor market and surrounding communities. To align with Indigenous pedagogy, learnings, and sacred values,

kinship and holism are embedded in its programs, trainings, and the supports and services accessible to all students, ensuring they can develop a sense of belongingness, identity, and pride. Oasis College's policies and procedure frameworks were established in accordance with the First Nation's values, with an emphasis on transparency, collaboration, consensus, and empowerment of all students towards the attainment of their set goals and aspirations (Oasis College, 2017). Oasis College's indigeneity is embedded in many of its structures, programming, and internal processes. Existing disparities, tensions, and pressures will be elaborated on in later sections.

Organizational Planning

Oasis College's strategic plan and priorities serve as the foundation and guide towards innovation that is grounded in Indigenous values. The most recently approved strategic plan implemented was in 2014. Strategic planning, as discussed by Buller (2011), relates to the ongoing planning, resource allocations, and evaluations in accordance with an organization's mission and goals. Oasis College is currently in the process of approving a new strategic plan, with an anticipated implementation date of September 2023. The development of a strategic plan is formed through meaningful engagement and participation with the Board of Governors, students, faculties, support staff, and communities (Oasis College, 2014). At the top of its priorities, Oasis College seeks to champion student success through its commitment to providing support and services that respond to the needs and skills of students. Through a comprehensive approach, Oasis College strives to guide each student through recruitment, academics, training, and employment. Oasis College's second priority focuses on enhancing institutional strength through innovation and leadership. This focus emphasizes providing opportunities, suitable support, and services that are accessible and are continually expanded. Lastly, Oasis College highlights its commitment to foster strategic stakeholder relations by establishing shared goals and objectives.

Organizational Structure and Leadership

Oasis College takes great pride in its mandate to provide opportunities to support the lives of Indigenous peoples within the Prairie Provinces. However, Oasis College's internal structures adhere to a more western and bureaucratic perspective, in which hierarchical authority and decision-making systems are visible. Manning (2018) describes bureaucracy as following an ideal and natural order while adopting a "hierarchical pyramid shaped structure" (p. 15) that vertically organizes authority and responsibility. Bureaucratic structures are positioned from simple to complex so that an employee who is placed higher in the hierarchy has greater responsibilities, authority, and power.

At Oasis College, the President is at the top of the hierarchy. They are accountable to the Board of Governors and the overall institution. The President is responsible for overseeing the institution's entire operations, including both academic and administrative duties, along with change management processes. They provide guidance and strategic leadership to ensure the institution continues to operate with integrity and maintains its characteristics. Underneath the President, are the Vice Presidents, who are responsible for multiple portfolios. Each Vice President is accountable for various departments that adhere to a set of objectives and parameters that align with and contribute to the institution's overall mission. Underneath the Vice Presidents are the Directors and Associate Directors that are responsible for leading a team towards the attainment of specific department goals and objectives. Program Coordinators and Managers are responsible for leading front-line support staff, including Instructors, in ensuring the supports and services provided to students align with and adhere to department goals and the set curriculum. Appendix A demonstrates the organizational structure of Oasis College. Blue highlights my positionality in accordance with the organizational chart.

As Manning (2018) discusses, key characteristics of a bureaucratic structure point to a lack of flexibility and "tend to fossilize" (p. 16) processes and procedures. The need to follow a rational order leaves minimal space and opportunities for growth and development, specifically surrounding individual

personalities. Fergusson (1985, as cited in Manning, 2018) defines the structure of bureaucracy as a division of labor that entails fixed duties and responsibilities that “standardize communications” (p. 16). Communication patterns are predominantly one-way, with limited opportunities for dialogue between agents. The fixed hierarchy limits meaningful collaboration and engagement and produces silos that impact communication among departments. For the purposes of the OIP, *silos* are the result when an organizational structure fosters disconnection and isolation between departments, as discussed by Manning et al. (2014). The bureaucratic structure that Oasis College utilizes has contributed to the PoP as it relates to the predetermined hierarchical positions that limit and negate opportunities for innovation, specifically in a volatile and constantly changing environment.

Organizational Sustainability

Oasis College relies heavily on provincial and federal funding for its operational costs and sustainability, as it is a non-profit institution. Over 85% of Indigenous students' tuition costs are covered by external funding sources, including First Nation communities and organizations affiliated with the federal and provincial governments. The remaining percentage is self-paying, typically non-Indigenous students who are not eligible for tuition subsidies. As enrollment increases, core operational funding is insufficient for restructuring the college to meet the changing needs of the growing student population, forcing a shift in priorities. This shift in priorities, as Botas and Huisman (2012) note, leads to restrictions and affects higher education's autonomy in securing financial commitments and allocations. Furthermore, Oasis College has numerous accreditation agreements with organizations that require specific objectives and standards, such as Transport Canada's Aircraft Maintenance Engineer program. Meeting these requirements is essential for maintaining these partnerships. In a market-driven higher education environment, environmental pressures and demands force institutions like Oasis College to adapt their governance structures and practices to align with these pressures, for example, by defining student success based on retention rates and program completion (Austin & Jones, 2016). This is known

as coercive isomorphism, where external pressures to conform and adapt take precedence over internal policies and procedures (Austin & Jones, 2016), for example, those related to student success.

Consequently, these pressures contradict the values of Kahkisiw, which contribute to disparities in student success definitions and create silos between departments.

Leadership Problem of Practice

The PoP that will be addressed is the need to raise awareness of the disparities and unjust practices that result from different departments at Oasis College having inconsistent definitions of student success. Throughout the OIP, *inconsistent* refers to differences between definitions of student success and institutional values. Numerous elements contribute to the PoP's complexity. Analyzing current structures and processes reveals a gap in Oasis College's meso-level methods and approaches. Even though the institution's goals and priorities include student success, different departments have their own definitions, which are inconsistent with Oasis College's overarching vision. For some departments, success in terms of academic results may be determined by retention and enrollment data. Other departments might define success as balancing academic performance with overall mental wellness. The department that places a high priority on retention may consider a student a success if they complete the academic requirements of their program. The same student might, however, be identified by the department that stresses mental health as endangering the harmony between their mental health and academics and not be considered a success as a result. Unfortunately, these distinctions cause silos and subcultures to form around the definition of student success, which affects communication and collaboration. *Subcultures* are referred to as groups of individuals within a department that develop their own norms and ideals. This definition will be used throughout the OIP.

The overall vision of Oasis College also exhibits anomalies and gaps in leadership methods and approaches. The contradictions have a negative influence on students' educational experiences from a holistic perspective and undermine policies that encourage a meaningful educational experience. The

student may only be seen as a number or a means to an end for departments that define success based on retention, undermining an insightful and meaningful learning experience. In addition to assisting students in meeting program requirements, departments that place a high value on balance may concentrate on providing students with the tools and methods needed to overcome obstacles in their personal lives. The former scenario serves as an illustration of the injustices and unjust practices that result from inconsistent definitions of student success.

Although there are numerous ways to define student success, holism is a definition all departments could support at Oasis College. I offer three justifications to support this claim. First, holism is a definition that supports the Indigenous values that guide Oasis College in nourishing the lives of Indigenous peoples and their communities. Second, scholarly literature on retention as predominantly used in higher education to define student success (Abrica, 2018; Kuh et al., 2007; York et al., 2015) is identified as complex and multidimensional, influenced by different facets of an individual's well-being (Jeffreys, 2022). Holism is an approach suitable even when based on retention among higher education institutions, as it responds to the complexity and multidimensionality of student success. A holistic understanding of students' experiences and potential barriers to achievement can help institutions offer suitable support (Henrich, 2020; Jeffreys, 2014; Tinto, 1982; Tinto, 1999). Third, students often base their definition of student success on acquiring the skills and competencies for further development and growth, which go beyond academic grades (Meeuwisse et al., 2010; Nelson, 2021; Tinto, 1982; Tinto, 1999). These skills and competencies can also include, for example, the development of resilience, healthy habits for wellness, self-esteem, satisfaction, a sense of belonging, the acquisition of knowledge, persistence, and educational objectives (Kuh, 2007; Meeuwisse et al., 2010; Mirwaldt, 2010; Nelson, 2021). A holistic definition of student success captures both quantifiable and qualifiable determinants of student success, enabling institutions to support students' overall development and growth. By adopting

holism and focusing on the whole person, institutions can encourage students to continue their educational journey and remain in their programs (Mirwaldt, 2010).

Framing the Problem and Practice

In this section, I take into consideration components that frame the PoP. These components include an overview of the scholarly literature surrounding definitions of student success in higher education, the contributing factors to the PoP, and the existing challenges at Oasis College that impact the PoP.

Defining Student Success in a Broader Context

Scholarly literature presents a plethora of definitions relating to student success in a broader context. Some definitions are linked to academic achievements and program completions, while others demonstrate a connection to individual flourishing. Quantifiable indicators of student success, which include grade point averages and program completions, are considered definitive measures of success (Kuh et al., 2006). York et al. (2015) define student success in terms of academic accomplishments as educational results that translate to overall individual grade point averages. Grade point averages are the most commonly used measure of success in higher education (York et al., 2015). According to Abrica (2018), completing program requirements successfully to receive certifications, degrees, or diplomas is a sign of student success in higher education. Additional definitions of student success that measure academic achievement can also be defined by test scores on standardized exams, including entrance exams and credit hours earned in a semester, which represent progress towards degree completion (Kuh et al., 2007). These test scores, as Beilin (2016) notes, are used as levels of approval, including granting diplomas and certifications.

Conversely, utilizing qualitative data, Cachia et al. (2018) highlight success as a process rather than an outcome among university students. Within Indigenous pedagogy, an example of student success implies that “indigeneity is valued and respected, and students leave an institution with their

holistic selves enriched, not only intellectually, but also physically, spiritually, culturally, and emotionally” (Pidgeon, 2016, p. 32). Learning is attained through community participation and engagement. Acknowledging cultural teachings, building community networks and support, and engagement were key attributes to student success (Milne et al., 2016). As Pidgeon (2016) further notes, the motivation and persistence required to attain set goals and aspirations for Indigenous students are driven by their desire to lead and make a difference in their communities. A sense of belongingness and developing social identities that transcend beyond institutions, as discussed by Chang et al. (2019), were also identified as contributing factors towards the attainment of success.

Strange (2010) discusses three perspectives to help understand how student success can also vary among student populations, for example, students experiencing disabilities. These three perspectives include lifespan and psychosocial identity formation; cognitive-structural development; and personal preferences, styles, and types. In all three perspectives, success was recognized, as noted by Strange (2010), as “artifacts of maturity” (p. 20), relating to individual growth and developments. Thus, self-determination is a significant factor in defining success for students experiencing disabilities (Belch, 2004; Ju et al., 2017). For students experiencing a disability, self-determination could look like advocating for succinct notes obtained from classroom lectures and reviews (Strange & Hardy Cox, 2016). According to Ju et al. (2017), student success is greatly influenced by academic experience, self-advocacy, and self-awareness. These findings support empowerment through decision-making, problem solving, and goal setting (Ju et al., 2017). Notably, these diverse measurements of student success derive from the richness that each individual brings. I evaluate the many findings and academic literature on student success definitions as I conclude this section of the OIP. Student success, as defined by Kahkisiw, is a holistic journey that supports all facets of human development and well-being, resulting in the student being whole. Kahkisiw encompasses the range of definitions both within the literature and at Oasis College. This range of definitions includes, among others, academic achievement, Indigeneity as

being valued and respected, and self-advocacy skills. A holistic definition of student success is consistent with upholding and advancing Indigenous peoples' inalienable rights as well as holistic epistemology (Battiste, 2013; Safir & Dugan, 2021).

Contributing Factors to the PoP

Organizational and structural trends highlight the complexities and challenges that higher education continues to experience (Sporn, 2006). As Busch (2017) discusses, neoliberalism, with its emphasis on competition and marketization, has influenced higher education both politically and economically. Neoliberalism is “considered an ideology, as evidenced by the abiding faith among many politicians, business leaders, and members of the general public in the primacy of markets and competition” (Busch, 2017, p. 12). As noted earlier, Oasis College relies heavily on government funding and external funders for its sustainability and operational costs. As Sporn (2006) points out, financial distributions and operational sustainability have also contributed to the increase in competition between institutions and could potentially contribute to the scarce resource environment. Financial regulations in Canadian higher education demonstrate a decrease in government funding, as Pollanen (2016) discusses, and are becoming a threat to both the quality and access to support and services. For example, while tuition is covered by many external resource funders at Oasis College, specific goals, such as adding an additional student counsellor to improve the quality and accessibility of support and services to students, may not be included in the funds received. Consequently, students may experience long wait periods to access counselling, which has an impact on both the quality and accessibility of support for students. Subsequently, the reliance on external funding forces institutions like Oasis College to choose between sustainability or internal priorities and goals, as internal goals are often linked with financial effects, such as improving the quality and accessibility of support and services.

As a consequence of neoliberalism, widespread implementation of performance funding has emerged in higher education as an additional form of funding (Li & Zumeta, 2016). Performance funding

is a strategy that links funding directly to specific desired outcomes and is referred to as outcome-based funding (Li & Zumeta, 2016). Structures designed to enhance outcomes, including retention and employment rates, have been embraced as a measure of institutional effectiveness. This practice has become influential in the distribution of resources by governments and external funders. There is an emphasis placed on institutions to increase student retention and performance (Li & Zumeta, 2016). Consequently, higher education is identified as a quantifiable product whereby operations are prioritized to maximize outcomes and less focus is placed on input, as Austin and Jones (2016) note. However, there are varying reasons as to why students may withdraw and not successfully complete their programs, and the reasons fall outside of an institution's jurisdiction. Crosling et al. (2009) outline various causes that may influence retention and attrition, including financial concerns, poor preparation for higher education, and a lack of motivation and commitment.

A PESTEL analysis provides a significant understanding of the factors at Oasis College that contribute to the PoP. For this analysis, I use Deszca et al.'s (2020) analysis of contributing factors, which include political, economic, social, technological, environmental, and legal. Appendix B is a complete PESTEL analysis of these factors at Oasis College based on my interpretations and experiences within my positionality and agency. As mentioned in the social components, I draw attention to Oasis College's rich Indigenous values, which should promote a holistic perspective on student success that encourages a journey towards nourishment in all facets of human development and well-being. A holistic definition of student success is supported by Kahkisiw, a Cree word that means s/he is whole. The Truth and Reconciliation Commission of Canada: Calls to Action (2015) was passed by legislation as the ongoing recognition of the impacts of residential schools and the preservation of Indigenous identity aligns with the need to raise awareness about the PoP. Oasis College is an Indigenous-governed educational institution; therefore, adhering to the Truth and Reconciliation Commission (TRC) principles, including inclusive, holistic, just, and fair, as well as the Commission's goals of providing holistic, safe, and

culturally appropriate environments for students and their communities, will be imperative as we work toward healing and growth (Truth and Reconciliation Commission of Canada, 2015). Adaptations to both social and legislative factors will align with the values of holism and Kahkisiw in recognizing that student success should be considered beyond measures of employment and retention rates. Utilizing the PESTEL analysis, as Deszca et al. (2020) note, will create opportunities for leaders and change managers to develop and plan for both proactive and reactive responses.

Challenges

The contributing factors to the PoP lead to various challenges evident at Oasis College. First, the heavy reliance on external funding allocations poses limitations because of the requirements attached to the allocation of funds and resources received. These funds are linked with increased oversight of the institution's performances, processes, inspections, and reporting, which leads to restrictions in internal governance, institutional autonomy, management, and academic freedom (Pollanen, 2016). The distribution of funds and resources, as well as the formulas used for allocations, have become key challenges in higher education governance. Jongbloed and Lepori (2015) discuss these structures and identify student enrollments as a key measure for the distribution of funds. However, student retention and enrollment as measures lead to inequities and disadvantages for smaller institutions because the mechanisms and metrics used to determine the allocation of funds and resources are based on comparisons between institutions. Scarce resources result in pressure on institutions to all react and operate in similar ways. Consequently, universities and colleges are at risk of losing differentiation and the ability to maintain their unique identities (Hogen & Trotter, 2013; MacKinnon, 2014).

Second, the heavy reliance on external funding leads to competing priorities and tensions that present pressures towards adherence to imposed demands. Botas and Huisman (2012) further note the external power structures in higher education and the different ways of involving and/or controlling (directly or indirectly) an institution's internal governance. At Oasis College, the pressures of having to

pivot away from internal objectives and succumb to external demands to secure project funds are evident. As an accredited institution, specific standards and policies must be adhered to in accordance with regulations. However, external policies supersede those implemented at Oasis College and, consequently, lead to the creation of silos and subculture differences between departments. The heavy reliance on external funding becomes a significant contributing factor to the disparities between definitions of student success within Oasis College and presents many challenges.

Guiding Questions

There are differences in how departments at Oasis College define student success, which has resulted in the creation of silos, hindering communication and collaboration, and negatively impacting student experiences. The following questions raised in the PoP will be utilized as a guide in the OIP.

1. What strategies can be used to promote a holistic understanding of what defines student success?
2. What strategies could leaders use to respond to the competing priorities?
3. How will the proposed new change vision respond to the challenges outlined in the PoP and ensure it continues to adhere to and preserve the culture and history that established Oasis College?

Potential factors that contribute to the main problem are two tensions that are evident at Oasis College: sustainability versus immediacy and competition versus cooperation. As Manning (2018) discusses, the rapidly changing and demanding contexts in higher education exacerbate these tensions that impact overall efficiency. As noted above, sustainability and the heavy reliance on external funding have affected the structures and internal processes at Oasis College and consequently led to disparities in defining student success. There is a lack of long-term commitment to the sustainability of specific services at Oasis College that support student success. Consequently, securing immediate funds through external funders has become the status quo. Unfortunately, securing these funds requires pivoting and

shifting perspectives on internal goals, including defining student success, to align with external funders' conditions. Restrictions also come from cost eligibility rules and conditions related to the funding. Administrative costs and compensation for positions occasionally do not meet these conditions. As a result, Oasis College must look for additional outside funding to fill posts within the institution. Because these posts respond to the high demands for support, there may be more pressure for an immediate response, even if that means adhering to the conditions from external funders. Further, the competing priorities and silos that exist between departments lead to competition for success. Some departments now prioritize and use compliance with external agreements and rules as a gauge of their success. As a result, these demands undermine the importance of student experiences and the standard of learning. The pressures and demands on departments make collaboration and cooperation difficult.

Leadership Vision for Change

Developing a powerful vision for change requires knowing the purpose of that change and providing guidance and direction for actions throughout the implementation plan (Deszca et al., 2020). My vision for change is represented by the human brain as a metaphor. Appendix C presents a visualization overview of the numerous components contained in the OIP, including the similarities between the brain and the PoP. Numerous components, as outlined in the PoP, are complex, chaotic, non-linear, and necessitate the involvement of each component to attain overall goals. Like the many elements of the brain, each is vital to its overall functionality. The neural pathways in the brain send a series of signals from one part of the brain to another that enable us to process any information received. Like the neural pathways, as students continue with their educational journey, their interactions create new patterns of behaviors that lead to new meanings and symbols, illustrating the processes of emergence (Levers, 2013) and adaptability, highlighted through an interpretivist lens and complexity theory. The neural pathways in the brain depict the cohesiveness between neurons, which is like the dynamics of departments that are bonded by shared meanings and goals. The shared

responsibility between all elements of the brain to effectively function depicts the rich interconnectivity, interconnectedness, and holism as outlined in the interpretive paradigm, complexity and Indigenous theoretical perspectives, and ethical leadership framework.

The vision for change presents a holistic definition of student success that encapsulates human development and well-being. Defining success from a holistic and multifaceted perspective moves beyond statistical measures and data and instead embraces the uniqueness that each individual brings. Attaining the moral and fundamental purposes of education, as Elliot (2015) notes, is a shared responsibility that highlights the interconnectedness and reciprocity between agents. The vision for change is closely connected to Oasis College's mission, values, and purpose for existence, which Deszca et al. (2020) note is important in understanding the foundational components of change. The current discourse at Oasis College will be encouraged to shift practices and methodologies toward consistency in definitions of student success, utilizing the Kahkisiw model. Through guided facilitations and meaningful engagement between departments, I hope to expand organizational members' understanding of the profound benefits of embracing a holistic and shared definition of student success. SWS will share methodologies and practices between departments to further illustrate the effectiveness of Kahkisiw. Qualitative data gathered through student surveys and testimonials will have a tangible impact on student success.

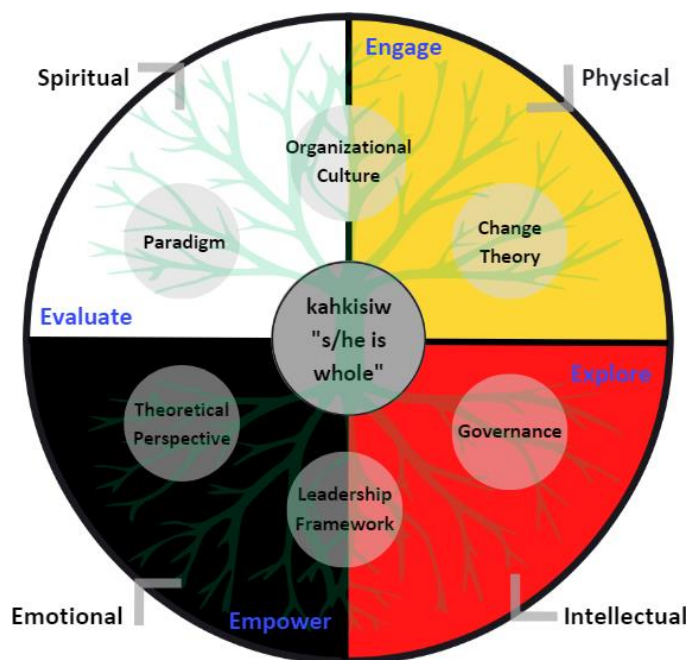
To increase the effectiveness of change implementation and sustainability, I will engage with senior executives to develop a deeper understanding of their definition of student success within their portfolio of departments and services as it relates to their priorities and goals. I will utilize sensemaking, discussed by Kezar and Eckel (2002), as an effective strategy toward transformational change by encouraging meaningful dialogue and collaboration. Sensemaking relies on finding common denominators between organizational members that are involved to encourage buy-in (Kezar & Eckel, 2002). Throughout the change process, sensemaking will encourage organizational members to reflect

on their values and goals and how these may align with the values of the change vision. Additionally, transformational change at Oasis College is a top-down approach, which means the proposed change vision is supported and communicated by senior executives. It is important to note that the communication of the change vision should use consistent language amongst senior executives, deans, directors, and managers in their respective departments, as demonstrated in Oasis College's organizational structure in Appendix A, to ensure the accuracy of the information being shared. As communication flows top-down at Oasis College, direction given by those in authority, as Manning (2018) notes, will increase support for implementing change.

Figure 1 is a visualization of the Kahkisiw model, as the change vision is a holistic definition of student success and a Cree word that means s/he is whole.

Figure 1

Visualization of the Leadership Vision for Change: Kahkisiw Model



Note. The Kahkisiw model laid over the colors of the medicine wheel illustrates the shared regard for holism.

Kahkisiw in further detail will encourage Oasis College to define success as a journey towards empowerment and flourishing in all facets of human development and well-being. The meaning is placed at the center of the model, illustrating holism as the foundational value.

Surrounding the meaning of Kahkisiw are six key areas that require congruencies and shared responsibility from each facet. A *facet* is defined as an aspect, a component, or a feature throughout the OIP. Surrounding the key areas are four stages that would occur throughout individualized student action planning: (a) engage by building rapport with students, (b) explore different supports and set goals, (c) empower students to identify strengths, and (d) evaluate whether the set goals have been attained. The four quadrants, as seen in medicine wheels, represent holism and balance in each area of human development: physical, intellectual, emotional, and spiritual, which are sacred values within Indigenous culture and pedagogy (Castellano, 2000). Additionally, the medicine wheel is one of the most powerful instruments utilized to convey the holistic knowledge and experience of Indigenous peoples (Castellano, 2000). The shape and combination of colors denote holism, which aligns with the Kahkisiw model. The shape of a circle illustrates the circle of life and includes all experiences (Castellano, 2000). Seven different teachings are represented by colors; each one has a unique meaning that varies depending on tribal custom (Beaulieu, 2018). However, for the purposes of the OIP, it is the combination of all the colors, not their individual meanings, that defines holism, as seen in the figures throughout the OIP. The figures throughout the OIP demonstrate the significance of a holistic perspective in all aspects of change implementation; for example, the leadership approach to change or monitoring and evaluating the change is represented by the combination of colors. Lastly, the tree represents the evolutionary growth of everyone towards learning and transformation. This evolutionary growth is a continuous process and is represented by the four arrows. The interconnectedness between facets and the environment represents kinship, community, balance, and unity.

Kahkisiw as a holistic support and service model promotes individual advocacy and flourishing, focusing on equity, diversity, inclusion, and social justice. By empowering students to define their own success definitions, policies must support a learning environment that embraces cultural and individual diversity. This includes individuals bringing their richness of individual differences, such as gender, culture, age, or ability (Gidley et al., 2010). The shared responsibility of each department at Oasis College plays a significant role in cultivating spaces that foster balance in the four quadrants of well-being.

Context of Equity, Ethics, Social Inclusion, and Social Justice

The Kahkisiw model views student success as a process of flourishing in all facets of human development and well-being. Success that goes beyond the constraints of statistical data will inspire individual potential, opening countless opportunities for communities to also flourish. Changing the perspectives of conformity within the education system in favor of a pedagogy of voice that affirms “I see you. I believe in you. You are safe to grow and thrive here. I want to hear your voice” (p. 99) transcends data and the use of metrics towards growth and transformation (Safir & Dugan, 2021). Kahkisiw will aid in addressing ethical responsibilities and guide leadership at Oasis College. Support and services that promote transformation can address and respond to the practices that have been fixed and essentialized and illustrate the many ways mainstream education can transform to meet the needs of students. Transformational change will encourage leaders to view lessons as opportunities for learning, growth, and development. Continuous reassessments and evaluations will encourage and help identify areas for improvement. Most significantly, Kahkisiw is in alignment with Oasis College’s peculiarities and mission of creating life-sustaining opportunities for Indigenous peoples and their communities.

Moreover, embracing diverse perspectives and individual differences towards a just education, as Blackmore (2016) notes, will enrich our educational praxis. Mills (2016) defines just as the “parity of participation whereby all are able to participate in social life as peers” (p. 101). In a learning

environment "where power is distributed, knowledge is democratized, and diverse perspectives are welcomed" (Safir & Dugan, 2021, p. 102), connections to oneself, peers, and the community emerge, and individuals are nourished in all facets of human development and well-being. An enhanced attention to diversity, race, ethnicity, socioeconomic status, and age will lead to a holistic understanding of student success (Kuh et al., 2006). The inclination to treat individuals all the same, as identified by Strange and Hardy Cox (2016), is a misguided fiction of practice that fails to acknowledge the specific distinctions of identity and unique circumstances of each student. As Polat (2011) notes, "education is a key to all human capabilities... but also, and more centrally, as a general empowerment of the person through information, critical thinking, and imagination" (p. 57). Participation and engagement that enable individuals to contribute to society with respect to their identity are essential to justice. Therefore, it would be unjust to oppose participation and engagement that promote individual flourishing and nourishment in all facets of human development and well-being. The PoP raises awareness of these unjust practices that restrict individual potential as a result of inconsistent definitions of student success.

Encouraging our education system to promote a holistic definition of student success will require change in many aspects of an institution, including existing practices and methods. Change in our education system, as Safir and Dugan (2021) discuss, requires courage and vulnerability to "stare down the parts of our practice that need to be fixed. We need to confess, admit, acknowledge, and own our racial bias and the racism baked into our institutions" (p. 52). By accepting that success is defined by metrics and the use of test scores or grade point averages, educators demonstrate that these are the determinants for the future of our youth and future leaders. Thus, educators overlook the complexities, the multilayers of brilliance, and the endless individual potentials, as Safir and Dugan (2021) note, by imposing limitations that impinge on their journey towards their inherent right to attain the moral purposes of education.

Chapter 1 Summary

Chapter 1 provided an overview of Oasis College's organizational context and the existing challenges that contribute to the PoP. The literature surrounding student success definitions illustrates a gap in definitions within higher education and at Oasis College. Considering the literature and identified gaps in student success definitions, it confirms the PoP and the need for change towards encouraging a consistent holistic definition. My interpretive paradigm and ethical leadership framework, as well as my experiences over the years as an educator, form the foundational values of my positionality, identity, and leadership approach. Both complexity and Indigenous theoretical perspectives will ensure the values of Indigenous culture continue to be embedded throughout the next stages of the OIP. The guiding questions that emerge from the PoP will guide the development of the change implementation plan, which will be further elaborated on in the next chapter of the OIP.

Chapter 2: Planning and Development

The preceding chapter developed a leadership vision for change, requiring an analysis of existing structures and processes that have contributed to the PoP. In Chapter 2, I take into consideration Oasis College's organizational context and the analysis of the PoP to develop the change planning and process. I follow the discussion with my leadership approach to change, utilizing an ethical leadership framework including the five ethical pillars: (a) the ethic of justice, (b) the ethic of critique, (c) the ethic of care, (d) the ethic of profession, and (e) the ethic of community. I discuss my selected frameworks for leading the change process, utilizing the Change Path Model and contributions from Storywork Methodology and the Congruence Model, to ensure the foundational values that established Oasis College are highlighted and embedded in each of the stages of change. I analyze Oasis College's readiness for change, which provides guidance in understanding areas that need strengthening and development. I conclude the chapter with three proposed strategies as potential responses to the PoP and aligning with the change vision, Kahkisiw, a Cree word that means s/he is whole.

Leadership Approach to Change

The role of leaders within higher education has become a growing interest, specifically in the face of global challenges (Black, 2015). To effectively lead an organization, the leadership approach must align with the context of the organization (Black, 2015). To be an effective leader, according to Ciulla (2004), the leader must also be ethical. Understanding leadership is fundamentally based on the study of ethics, which is about human relationships (Ciulla, 2004). Ethics deepens the understanding of what it means to be an effective leader and the behaviors and actions leaders should exhibit. Ciulla (2004) notes the interdependencies between ethics and leadership as "they include personal challenges of authenticity, self-interest, and self-discipline, and moral obligations related to justice, duty, competence, and the greatest good" (p. 302). Since my values are also grounded in human relationships and how these relationships guide my actions, my leadership approach to change is in line with ethics. Ethics has

the capacity to inspire leaders to make decisions based on empathy, understanding, and trust (Wood & Hilton, 2012). Ethical behavior goes beyond the objectives of encouraging economic growth, the acquisition of employable skills, and the completion of programs. Taylor (2017) points out that ethically grounded leaders will promote autonomy and individual flourishing. They do so by creating an environment in which organizational members can flourish (Ciulla, 2004).

Ethics as a leadership approach is well suited to addressing the PoP at Oasis College. Organizational members will be encouraged to consider moral principles as a response to the unjust practices that result from inconsistent definitions of student success. In the literature, the terms *ethics* and *morals* are used interchangeably. Moral principles serve as a guide for behavior and include "care and respect for persons, justice, and honesty" (Ciulla, 2004, p. 326). The five ethical pillars will also be used to guide discussions of the PoP's contributing factors. In response to the complex and multifaceted nature of the higher education environment, Furman (2004) argues that "educational leadership is fundamentally a moral endeavor" (p. 215). In line with Oasis College's organizational context and my positionality and agency, ethics as my leadership approach drives the change through an emphasis on human relationships and individuality, which I translate to kinship and individual flourishing. These emphases are in line with Kahkisiw's holistic definition of student success.

Ethical Leadership Framework

My leadership is grounded in ethics, with the intent of contributing to and serving the greater good. Lumby (2019) defines the characteristics of leadership as "the ability to create vision and values, that is, to shape thinking, beliefs, and parameters for action" (p. 10). I value the voices of each team member, and my approach is geared towards individual growth, development, and empowerment. My capacity as a leader is rooted in my personal values, gained from experiences in my upbringing and previous professional positions, principles of relationality, and ethics. I connect with the literature from Leonard et al. (2014) and their discussion on holistic practices. Holistic practices encourage leaders in

any discipline to create opportunities for reciprocity "and to regard their own professional work as one that builds and enhances not only their own character and identity but those with whom they interact" (Leonard et al., 2014, p. 333). Attaining a sense of kinship, community, and belonging for organizational members aligns with my leadership approach to ethics.

Ethics as a leadership framework is an ideal response to the PoP. Scholarly literature discusses ethics and the moral purposes of educational systems in improving and transforming internal structures for the benefit of students (Elliott, 2015). Educators are supported by the ethics and moral purposes of our educational systems, but according to Furman (2004), this support should not form the basis for leadership. Furman (2004) argues that leadership must be based on individuals' sense of ethics: "ethics is based in the character of the individual- his or her internalization of moral values and virtues that guide personal and professional practices" (p. 218). The foundational qualities of an ethical person will guide ethical reasoning and decision-making. I support Yasir and Mohamad's (2016) argument that leaders must consider ethics in all decision-making and enforce policies, procedures, strategies, and practices that support ethical behavior, which can be achieved in education by balancing the five ethical pillars. For the OIP, I will examine the five ethical pillars that underlie ethical practice and guide the mechanisms and rationale for my decision-making to consider how the pillars may be balanced.

Ethic of Justice

The ethic of justice views decisions to be enacted based solely on laws, rules, and policies. Operating from this perspective, Wood and Hilton (2012) note that leaders have a duty, an obligation, and a responsibility to adhere to the preestablished principles and laws. Questions that leaders may ask when faced with dilemmas from this perspective relate to the rule of law, fairness, equity, and justice (Stefkovich & O'Brien, 2004). Wood and Hilton (2012) believe that the focus of leadership is not on attaining a specific outcome but rather on the intention behind its actions. Operating from an ethic of justice perspective, I intend to create an environment that fosters equal opportunities for all by utilizing

specific strategies, for example, the Learning Conversation Protocol (LCP), and encouraging individual flourishing for all students.

The underlying values of the ethic of justice are rooted in the attainment of fairness through laws and policies set by society (Furman, 2004). The established laws and policies are to be designed to attain fairness for all. However, the subsequent section, the ethic of critique, will contradict this claim as the predetermined laws and policies result in inequities for specific groups of individuals. From an ethic of justice standpoint, leaders are to abide by the set laws that govern their profession, as these laws are uniformly applied to all. The ethic of justice will guide my leadership approach in upholding the established laws and policies that are designed to attain fairness for all.

Ethic of Critique

The ethic of critique views policies and laws as providing benefits to a certain group of individuals over others. Stefkovich and O'Brien (2004) view the ethic of care as critiquing and challenging the status quo. As Wood and Hilton (2012) note, the ethic of critique is juxtaposed with the ethic of justice in that it "looks toward barriers to fairness" (p. 202). Education must work towards removing barriers to participation, as noted by Mills (2016), and transform practices that meet individual needs. The ethic of critique acknowledges that inequities and injustice are embedded in social structures (Wood & Hilton, 2012). Therefore, leaders operating from an ethic of critique should encourage parity and address the inequities that result from the ethic of justice seeking equal treatment.

The ethic of critique challenges and investigates how laws and policies implemented in social structures contribute to and place specific groups of individuals at a disadvantage, including women, communities of color, low-income communities, and individuals experiencing disabilities. Challenging and investigating laws and policies is particularly significant for leaders within the education system given the increase in student diversity over the years (Strange, 2016). Thus, Wood and Hilton (2012)

encourage leaders operating from an ethic of critique to become more attuned to the diverse needs of multiple groups of individuals. The ethic of critique guides my leadership approach in bringing to light the inequities that result from a broad and universal definition of student success outlined in the PoP, which fails to capture the individuality of each student.

Ethic of Care

The ethic of care is less focused on fairness and inequities and more focused on caring for individuals. Starratt (2003) notes the "absolute regard for the dignity and intrinsic value of each person and desires to see that person enjoy a fully human life" as the focus of the ethic of care (p. 219). As a leader operating from an ethic of care perspective, I would acknowledge and embrace the uniqueness of each individual and advocate for an environment that promotes the richness that each individuality brings. The ethic of care will be significant in addressing structures and systems that result in inequities for marginalized individuals. In relation to the PoP, the ethic of care supports my leadership approach by encouraging a holistic definition of student success and supporting individual flourishing.

Additionally, the ethic of care also emphasizes the value of connections and relationships between individuals throughout the decision-making process (Stefkovich & O'Brien, 2004). Furman (2004) notes the balance between the ethics of justice and care in the sense that a set law may be fair or just for one individual, but that does not necessarily mean it may be just for another. Realizing how unique and complex each individual is will additionally expand the understanding of how their needs, circumstances, and resources will vary. From an ethic of care perspective, I will be a strong advocate and ally for student empowerment and individual flourishing.

Ethic of Profession

The ethic of profession showcases the unique moral aspects related to an individual's position. Educators have unique professional responsibilities shaped by both personal values and professional ethical codes that guide our actions and decision-making (Furman, 2004). However, Tuana (2014) notes

that before educators will work towards moral purpose, "they need a sense of their own role as an influential player... reflected in their sense of capacity to act in ways that make a difference" (p. 173). A leader can be aware of their responsibility and believe they have the capacity but still fail to act because of a lack of courage to face adversity and challenges (Hannah & Avolio, 2010). Thus, as Wood and Hilton (2014) note, adhering to these values is considered an obligatory duty of the leader, as these values and codes act as the underpinning of a profession. The predetermined values and goals as an educator will guide my leadership approach when faced with ethical dilemmas. To ensure that decisions are made in the students' best interests, these obligations defined in the ethic of the profession position students at the center of the decision-making process (Furman, 2004; Stefkovich & O'Brien, 2004). In relation to the PoP from an ethic of profession perspective, I will encourage Oasis College to consciously place students at the center of decision-making, specifically when faced with competing priorities.

Ethic of Community

In educational settings, the ethic of community views community as an ongoing process, not as a product or an entity based on a social configuration (Furman, 2004). The process of creating a community requires both an understanding and a commitment between educators with shared values and ethical perspectives. There is emphasis on the importance of relationships, collaboration, communication, and reciprocity. As a leader operating from an ethic of community perspective, I acknowledge that community is not an end product but rather a moral responsibility to engage in communal processes in pursuit of the moral purposes of education (Furman, 2004). The significant values of reciprocity, relationality, and kinship, as noted in previous sections, that contribute to Kahkisiw also align with the ethic of community and my leadership values.

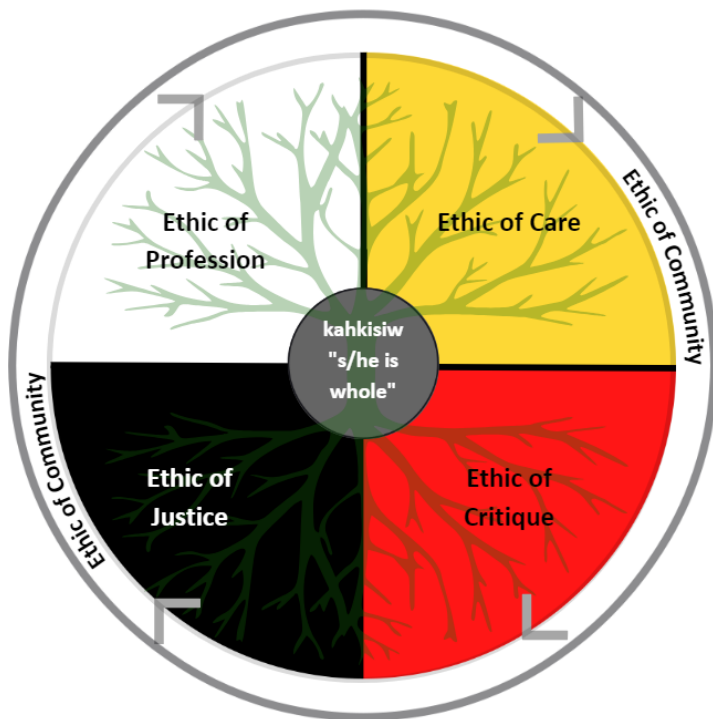
Putting it Together

These five ethical pillars were selected to complement one another and create balance by ensuring decisions and actions are viewed holistically. As Leonard et al. (2014) discuss, the emphasis with holistic

leaders is on the human element, "relationships, values, and actions of individuals within the community" (p. 334). A key emphasis, as illustrated in Figure 2, places the ethic of community around the other four ethical pillars. The emphasis outlined in each of the pillars does not occur in isolation but rather in communal processes (Furman, 2004). A communal process requires continuous communications, collaborations, and engagements between individuals. In relation to the PoP, community as a process will encourage breaking down silos and increasing communication between departments. Placing the ethic of community around the four pillars illustrates the shared responsibility between individuals in pursuit of education's moral purpose.

Figure 2

The Ethic of Community Surrounding the Four Ethical Pillars



Note. The five ethical pillars are positioned above the colors of the medicine wheel to represent holism and balance. Leaders will be guided by both a holistic perspective and finding balance when responding to the PoP toward Kahkisiw, a Cree word that means s/he is whole.

Further, leading in ethical practice and utilizing the five ethical pillars frame Kahkisiw through a holistic lens. The holistic lens ensures the values of both Indigenous culture and the peculiarities of Oasis College are continuously embedded in my leadership approach and practices. Based on Oasis College's organizational context, the focus of each of the ethics responds to a contributing factor outlined in the PoP. Table 1 outlines the contributing factors to the PoP and which ethics can support leaders. Leading in ethical practice and utilizing the five ethics will act as a guide in analyzing current structures and systems at Oasis College. Acknowledging the focus of each ethic will support leaders as they identify areas that require change and guide their decision-making process.

Table 1

Responses to the PoP through each of the Ethical Pillars

Contributing Factors	Ethic of Justice	Ethic of Critique	Ethic of Care	Ethic of Profession	Ethic of Community
Disparities in student success definitions	X	X	X	X	X
External competing priorities	X	X	X	X	X
Subculture differences and silos			X	X	X
Inconsistent communication and collaboration			X	X	X

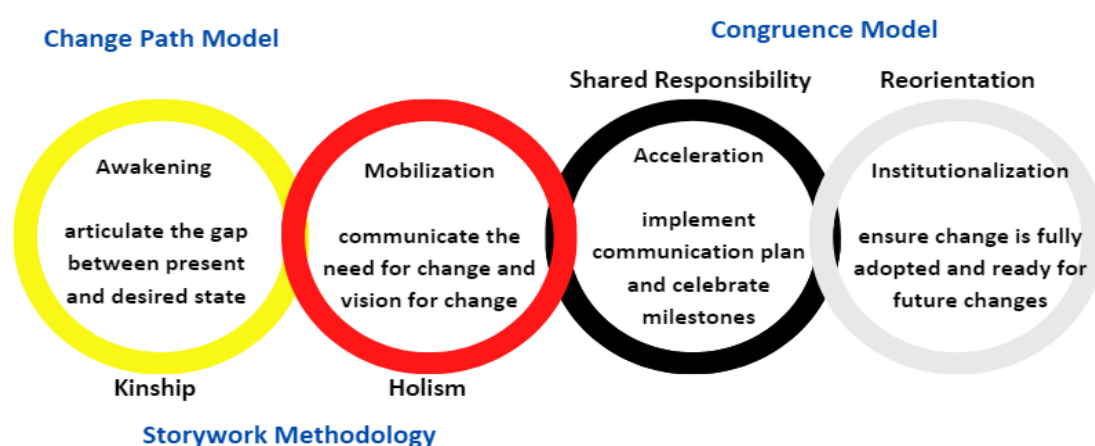
Framework for Leading the Change Process

I will be drawing from three change models to address the PoP. First, I will utilize Deszca et al.'s (2020) change path model to serve as the foundation for carrying out the change vision. Second, I will incorporate Archibald's (2008) storywork methodology in the awakening and mobilization stages of the Change Path Model. My rationale for incorporating the Storywork Methodology in these stages is to ensure the sacred values of Indigenous culture, kinship, and holism continue to remain at the core of the

change vision. It is important to note the significance of incorporating Indigenous values at this stage, specifically when communicating the desired change, as it can influence individual support and relatability for the change. Incorporating the Storywork Methodology in the beginning stages is a key aspect of leading the change, as it supports the rationale for the desired change. Third, Nadler and Tushman's (1989) congruence model will be incorporated in the acceleration and institutionalization stages of the Change Path Model. The rationale for incorporating the Congruence Model at this stage stems from encouraging shared responsibility amongst organizational members toward the reorientation of current organizational systems and structures at Oasis College while ensuring the changes are in line with core values. Appendix D highlights these connections. Figure 3 demonstrates the selected change frameworks and the values highlighted in each of the stages of implementation.

Figure 3

Utilizing Selected Change Frameworks to Lead the Change at Oasis College



Note. Each of the stages within the Change Path Model highlights a key objective that must be accomplished at each stage. The Change Path Model will be expanded upon by incorporating adaptations from the Storywork Methodology discussed by Archibald (2008) in both the awakening and mobilization stages. In these two stages, the emphasis is placed on kinship and holism to highlight traditional Indigenous teaching and learning. Nadler and Tushman's (1989) congruence model will be

incorporated in the acceleration and institutionalization stages of the Change Path Model. The emphasis is on shared responsibility for attaining key objectives and reorienting existing organizational structures and systems toward the change vision, Kahkisiw. The colors of the medicine wheel are incorporated in the change framework to represent the significance of holism in achieving established objectives toward Kahkisiw.

Change Path Model

Descriptive models such as the Change Path Model discussed by Errida and Lofti (2021) emphasize the determinant factors that affect organizational change success and view change from many different angles. The Change Path Model, as developed by Deszca et al. (2020), acts as the foundational structure for implementing the change vision. The four stages include awakening, mobilization, acceleration, and institutionalization. It was selected as the model for change because of its inclusivity, adaptability, and meticulous details in capturing the components that shape an organization.

Initial planning begins in the awakening stage, which includes a critical analysis of both the internal and external environments to identify existing gaps. Deszca et al. (2020) discuss the awakening stage as an opportunity to bring awareness to current strengths and areas that need improvement. Further, mobilization is the second stage within the model and focuses on strategies that support effective communication. It looks at current structures and systems that require change and makes efforts to communicate the reasons for the change. The third stage within the model is acceleration, and the focus is on implementation and building momentum by empowering individuals through meaningful engagements. In this stage, leaders develop an action plan and communicate the impacts of the change on each position and the overall organization. The fourth stage is institutionalization, which focuses on measurements and monitoring progress. Institutionalization requires integrating the change into the

new structures and systems and promotes sustainability. Deszca et al. (2020) emphasize change leadership skills in promoting adaptations and revisions of the change as a critical component in ensuring the desired change continues to meet the needs of the organization.

Storywork Methodology

Additions to the Change Path Model are adaptations from Storywork Methodology as discussed by Archibald (2008) and will be incorporated in the awakening and mobilization stages within the Change Path Model. The Storywork Methodology includes seven principles that are broken into two components: traditional values and teachings and the learning process. These will add value to the rationale for the change vision. In the first component of the principle, Archibald (2008) identified four phrases: respect for culture, reciprocity through relationships, relevance to Indigenous perspectives, and responsibility through participation and engagement. In the second component, Archibald (2008) highlights holism, interrelatedness, and synergy. The concept of holism encompasses the four quadrants: physical, intellectual, spiritual, and emotional, as essential components of individual flourishing, which are also illustrated in the Kahkisiw model. Further, interrelatedness as it relates to individual behaviors and actions is also identified as influencing the learning process. Last, synergy aims to empower through meaningful engagements and participations through opportunities for discussions and storytelling. It is important to note that the key concepts identified in the Storywork Methodology, including reciprocity, holism, and relatedness, are also outlined in the desired change vision.

Congruence Model

Finally, Nadler and Tushman's (1989) congruence model will also be incorporated into the overall change framework. The Congruence Model underlines key aspects of an organization that contribute to its success. These four core areas include work, people, and both informal and formal structures and processes. For the purposes of the OIP, it is important to note that a revision will be made to change *people* to *students*. The revision will ensure the voices and experiences of students are

incorporated and captured in the desired change. A key aspect of this stage relates to communicating how the desired change can impact the students. Additionally, elements of the model that outline strategy encourage responses to the organization's external environment as they contribute to the transformation process, and the output stages outline the impacts of the desired change. Incorporating both strategy and output will highlight the significance of effective communication and collaboration in the pursuit of shared goals. Integrating the Congruence Model in the latter stages of the Change Path Model will also highlight shared responsibility and reorientation. Shared responsibility in achieving set goals will align with Deszca et al.'s (2020) objectives in the acceleration stage of building capacity, momentum, and empowering agents. Reorientation will be highlighted in the institutionalization stage, which includes evaluations, monitoring progress, and sustainability. The actions that will be gathered during this stage will aid in the transformation of the existing organizational structures and systems at Oasis College into new procedures while adhering to its core values. Organizational members are transforming current practices to align with the change vision, Kahkisiw, as they become increasingly mindful of unfair practices and how inconsistent definitions of student success have a negative impact on the student experience.

Putting it Together

In this section, I will further explain the integration of both the Storywork Methodology and the Congruence Model into the Change Path Model. To begin the initial planning in the awakening stage, developing an understanding of current practices will assist in determining areas that require change. The Storywork Methodology will be incorporated in the first two stages (awakening and mobilization) to promote Indigenous values. Kahkisiw incorporates the values of holism and balance captured by the four core areas of human development and well-being. Kinship and reciprocity will be attained through meaningful engagement and collaboration. Additionally, gathering data on the current student

experience and their definition of success will also occur. In subsequent sections, the methods utilized to capture this data and its significance will be further explained.

In the second stage of mobilization, building a coalition, identifying contributing factors to the PoP, and communication are emphasized. Deszca et al. (2020) refer to a coalition as building a partnership and network with a specific group of individuals that would influence or impact the change process. As discussed in previous sections, contributing factors such as silos between departments impact the flow of communication. Communicating the change through a detailed action plan will increase awareness of its impacts both in each position and overall institutional operations. Transparency between leadership and departments will hopefully break down silos, strengthen relationships, and increase collaboration. Incorporating the Storywork Methodology will highlight holism and encourage actions from leadership and departments on key components, including communication, collaboration, and critical analysis, that contribute to the attainment of the desired change. In subsequent sections, a detailed action plan, methods, and strategies used to increase the receptivity of the change will be elaborated.

In the third stage, defined as acceleration, the implementation of practices that focus on building capacity and momentum is emphasized. Practicing new behaviors and strategies as outlined in the action plan through meaningful collaborations and engagements, as Whelan-Berry and Somerville (2010) note, will contribute to building momentum and empowering individuals. As a change agent, I, along with the SWS team, will build capacity through multidisciplinary engagement and collaboration, defined as wrap-around meetings. *Wrap-around meetings* are facilitated interactions between departments that aim to encourage collaboration and learning while raising awareness of the inequities and unjust practices of having inconsistent definitions of student success. Wrap-around meetings will be further elaborated on in the strategies section of the PoP section. SWS will share department processes and methodologies currently practiced to further expand individuals' understanding of the change. The

Congruence Model will be adapted at this stage to highlight the shared responsibility of each position towards successful change.

Lastly, institutionalization is the final stage of the Change Path Model. In this stage, measurements, evaluations, and monitoring progress are emphasized. Kaplan and Norton's (1996) balanced scorecard model will be utilized to determine the progress and sustainability of the change. Comparing the data gathered from both the awakening and institutionalization stages will determine whether the key objectives and goals of the desired change were attained. Adapting the Congruence Model at this stage to highlight reorientation will encourage continuous adaptations and evaluations of current practices towards sustaining the change.

Limitations to Implementing Staged Models

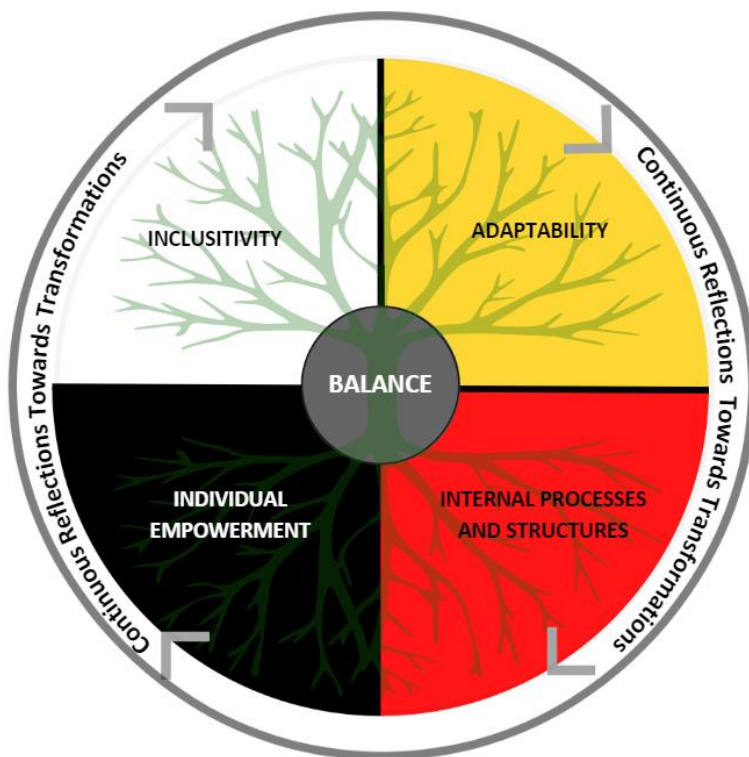
There is limited scholarly literature that offers critique and discussion of limitations utilizing the Change Path Model, Storywork Methodology, and/or the Congruence Model. Thus, I discuss three limitations to implementing staged models with different stages. Although the authors do not specifically mention the Change Path Model, the staged aspect of the change models that they do critique (i.e., Kotter's change model) is similar in nature to the Change Path Model. Therefore, using the Change Path Model should have comparable limitations. First, Pundyke (2020) reviews planned approaches or staged models as having inherent assumptions that change has a finite start and end point (Pundyke, 2020). Change should be viewed as a continuous process, including adaptations and flexibility, which are demonstrated throughout the OIP. However, at Oasis College, the constant adaptation may lead to additional challenges and can potentially be exhausting for change agents. In organizations operating within a functionalist paradigm, the focus is on maintaining social order and continuity (Lessnoff, 1969). Incorporating models with a heavy emphasis on adaptability in organizations that have fossilized internal processes may not easily respond or be receptive to the change (Manning, 2018). Second, Wentworth et al. (2020) reviewed Kotter's change model, indicating that the model

provides little explicit direction for implementation. Organizational members should understand each of the stages of implementation, specifically relating to the impacts of their position and role toward successful implementation (Deszca et al. 2020). Third, Wentworth et al. (2020) also discuss the effects of staff turnover in a staged model as it can slow down the progress of change, which leads to allocating additional time to share information with new organizational members. Thus, it can affect the momentum achieved in each of the stages.

As I reflect on my ethical leadership and the underlying principles of the Kahkisiw model, a response to these limitations lies in finding balance. Figure 4 demonstrates the need for adaptability with the need for consistent internal processes and structures, as well as the need for inclusiveness with the need for individual empowerment and autonomy.

Figure 4

Finding Balance from a Holistic Perspective



Note. Balance is essential toward successful implementation of the change plan, thus is placed at the center. The four areas that require balance are positioned over the colors of the medicine wheel to represent the significance of holism.

Organizational Change Readiness

In this section of the OIP, I provide an overview of Oasis College's readiness for change. This overview includes defining change readiness, utilizing specific strategies to understand Oasis College's readiness for change, creating and managing readiness, and the connection between change readiness and Kahkisiw.

Defining Change Readiness

Understanding an organization's readiness for change is a prerequisite for planning its future state and direction (Weiner, 2009). Organizational readiness, as defined by Weiner (2009), is a multi-level and multifaceted construct. To break it down further, the term multi-level expresses the notion that readiness can be presented at many different levels within an organization, including individual and group (Weiner, 2009). Multifaceted refers to the organizational members' commitment and efficacy to implement change (Weiner, 2009). Combining both my interpretivist lens and ethical leadership framework, I interpret the significance of change readiness as the organization's flexibility and willingness to embrace diverse perspectives in aligning with the proposed change. It is important to note that I chose to highlight the terms multi-level and multifaceted discussed by Weiner (2009) as they are in alignment with my selected change frameworks, theoretical perspectives, paradigm, and most notably, the sacred Indigenous values of holism and reciprocity. Understanding the nature of the change, specifically the rationale for the desired vision, can enhance successful change initiatives.

Understanding Oasis College's Readiness for Change Utilizing Specific Strategies

Change is often warranted when there is dissatisfaction or unpleasant behavior with the status quo among members of an organization (Deszca et al., 2020). Dissatisfaction and its linkage to change can be very helpful in getting an organization ready for change (Deszca et al., 2020). Oasis College's current readiness for change was measured using Deszca et al.'s (2020) change readiness questionnaire, as illustrated in Appendix E. The questionnaire was selected for the OIP based on its inclusiveness and holism by examining numerous factors prior to implementing change and change-related actions that contribute to the successful implementation of the desired change. The results will be used to raise awareness of the dimensions that concern readiness for change. It is important to note that the responses to the question items were based on my interpretations within my positionality, agency, and experiences at Oasis College.

As identified by Deszca et al.'s (2020), question items that have a score of 0 indicate *no*, and question items that have a score of +/- 1 or +2 indicate *yes*. Question items that have a score of not applicable (NA) I regarded them as items outside of my positionality and agency, so I did not provide a response. For the overall total score, Deszca et al. (2020) identify organizations with a score of 10 or more that demonstrate a level of readiness. In organizations that score lower than a 10, change will be difficult as the organization is likely not ready. Alternatively, as the total number increases, the higher the level of readiness for change. Oasis College received a score of 10 overall based on my interpretations and the results of Deszca et al.'s (2020) readiness for change questionnaire. According to Deszca et al.'s (2020) overall questionnaire, dimensions that show a significant difference between the actual and potential total scores suggest that some areas require improvement. According to Oasis College's questionnaire results, there is a significant discrepancy between the score received of 3 and the maximum potential score of 12 in the openness for change dimension. Questions about the general organizational setting, for example, how well members of the organization communicate, how well they

can handle conflict, and access to sufficient resources to support the change, were included in this dimension. For this reason, I concentrate on the openness to change dimension in the next section and offer leadership ideas and actions to raise the level of readiness for change among organizational members. I utilize Armenakis et al.'s (1999) five factors as a guide to potentially address the gap identified in Oasis College's readiness for change questionnaire. I relate these five factors to the PoP and, overall, Oasis College's organizational context. Oasis College's overall score of 10 provides a sense of readiness, as discussed by Deszca et al.'s (2020) overall ratings, which demonstrate having a sense of readiness for change but requiring strengthening in other dimensions to increase the overall college's level of readiness. For a more detailed breakdown of Oasis College's readiness for change questionnaire data, refer to Appendix E.

Creating and Managing Readiness

In this section, I will use Armenakis et al.'s (1999) five factors as a guide in responding to the identified gap in the level of openness for change dimension based on Oasis College's results of Deszca et al.'s (2020) readiness for change questionnaire.

1. The first factor is the need for change. It is important to provide a rationale for the proposed change that outlines the gap between the current state and the desired future state. At Oasis College, increasing awareness and a sense of urgency towards the disparities in definitions of student success provide the justification for the change. Acquiring the support and buy-in of organizational members leads to shared values and goals, builds a sense of community and reciprocity, and demonstrates shared responsibility between members. These points align with the overarching values of Kahkisiw of being whole. As it relates to the readiness for change questionnaire, awareness of the need for change will address the items that pertain to the environment and organizational culture at Oasis College.
2. The second factor is to determine whether the proposed change is the right solution.

- As outlined in the questionnaire items, the change must be viewed as appropriate and needed by organizational members, both those in leadership and those who are not. Weiner (2009) notes the significance of organizational members understanding the value and benefits of the desired change before adopting the implementation plan. As a strategy, articulating the students' definition of success will add additional value to the desired change. At Oasis College, change leaders must provide the organizational members with knowledge of Kahkisiw and the commitment to include it in the strategic plan.
3. The third factor is bolstering the confidence of organizational members. Before change implementation can occur, organizational members must feel confident that they can accomplish and attain the desired change. Cawsey et al. (2016) note that previous experiences with change initiatives can impact members' confidence and behaviors towards the change. Drawing on the change leaders' responsibility, as Self (2007) notes, is ensuring organizational members have the right information, skills, supports, and resources for successful implementation of the change. At Oasis College, each organizational member must embrace and acknowledge that the desired change is a shared responsibility. Weiner (2009) used the term shared resolve to highlight the collective action(s) by organizational members in pursuit of the desired change. Understanding that each plays a significant role in the attainment of the desired change can empower members and increase their confidence.
 4. The fourth factor is the key supporter of the change. It is important for organizational members to see that members of their leadership team will be supporting the change. As Cawsey et al. (2016) and Self (2007) point out, when organizational members can see that the change is supported by their leaders and tied to their overall success, they may also begin to adopt the change. At Oasis College, members of the senior executive team must

- demonstrate their visible support for the desired change throughout the implementation process. Support for change in this context can be demonstrated in many ways and at multiple stages of the change framework. An example for leaders to demonstrate their visible support would be to attend the facilitated discussions, presentations, and/or wrap-around meetings that will be further elaborated in the subsequent sections.
5. The fifth factor is to communicate the impact (*what's in it for me or us?*). Organizational members' understanding of the nature of the outcomes, including potential changes to their current positions, is key. A detailed implementation plan for the change, including both expected and possible outcomes, can potentially decrease the level of uncertainty and concerns about the change. Throughout the implementation plan, organizational members must see that the change aligns with their current needs and goals. I align this point with the recurring themes of reciprocity, communal processes, kinship, and overall congruencies as emphasized in previous sections.

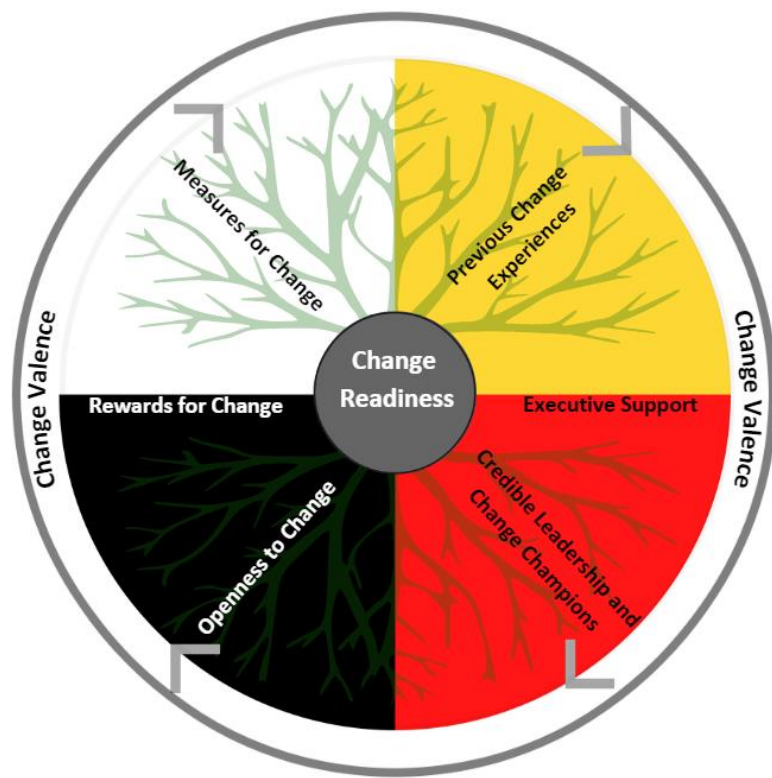
Connection between Change Readiness and Kahkisiw

Further, I highlight the term change valence from Weiner's (2009) change readiness model. Weiner (2009) defines change valence as a "parsimonious construct that brings some theoretical coherence to the numerous and disparate drivers of readiness" (p. 3). According to Weiner (2009), there are a plethora of reasons why organizational members may value the significance of the desired change. Thus, it would seem unlikely that each organizational member would have the same reason for valuing the change. Weiner (2009) proposes that regardless of individual reasons, organizational members must collectively value the change and commit to the implementation plan. Like the point made by Bolman and Deal (2017) in the previous sections, organizational members must be able to align their needs with the proposed change to promote receptivity and support for the implementation plan. As a change leader and driver in the desired change plan, the values of relationality, reciprocity, and community are

evident in change readiness. Thus, I find connections in these values with my leadership framework, perspective, and the values embedded in the Kahkisiw model, as represented in Figure 5.

Figure 5

Understanding Change Readiness from a Holistic Perspective



Note. Deszca et al.'s (2020) dimensions for change readiness as well as Weiner's (2009) change valence are positioned over the colors of the medicine wheel to represent holism and the need to embrace diverse perspectives to expand the understanding of Oasis College's readiness for change.

The figure illustrates change readiness from a holistic perspective, incorporating both Deszca et al.'s (2020) dimensions for change readiness and Weiner's (2009) highlight of change valence. I selected to highlight change valence from Weiner's (2009) change readiness model as it emphasizes the significance of organizational members collectively valuing the same change. Thus, illustrate reciprocity, shared

responsibility, and holism as they encompass the dimensions needed for change readiness. I selected to combine concepts from both Deszca et al.'s (2020) questionnaire for change readiness and Weiner's (2009) model to demonstrate the significance of holism and the need to embrace diverse perspectives.

Strategies to Address the PoP

In this section of the OIP, I offer strategies for addressing the PoP in the direction of the change vision rather than offering solutions. I see change as an evolutionary process that involves constant adaptation to various individuals' and the environment's changing needs. To achieve the overall desired state, the strategies introduced support the idea that change happens through evolution. Three strategies have the potential to address a factor or factors that contribute to the PoP. However, only one strategy is selected as the most holistic approach to addressing the PoP and aligning with both Oasis College's organizational context and Kahkisiw. Inconsistent definitions of student success at Oasis College result in unjust practices that negatively impact student experiences and overall learning. Thus, bringing awareness to the unjust practices will be a key focus of each of the strategies listed.

Strategy One: Facilitated Departmental Learning

Facilitated learning through presentations and discussions will aim to expand awareness and understanding of the rationale for the desired change. The Kahkisiw model will be extensively shared between departments, including the methodologies and approaches used to respond to the unique needs of students.

Consistent Communication

At Oasis College, there is a lack of consistency in communication. The existing departmental silos and subcultures between departments are contributing factors that negatively impact the level of communication and the language used while communicating with both organizational members and students. Ng'ang'a and Nyongesa (2012) define organizational culture as a set of important beliefs and values that organizational members share and that "constitutes the uniqueness of that organization and

differentiates it from others" (p. 211). However, when culture is not in harmony among organizational members, it is often difficult to meet organizational missions and goals. As an example of ineffective communication, information shared by one leader is not consistent with the same information being shared and communicated by another leader in a different department, undermining the shared responsibility of providing a holistic experience at Oasis College. Inconsistent communication has contributed to unjust practices that impact student experiences and, thus, needs to be addressed.

To raise awareness of inconsistent communication and promote a holistic definition of student success, I can implement initiatives within SWS that align with Kahkisiw values. This includes facilitating presentations and engagements between departments to expand understanding of Kahkisiw and the negative impacts of using inconsistent definitions. To ensure consistency in the language used, SWS would share methodologies that have been proven to be effective based on data gathered through surveys and testimonials from students and instructors. Data gathered from surveys is compared to the current student support and service resources to gain a better understanding of the experiences of students and instructors throughout the academic year. Through this analysis, SWS can pinpoint any gaps between the support and services currently offered to students, depending on their experiences. In this way, students are continuously placed at the center of decision-making, which allows SWS to continuously adapt and evolve with the changing needs of students. Additionally, SWS will collaborate with departments of Talent Management and Policy Development to share knowledge with new organizational members about the Kahkisiw model during the onboarding process. This collaboration has been supported by the Vice President and Directors of Talent Management and Policy Development. The model can be presented in printed materials and recorded presentations, allowing new members to learn about the model's context and reflect on how their position and values align with Kahkisiw's purpose. The implementation of this strategy will decrease miscommunication, strengthen morale,

expand understanding of Kahkisiw principles, and raise awareness of unjust practices arising from inconsistent definitions of student success.

Resources Needed

To effectively implement the above strategy, resources would include increased human capacity, fiscal resources, time, and technology. As change leaders and drivers, SWS will require double the time and human capacity to develop and facilitate presentations. SWS currently has seven facilitators and takes approximately 300 hours to develop its contents. After the contents have been developed, I will work alongside the department of Human Resources to ensure both recorded presentations and printed materials are consistent in articulating the framework's core foundational values.

Ethical Considerations

Ethical considerations for this strategy align with the ethic of profession, the ethic of care, and the ethic of community. As noted in Wood and Hilton's (2012) ethical pillars, an educator's ethic of profession should align with ensuring new organizational members are equipped with the information to carry out their responsibilities. Equipping new team members with the framework creates the opportunity and space for team members to thrive and flourish in their positions and align with the values of the ethic of care outlined in Wood and Hilton (2012) and Furman (2004). Last, the values of the ethic of community in relation to shared values and communal processes are demonstrated through the shared framework. The continuous growth and development for individuals in this strategy aligns well with the emphasis on evolution as outlined in the ethic of community.

Strategy Two: Student Focus Groups

I will collate groups of students to capture diverse definitions and measures of student success.

Consistent and Holistic Definition of Student Success

At Oasis College, a student-led committee known as the Student Leadership Committee (SLC) is formed each year. The selection process is based on peer votes, ensuring that students have a platform to share their experiences and stories while fostering a sense of belonging and kinship. Staff and faculty support the SLC with their initiatives, but engagement between organizational members and the SLC must move beyond daily tasks to discern the root causes of inequities and unjust practices. As a change leader, it is essential to engage with SLC members and discuss their definition of student success. Capturing students' definition of success through building a coalition, mentioned in Deszca et al.'s (2020) change path model, specifically in the mobilization stage, nurtures the participation of others in the change process and builds partnerships (Bolman and Deal, 2017). Building a coalition that nurtures participation and fosters multidepartment partnerships is crucial for enhancing student success in post-secondary organizations (Sullivan, 2010). Students leading initiatives in higher education empower students to increase engagement within the institution and overcome barriers such as lack of knowledge and feelings of powerlessness (Lee et al., 2022). Learner-led approaches in education (LED) build on students' motivation and change the dynamics of learning, making it more meaningful for students (Iversen et al., 2015). Presenting senior executives with SLC members' definitions of student success can increase student voice and highlight the disparities between organizational members' and students' definitions of success. Students can discuss the support and services they need from Oasis College to attain their definition of success, identify gaps, and promote improvement and growth. A coalition with SLC members can encourage senior executives to see students as partners in raising awareness of unjust practices brought on by inconsistent definitions of student success across the institution.

Further, each academic year, student surveys are administered for voluntary feedback and evaluation of current supports and services accessible to all students. Through multiple years of gathering data, SWS continuously adapts support and services by incorporating student feedback and

evaluations. As mentioned in strategy one, this adaptation is another example of nurturing and empowering student voices and experiences. This adaptation also aligns with Nadler and Tushman's (1989) congruence model and the revision mentioned in the OIP to incorporate students as one of the elements working towards congruencies.

Resources Needed

To effectively implement the above strategy, SWS will need double the time and human capacity to commit to consistent discussions with SLC members. SWS will build a community of practice with SLC members and strongly promote their participation in the change process.

Ethical Considerations

Ethical considerations for this strategy align with the ethic of critique, the ethic of care, and the ethic of community. First, educators operating under the ethic of critique perspective noted in Wood and Hilton (2012) and Furman (2004) identify the barriers to fairness. Student success measured by quantitative data leads to barriers for some, as noted by Pidgeon (2016), as it fails to capture definitions that focus on growth and development in different facets of well-being. Second, empowering the voices of SLC members aligns with Furman's (2004) goal of promoting individuality and its richness. Last, the values of the ethic of community are evident in this strategy, as the emphasis is on cultivating spaces that nurture reciprocity and relationality between organizational members and SLC.

Strategy Three: Wrap-around Meetings

Guided facilitations and engagements known as wrap-around meetings between departments will expand awareness of the inequities and unjust practices of having inconsistent definitions of student success. In response, organizational members will discuss embracing a holistic definition of student success. These engagements will encourage multidepartment collaborations and meaningful discussions. Wrap-around meetings will increase communication and transparency between leadership and departments in efforts to break down silos and work towards strengthening morale.

Breakdown of Silos and Increased Awareness of Shared Responsibility

The silos that are evident between departments, as noted in previous sections, will be the area for the identified action, leading to increased communication and collaboration. At Oasis College, wrap-around meetings have been implemented for several years. The framework for the wrap-around was developed to provide additional opportunities for faculty, support staff, and administrators to come together and engage in discussions that relate to the needs of the students. It is also an opportunity that encourages meaningful collaborations between positions. Over the years, there have been successes in meeting the needs of our students that have transpired from the collaborative meetings. Alternatively, there have also been learning opportunities that require revisions and adaptations in our methodologies to continuously meet the increasing diversity of student needs. However, despite valiant efforts to adapt methodologies and practices, unjust practices as a result of inconsistencies around definitions of student success persist due to issues with communication, collaboration, and shared responsibility. As a response, in this strategy, continuously discussing the principles of Kahkisiw and its alignment with Oasis College's overarching principles and values through wrap-around meetings will expand organizational members' knowledge and encourage reciprocal learning. I will encourage organizational members to continuously reflect on how their position and individuality align and contribute to achieving the objectives of Kahkisiw. Discussions during wrap-around meetings will encourage departments to share their current definitions of student success and how disparities can result in unjust practices that can negatively impact student experiences based on scholarly literature and the data gathered from student surveys. Wrap-around meetings will help to break down departmental silos and increase awareness of shared responsibility by persistently engaging in discussions that bring awareness to unjust practices that undermine the holistic experience of students as a result of inconsistent definitions of student success. Wrap-around meetings' intended purposes of shared responsibility, holism, and reciprocity will be achieved through reflective and meaningful discussions between organizational members.

Resources Needed

To effectively implement the above strategy, resources would include time commitment and the openness to learn and change from organizational members towards the desired vision. As Bolman and Deal (2017) note, “everyone must accept responsibility for the people’s well-being, and everyone has a role to play in sustaining it” (p. 336). As change leaders and drivers, SWS will continue to bring awareness in the outlined PoP towards holistic practices that embrace definitions of student success based on individual uniqueness.

Ethical Considerations

Ethical considerations with this strategy align with all five ethical pillars. First, the ethic of justice considers the established wrap-around framework as a standardized approach to meeting the needs of students. All student requests for support would be channeled through the wrap-around meetings, therefore attaining equal treatment. Second, considerations for the ethic of critique would challenge equal treatment, as a universal approach would result in barriers for some. Promoting individualized definitions of student success captures equity. Third, consideration of the ethic of profession explores the ethical codes that relate to the profession as educators. As noted in previous sections, students must be placed at the core of all decision-making and practices (Furman, 2004; Stefkovich & O’Brien, 2004). Thus, the intended goals of providing equitable support and services align with ethic of profession. Fourth, the ethic of care expands on the ethic of profession by cultivating spaces that foster holistic definitions of student success. The commitment by each organizational member towards student success demonstrates values identified in the ethic of care. Last, values in the ethic of community are evident in the entirety of this strategy. The continuous adaptations to meet student needs, shared responsibility, reciprocity, and holism all demonstrate communal processes, a key component identified in the ethic of community. Appendix F illustrates the emphasis on each of the strategies and the ethical paradigm it considers.

Most Holistic Option

For the OIP, I select strategy three as the most holistic option for Oasis College as it considers all five ethical pillars. Strategy three's holism makes it the most appropriate option as it encourages shared responsibility from all departments in bringing awareness to inconsistent definitions of student success. My perspectives, identity, and voice as a leader, educator, and individual weighed heavily on my selection. Sullivan (2010) discusses leadership in Student Services as having purpose, direction, and an overall vision. I will lead in ethical practice and commit to impacting change within the educational praxis towards empowered learning and success. Students' definition of success should encompass considerations from all five ethical pillars. The transformation of our internal systems and practices towards a pedagogy of voice, as noted by Safir and Dugan (2021), encourages a shift towards individualization. My vision for change consists of the values of holism, kinship, and reciprocity, which are demonstrated in this strategy. McGrath (2010) encourages organizations to share the responsibilities of all members to adequately respond to the diverse needs of students. Enhancing Oasis College's wrap-around support and service model will encourage a shift from its current state towards the pursuit of the moral and fundamental purposes of education.

Next, I briefly discuss my comparisons of the three strategies along with their benefits and limitations, as illustrated in Appendix G. Strategy one addresses inconsistencies in communication by creating spaces of appearance that foster trust, relationships, and morale towards a shared purpose. *Spaces of appearance* refer to the environment that is cultivated by focusing on the values of reciprocal learning that lead to empowering individuals to thrive and flourish (Taylor, 2017) and foster a sense of community and belonging for each organizational member. Limitations to consider may include facing challenges in keeping up with turnover and new hires. Second, strategy two ensures students are engaged throughout the change process, promoting a sense of pride and identity that aligns with Oasis College's mission. A lack of identity and voice among students is detrimental to their learning (Safir &

Dugan, 2021), while building a partnership with SLC members will promote a sense of community and reciprocity. However, resources for implementing this strategy may be limited due to fiscal allocations and time constraints, as it might require more than one cycle of implementation to boost morale among SLC and organizational members. Lastly, strategy three also addresses many of the factors that contribute to the PoP, such as department silos and increased awareness of shared responsibility. This strategy aligns with Oasis College's organizational context and values of kinship, with the wrap-around meetings aiming for reciprocity and shared responsibility, which are consistent with holism and Kahkisiw. However, Oasis College may not have the capacity to commit the resources needed to effectively implement this strategy. Overall, the strategies mentioned demonstrate the significance of expanding awareness and its impact on attaining consistent and holistic definitions of student success, effective communication, and openness to change.

Chapter 2 Summary

Chapter 2 provided an overview of my leadership approach to change and the framework for leading the change. Throughout the chapter, reciprocity, relationality, shared responsibility, and holism are values that demonstrate the significance of organizational members uniting as a collective unit in pursuit of a shared purpose. Values of adaptability and evolution are also highlighted to bring understanding to change as a process that requires continuous assessments and evaluations towards a desired state. The change plan using selected frameworks in this chapter provides guidance and directions for the actions necessary toward the change vision. The change plan will support organizational members in distinguishing specific roles and responsibilities that will contribute to the effective implementation of the selected strategy for addressing the PoP. Wrap-around meetings are the most holistic strategy for Oasis College, as they uphold all five ethical pillars and align with both Oasis College's organizational context and my ethical leadership framework and approach.

Chapter 3: Implementation, Evaluation, and Communication

The PoP that has been investigated in Chapters 1 and 2 is the need to bring awareness to the inequities and unjust practices that arise from the inconsistent definitions of student success between departments at Oasis College. After a deeper exploration of the PoP utilizing a selected paradigm (interpretive), theoretical frameworks (complexity and Indigenous frameworks), and leadership lens (ethical) from the subsequent chapters, three potential strategies to address the PoP were proposed. Strategy three: wrap-around meetings were selected as the best fit to implement at Oasis College as they were the most holistic option and aligned with the organizational context, my leadership approach, and the change vision, Kahkisiw, a Cree word that means s/he is whole. In this chapter, I will articulate the change implementation plan for wrap-around meetings, including communication of the change process and the use of the balanced scorecard and PDSA cycles to monitor and evaluate implementation. To conclude this chapter, I provide next steps and encouragement towards adopting a change framework at Oasis College for consistent practice and engaging constructively with alternative perspectives.

Benefits of Implementing Wrap-Around Meetings

Guided facilitation and engagement known as wrap-around meetings between departments will build awareness towards a holistic definition of student success and encourage multidepartment collaboration and meaningful discussions. Holism is a definition that supports the Indigenous values that guide Oasis College and aligns with the institution's goals to nourish Indigenous peoples and their communities. A holistic definition of student success captures both quantifiable and qualifiable determinants of success. Institutions can better support students' overall development and growth by adopting holism and focusing on the whole person (Nelson, 2021), encouraging them to continue their educational journey and remain in their programs. Wrap-around meetings provide an avenue for reflective discussions surrounding definitions of student success. Through these discussions,

departments can share their definitions of student success and how the inconsistencies result in unjust practices that negatively impact the student experience. Departments are encouraged to deepen their knowledge of how to help students succeed and the many determinants of success, such as financial responsibility, mental health, and food security. Through reflective discussions and collaborations, reciprocal learning is encouraged, and departments can work together to address unjust practices that negatively impact and undermine a holistic learning experience for students. Wrap-around meetings will also increase opportunities for communication and transparency between leadership and academic departments in efforts to break down silos and work towards strengthening morale. In this way, wrap-around meetings would address the PoP of bringing awareness to the unjust practices that result from inconsistent definitions of student success.

Change Implementation Plan

Change implementation follows a sequential order; however, organizations can go back to previous stages as needed, enabling flexibility, which supports holism. The use of the balanced scorecard and PDSA cycles, which will be elaborated on in further sections, will be utilized to monitor and assess outcomes achieved in each of the stages. Thus, the implementation plan supports the transformational growth of staff in a meaningful way. This change implementation plan contains details about tasks and engagements, expected outcomes, and proposed timelines in relation to the selected models, as demonstrated in Table 2. For example, implementation tasks that are geared to emphasize holism and shared responsibility will encourage the breakdown of silos and increase engagement and collaboration between departments.

Table 2*Utilizing Selected Models throughout the Change Implementation Plan*

Congruence Model (Nadler & Tushman)	Change Path Model (Deszca et al)	Implementation Tasks	Expected Outcomes	Timeline	Goal Length
	Awakening	Onboarding package/information given to new hires. Facilitate presentations of change vision between departments. Engage with different departments and select individuals for the working group.	Increase awareness of current and desired state. Increase communication between departments.	Ongoing	Long-term
	Mobilization	Gather data and experiences of members to ensure alignment with the change.	Reciprocal learning Increase communication between departments (i.e., two-way communication). Identify areas for growth.	1-6 months	Short-term
Holism	Acceleration	Create action and communication plan. Continue engagements and discussions between departments. Empower agents utilizing their strengths within their positions. Discuss student needs and use student centered approach as a response.	Build capacity and momentum. Break down silos between departments. Increase communication between departments (i.e., two-way communication). Create a participatory environment. Explore options to respond to the needs of students.	6-12 months	Medium
Shared Responsibility	Institutionalization	Monitor progress using balanced scorecard. Evaluate the change	Understand progress and change. Revise, adapt, implement. Utilize gathered data as learning opportunities towards growth. Holistic definition of student success.	Ongoing	Long-term

The selected change models emphasize key values that will encourage a shift from existing structures and processes that have been identified as contributing factors to the inconsistencies in definitions of student success. Each of the change models will focus on specific values. These change models should follow a sequential order, beginning with the Change Path Model, which will focus on inclusivity and adaptability. Next, the Storywork Methodology will focus on kinship and reciprocity. Lastly, the Congruence Model will focus on holism and shared responsibility. The change implementation plan concentrates on adopting strategy three, as it was found to be the most holistic strategy for addressing the PoP and the option that most aligns with Oasis College's organizational context and my leadership and agency. The intended outcomes of strategy three support an ideal learning environment for students. For a larger perspective on all three strategies, Appendix H shows a detailed illustration of the combined change models, including tasks and expected outcomes at each of the stages.

The change implementation plan aligns with Oasis College's organizational strategy of creating opportunities to champion student success (Oasis College, 2014). In each of the stages of the implementation plan, I plan to manage the transition and change using Table 2 as a guide. Building a positive rapport and strengthening our organizational culture will shift our internal structures of silos towards common goals and shared responsibilities towards a shared holistic definition of student success.

Change Path Model: Awakening

A key emphasis from Deszca et al. (2020) in the awakening stage is understanding the need for change by confirming the problem, which is followed by a desired change vision. Through bi-weekly wrap-around meetings, a fully developed description of the desired change and what the organization hopes to be is most effective, as noted by Nadler and Tushman (1989), in receiving support for reorientation. Reorientation, as described by Nadler and Tushman (1989), is the revision and adaptation

of structures and processes without breaking existing foundations. Ensuring the values of Indigenous culture continue to be embedded in developing the vision for change will align with Nadler and Tushman's (1989) definition of reorientation. In this stage, part of the awakening has been established since I provided my Vice President with a proposal. The proposal outlines the PoP captured by data, followed by scholarly literature to strengthen the claim towards change and present opportunities for growth towards an envisioned future state. Having received support for Kahkisiw from senior executives and the autonomy from my Vice President of Student Services to proceed with the implementation stages makes it easier to implement within my agency. For example, going forward with further awakening, I will decide on implementation tasks and what SWS as a department will achieve as expected outcomes. I can also select specific team members who demonstrate strengths in communication and networking as change agents. These change agents will be significant in encouraging change in organizational culture and expanding our understanding of the current environment towards the desired change. As a leader who places great significance on relationality and holism, including team members throughout my implementation plan is important. I will select team members in various positions who possess knowledge of Indigenous traditional values and teachings to ensure a wide range of perspectives are captured. These team members could include our Cultural Coordinator and Elders.

Another objective in this stage is to build awareness of the desired change. At this stage, knowledge regarding the current environment and the rationale for change will be shared through scheduled bi-weekly wrap-around meetings between departments. As Deszca et al. (2020) note, awareness is significant for gaining buy-in and receptivity to the change. Resistance to change is not always due to a lack of interest but rather a lack of awareness of the initiative (Kezar, 2009). As higher education implements a multitude of initiatives, leadership must make it a priority to understand and bring awareness to the changes (Kezar, 2009). I plan to connect through meetings with all levels of staff

with the aim of building meaningful engagement that increases our awareness. Within my position and agency, I would encourage SWS to communicate both in person and through virtual platforms with other departments to gather their experiences involving students. Any feedback they may have would foster growth and improvement as it relates to the supports and services accessible to students. Engagement with other departments would encourage purposeful discussions and ensure SWS creates the space and opportunities for diverse perspectives. This practice of collaborating and including individuals who will be impacted by the change aligns well with my ethical approach to leadership. The outcome that I will achieve is to provide a good understanding to all Oasis College staff of our current state, why the desired vision of Kahkisiw is needed, and the shared responsibility for successful implementation. Assessing organizational readiness is also highlighted at this stage, as mentioned by Deszca et al. (2020). In the subsequent chapter, readiness for change was noted as a key factor in understanding an organization's susceptibility to change. For this change implementation plan, the completed readiness for change at Oasis College will be utilized as a guide to predict and respond to reactions to change as well as identify potential challenges.

Change Path Model: Mobilization

In Deszca et al.'s (2020) mobilization stage, the focus is on understanding the current structures and processes and why change is necessary. In this stage, I plan to continue my engagement with other departments through scheduled bi-weekly wrap-around meetings to expand my understanding of current processes and structures related to supporting students. Through discussions and engagement, I will encourage key individuals to take on the role of change agents. For example, team members who value the significance of relationality and are eager to inspire others could help initiate change. Within my agency, I plan to select individuals based on their abilities as leaders and their knowledge of the desired change. From other departments, I plan to reach out to leadership to identify key individuals who will participate in leading the change. Identified individuals should include instructors, program

coordinators, deans, and support staff from different departments to ensure a holistic perspective is captured. These individuals will form a working group and engage in scheduled discussions throughout the implementation plan. The objectives of the working group are to create an environment that promotes reciprocal learning. It encourages two-way communication, builds trust among the members, and allows for meaningful collaboration.

Face-to-face communication in a group context, as noted by Stuart (1996), "can be a powerful force in the service of a successful change" as it provides the "opportunity to capitalize on the different perspectives" (p. 35). The working group will ensure reactions to change, and any potential concerns are captured, discussed, and communicated throughout the process. This strategy will also encourage reflection between members of the internal structures and processes that may potentially need revisions and adaptations. Members of the working group will dissect and analyze the current internal structures and processes, including classroom management, curriculum, policies, and student resources, to identify areas that would require adaptations. Reciprocal learning at this stage of the change implementation plan is crucial in determining what is working and what needs to change to support the desired change.

Additionally, the working group will also collect data through surveys and informal discussions that capture student experiences and feedback. I recognize that previous definitions of student success in different departments at Oasis College have been influenced by external stakeholders' definitions and lacked vital student input. As noted by Safir and Dugan (2021), embracing diverse perspectives will expand knowledge beyond assumptions and individual biases. Creating the space and the opportunity for students to share their stories and their voices is a key element in making sense of the desired change. The experiences of our students will be utilized as leverage and communicated to leadership to expand their understanding of the current and desired state. I will use the stories and voices of our

students as a guide to adapting our current structures and processes to align with their definition of student success.

Change Path Model: Acceleration

Deszca et al. (2020) emphasize the need to maintain momentum during the acceleration stage, which will be achieved through wrap-around meetings. During scheduled bi-weekly wrap-around meetings between departments, momentum will rely on the action plan that was developed from knowledge gained from previous stages. I plan to utilize Deszca et al.'s (2020) action planning checklist that outlines key roles and their responsibilities in the change. Appropriate tools are used to manage the plan and build momentum while continuing to empower agents throughout the process (Deszca et al., 2020). As illustrated in Appendix H, outside the wrap-around meetings, I plan to continuously engage with instructors and students in classroom settings and provide facilitated discussions in areas that require additional knowledge. As mentioned in both the awakening and mobilization stages, the department of SWS will provide ongoing facilitated presentations outside of the wrap-around meetings that pertain to *what*, *why*, and *how* the change aligns with education's moral purposes of being transformational. Wrap-around meetings will encourage both face-to-face and two-way communication approaches. As Deszca et al. (2020) point out, face-to-face communication is most effective as it permits two-way communication, thus promoting involvement and participation. Face-to-face communication also provides the ability to pick up non-verbal cues, such as emotional aspects, and adds richness to the interaction (Stuart, 1996). Kezar (2009) also notes the significance of communication and collaborative efforts to secure buy-in as they create synergy and allies across campus for support.

Agents must have the knowledge, skills, and abilities required to support the change and continue the momentum (Deszca et al., 2020). Appendix I outlines the roles and responsibilities that agents would fill utilizing Deszca et al.'s (2020) role descriptions (see glossary for role definitions). The different departments and positions showcase and align with the shared responsibility and holism as

emphasized in Nadler and Tushman's (1989) congruence model towards the attainment of the desired change. The meaningful engagement and collaboration at this stage will also contribute to breaking down silos and increasing communication. The participation of each position is vital in ensuring the supports and services accessible to students continue to meet their needs throughout their entire educational journey.

Change Path Model: Institutionalization

The last stage of Deszca et al.'s (2020) change path model is institutionalization. In this stage, the focus is on monitoring progress and evaluating the change using measurements. As Deszca et al. (2020) note, measurements are vital in organizational change as they affect direction, content, and outcomes achieved by the change. At this stage, I plan to use Kaplan and Norton's (1996) balanced scorecard to monitor the change. The balanced scorecard has been utilized in higher education as a tool to "become more productive, accountable, and efficient" (Hladchenko, 2015, p. 167). As outlined in the previous sections, the balanced scorecard was adapted for the OIP to align with the changes and overall peculiarities of Oasis College. Appendix J provides a detailed evaluation plan with emphasis on aspects of Nadler and Tushman's (1989) congruence model and the revised Kaplan and Norton's (1996) balanced scorecard.

As the implementation of wrap-around meetings continues, the working group will capture data using selected strategies to measure each component of the balanced scorecard. I plan to communicate the gathered data to all staff and executives at Oasis College. I will encourage all stakeholders to view the data as a learning opportunity that identifies areas that require growth and development. A key emphasis in this stage is to ensure that the data will be utilized for decision-making and the reorientation of current structures and processes to align with the desired vision of Kahkisiw, a Cree word that means s/he is whole. Continuing the new behaviors and practices, specifically changes that are long-term, will be significant in sustaining the changes (Whelan-Berry & Somerville, 2010). As noted

above, the evaluation of the change is a long-term goal and will be an ongoing practice to align with the diverse experiences of students in each academic year.

Managing the Transition

The proposed wrap-around meetings encourage increased engagement and collaboration between departments. Engagements and collaborations require certain elements, one of which is the involvement of change drivers. Whelan-Berry and Somerville (2010) describe change drivers as "events, activities, or behaviors that facilitate the implementation of the change" (p. 176). Change drivers occupy different positions, and each position requires a commitment to actively engage in meaningful discussions to promote reciprocal learning. To effectively manage the transition between the stages of the change implementation plan, there needs to be a rebalancing of responsibilities in each position, including leadership and administrators. The rebalancing would result in increased awareness of role clarity between positions and departments, increased awareness in leadership of the experiences of students, and most significantly, increased awareness of shared responsibilities regarding the attainment of the desired change.

Change drivers work towards raising awareness of the need for a holistic and consistent definition of student success. This work involves the commitment to continuously participate in and learn from the experiences of each student throughout their entire educational journey. The potential challenges that can occur throughout this change implementation plan as outlined in Appendix K may be lessened if all decision-making is geared towards supporting all facets of student well-being and development.

Responding to Reactions to Change

Organizational change is not a linear process but is iterative and complex (Whelan-Berry & Somerville, 2010). Additional cycles to the Change Path Model will be implemented to continuously adapt processes and practices based on gathered data and outcomes achieved from one cycle to

another. As such, reactions to change are an inherent part of any change implementation plan. As I align with the values of an interpretivist, I plan to use the reactions to change as a strategy to expand my knowledge and learning. Reactions to change can be used as a guide throughout the change implementation process. As an ethical leader, I plan to use the responses to change as a tool for organizational learning and gathering meaningful feedback. Organizational learning, as Belle (2016) discusses, has been linked to the ability to understand capabilities, stimulate thoughts and imagination, and "assist in the re(calibration) and alignment of members' collective experiences and expectations" (p. 332). I plan to respond to the reactions with empathy, encourage dialogue through a participatory approach, view the responses from multiple angles and perspectives, and commit to continuous learning and improvement.

Plan to Communicate the Need for Change and Change Process

In any change process, communication plays a significant role in effective implementation. Good communication, as Deszca et al. (2020) discuss, is essential in minimizing misinformation and rumors, mobilizing support, and maintaining commitment. The need for change and the impact the change will have on individuals should be communicated throughout the organization, as should any changes to existing structures and the progress of the change throughout the implementation plan (Deszca et al., 2020). In this section of the OIP, I will utilize Deszca et al.'s (2020) four phases of a communication plan as a guide. Different communication methods and approaches will be used to support the attainment of needs in each of the phases. Appendix L illustrates a detailed communication plan for each of the stages of the Change Path Model. Last, a knowledge mobilization plan is also included in this section to communicate how knowledge will be shared between staff and students. A possible infographic for sharing and transferring knowledge is outlined in Appendix M.

Pre-Change Approval Stage

The first stage of the communication plan, also known as pre-change approval, falls into the awakening stage of the Change Path Model. Additionally, Storywork Methodology is embedded to ensure Indigenous values and teachings become the foundations of the change vision. The communication need is to gain support and approval from leadership towards the change vision of an enriched and holistic definition of student success. The focus in this stage includes building awareness of the current and desired states utilizing gathered data from student surveys and scholarly literature that demonstrates the disparities in student success definitions amongst higher education. I will encourage the use of collaborative inquiry to influence learning. Katz and Dack (2014) discuss collaborative inquiry as an effective strategy to challenge thinking and practice towards shared learning and activities. The communication approaches and methodologies that I will use to relay the information to the target audience will include facilitated engagements and discussions, which could be completed via virtual platforms or in person. Engagement would be structured as a participatory approach and would encourage reciprocal learning. Presentations that outline the entirety of the change in formal meetings (staff meetings) will also be an approach that I will use to communicate and build awareness of the change. Additionally, formal written invitations through email to participate in the working group will also be a communication method used to gain support for implementation.

The targeted audience at this stage includes senior executives, deans, program heads, the registrar, directors, and managers. As identified in earlier sections, the structures and powers at Oasis College are concentrated at the top; thus, gaining the support of senior executives and individuals in key leadership positions will increase the likelihood of buy-in. Klein (1996, as cited in Deszca et al., 2020) suggests utilizing hierarchal authority as an effective communication strategy, as most team members refer to their supervisors and managers for directions and guidance. Developing a sense of fairness, trust, and confidence in leadership will also lead to increased enthusiasm for the change initiative

amongst organizational members (Deszca et al., 2020). Approval and buy-in support from leadership at this stage are critical to successfully moving forward with the communication plan. Key actions, including securing approval for implementation and communicating the change plan to different departments, will be used as a measurement to monitor, evaluate, and assess progress in this stage. Last, the targeted length of time to achieve the set goals and outcomes in this stage is approximately six to eight months. The pre-approval change in the awakening stage of the Change Path Model will have the longest projected length of time to achieve the set goals and outcomes. The rationale is to allocate the most time to building awareness, encourage learning between team members, and account for addressing potential challenges and unexpected outcomes.

Developing the Need for Change Stage

This stage of the communication plan, as noted by Deszca et al. (2020), develops the need for change within the mobilization stage of the Change Path Model. I will also embed the value of holism as identified in Archibald's (2008) storywork methodology at this stage. I will focus on sharing information with team members at Oasis College that centers around the reasons for change, followed by a presentation of the gathered student data to support the claim. As Deszca et al. (2020) point out, generating a sense of urgency amongst agents is a key focus in this stage of the communication plan. To increase buy-in and support, I would approach these discussions and engagements with transparency that outlines detailed information about the implementation plan, including the different stages, tasks, expected outcomes, and timelines. I will continue to facilitate engagements, discussions, and presentations and encourage participation among the targeted audience. The targeted audience at this stage includes deans, program heads, the registrar, directors, managers, program coordinators, instructors, and student-led committees, specifically the SLC. Two-way communication as an approach to use in this stage will create opportunities for learning and encourage intentional participation. Participation fosters trust between members, invites a sense of belonging and identity, and supports

individual growth (Belle, 2016). The use of surveys and qualitative data that capture student experiences from informal and formal discussions between students will be used as a tool to monitor, evaluate, and assess progress and achievement at this stage. The projected length of time to achieve the goals and outcomes in this stage is between four and six months. It is important to note that the projected length of time to achieve the set goals and outcomes are approximate estimations and can change as needed.

Midstream Change Stage

The third stage of the communication plan, known as the midstream change, occurs in the acceleration stage of Deszca et al.'s (2020) change path model. I also incorporate Nadler and Tushman's (1989) congruence model in this stage and emphasize the significance of shared responsibility between agents towards successful change implementation. In this stage of the process, communicating the change implementation plan is the key focus. Utilizing the change implementation plan mentioned in earlier sections as a guide will support the communication and clarification of the progress, including new roles, responsibilities, structures, and processes that could potentially impact existing positions. Communicating how the change may impact existing positions will support the transition, including reactions to the change. The same communication approaches and methods as outlined in the first stages, including facilitated engagements, discussions, and presentations, will be used to encourage reciprocal learning. Additions to the approaches and methods already mentioned include presentations of collected data and progress using passive information sharing strategies through emails and reports, as well as introducing monthly formal communications through newsletters and posters. Senior executives, deans, program heads, the registrar, directors, managers, program coordinators, instructors, support staff, and students are the targeted audience at this stage. Strategies and methodologies used to monitor, evaluate, and assess progress will be the same as in the previous stage, with additions including the use of online platforms and social media. The anticipated length of time needed to achieve set goals and outcomes is approximately three to six months. Both the midstream change and

celebrating and confirming the change (the next stage) will have the shortest projections of time needed to achieve the set goals and outcomes. The rationale stems from having achieved the set goals and outcomes from previous stages, such as securing approval from senior executives and support from team members. Thus, capacity development between members and the momentum for change will already be present, easing the transition to the next stage.

Celebrating and Confirming the Change Stage

The final stage of Deszca et al.'s (2020) change path model is institutionalization, which involves celebrating and confirming the change. Nadler and Tushman's (1989) congruence model emphasizes reorientation, which is also incorporated into this stage. The focus is to communicate the outcomes and inform organizational members of institutional successes, learned opportunities, and key areas of strength. Leaders should celebrate the progress of the change by acknowledging each department's contribution. I will reflect on questions surrounding whether the expected outcomes have been attained and how the changes may be embedded into overall organizational practices to guide my communication. As the change plan draws to a close, the communication plan will emphasize collaborative discussions and engagements using presentations, videos, and infographics; for example, a slide deck that showcases the timeline of the change and the goals attained throughout. The targeted audience at this stage includes Oasis College staff, faculty, administrators, executives, students, and external partnerships. Communication strategies through social media platforms, posters, and/or websites will articulate enhanced practices accessible to support students throughout their journey at Oasis College. Strategies used to monitor, evaluate, and assess progress will be the same as those utilized in the acceleration and midstream change stages. The goals of communication are to encourage meaningful participation and embed reciprocal learning practices within the structures of Oasis College, demonstrating Oasis College's commitment to traditional teachings and values of supporting Indigenous

youths. The set goals and outcomes for this stage are considered long-term goals, which may eventually develop into an ongoing process that revisits earlier stages of the change model.

Knowledge Mobilization Plan (KMP)

Following the communication plan, I use this section of the chapter to briefly discuss a strategy known as a knowledge mobilization plan (KMP) that I will utilize to transfer knowledge that could potentially inform and influence decision-making. Lavis et al. (2003) define the strategy as an organizing framework for knowledge transfer and provides a brief overview of the research literature surrounding the selected topic area. The framework for knowledge transfer provides five questions that organize knowledge throughout the process and can be seen in Table 3 (Lavis et al., 2003). I will focus on sharing knowledge in the awakening stage of the Change Path Model, also known as the pre-approval to change stage outlined in the communication plan.

Table 3

Utilizing KMP to Share Information and Build Awareness

Main Message	Goals	Target Audience	Collaborative Engagements	Knowledge-Transfer Processes and Communications	Evaluation
<i>What knowledge should be transferred to decision makers?</i>	<i>What are the expected outcomes and goals of the change?</i>	<i>To whom should knowledge be transferred?</i>	<i>By whom should knowledge be transferred?</i>	<i>How should knowledge be transferred?</i>	<i>With what effect should knowledge be transferred?</i>
The fundamental and moral purposes of education is to bring improvements and be transformative in ways that nurtures and promotes a just system.	Student success definition should encompass all facets of human development and well-being.	Entire Oasis College staff, faculty, administrator, executives, and students.	Entire Oasis College staff, faculty, administrator, executives, and students.	Wrap-around meetings encourage reciprocal learning through a participatory approach via face-to-face/ two-way communications, presentations on data collected, progress, discussions on learning opportunities, and passive information sharing via emails, consolidated reports, formal communications, and posters.	Surveys and qualitative data from students including SLC members, surveys, and data from informal and formal discussions with staff.

I will begin by presenting the rationale for change utilizing scholarly literature on student success definitions in higher education to senior executives, deans, program heads, registrars, directors, and managers during our start-up/professional development meetings. I will then compare these definitions to Oasis College's definition, which I have attained through both informal and formal discussions. I will also include the students' definitions, which I have attained through surveys and both informal and formal discussions. A comparative visual of the definitions will demonstrate the disparities, resulting in shared knowledge of the current state. Next, I will share the vision for change, discussing each of the six objectives and components of the Kahkisiw model, a Cree word that means s/he is whole. I will articulate how the model supports a holistic definition of student success and emphasizes holism. The expected outcomes and goals of the change will be articulated through a learning conversation protocol (LCP), a strategy for enhanced collaborative learning that uses structured rules to regulate communication around negative and positive feedback (Katz & Dack, 2016). Being able to communicate positive and negative feedback builds leaders' capacity, which then enables leaders to "push the thinking of all members of the group beyond what they would be able to achieve on their own" (Katz & Dack, 2016, p. 3). LCP aligns with my combined leadership framework and perspectives, emphasizing reciprocity and meaningful participation. Following the LCP, I will gather feedback through surveys and informal and formal discussions, encouraging reflection on the process. This will gather leadership opinions, knowledge, and potential recommendations for successful implementation of the change. Appendix M illustrates a visual of the KMP as an infographic for recruiting students and gathering their definition of success.

Monitor, Evaluate, and Assess

In this next section, I will discuss monitoring, evaluation, and assessment of the change, utilizing the balanced scorecard and Plan-Do-Study-Act (PDSA) cycles. I selected the balanced scorecard to monitor, evaluate, and assess the progress of the change. Deszca et al. (2020) note the significance of

measurements in influencing the involvement and participation of agents throughout the change process. The use of the balanced scorecard will encourage organizational members toward holistic analysis and reflection, which, as Kaplan and Norton (1996) highlight, requires multiple perspectives throughout the process. Next, the PDSA cycle was also selected as a strategy to encourage continuous assessments and adaptations of the change initiative throughout implementation.

Balanced Scorecard

The balanced scorecard is selected as a strategy tool to measure, evaluate, and assess the change implementation process. Kaplan and Norton (1996) define the balanced scorecard as a strategic management system that provides a framework for the measurement and management of performance. In higher education, Hladchenko (2015) notes that the balanced scorecard emphasizes academic measures. The balance scorecard presents four important perspectives in relation to strategic development: (a) financial, (b) internal processes, (c) learning and growth, and (d) customer. In relation to the OIP, I adapted Kaplan and Norton's (1996) *customer perspective* to *student perspective* to ensure student well-being and the inclusion of their voices. This adaptation seemed fitting given that Kahkisiw centers around empowering student well-being. The four perspectives allow organizations to track financial measures while also "simultaneously monitoring progress in building the capabilities and acquiring the intangible assets" (p. 2) needed for future growth and opportunities (Kaplan & Norton, 1996). The illustration in Figure 4 from the previous section was used as a guide to develop a balanced scorecard for Oasis College that includes objectives, measures, targets, and initiatives. Table 4 illustrates a detailed balanced scorecard.

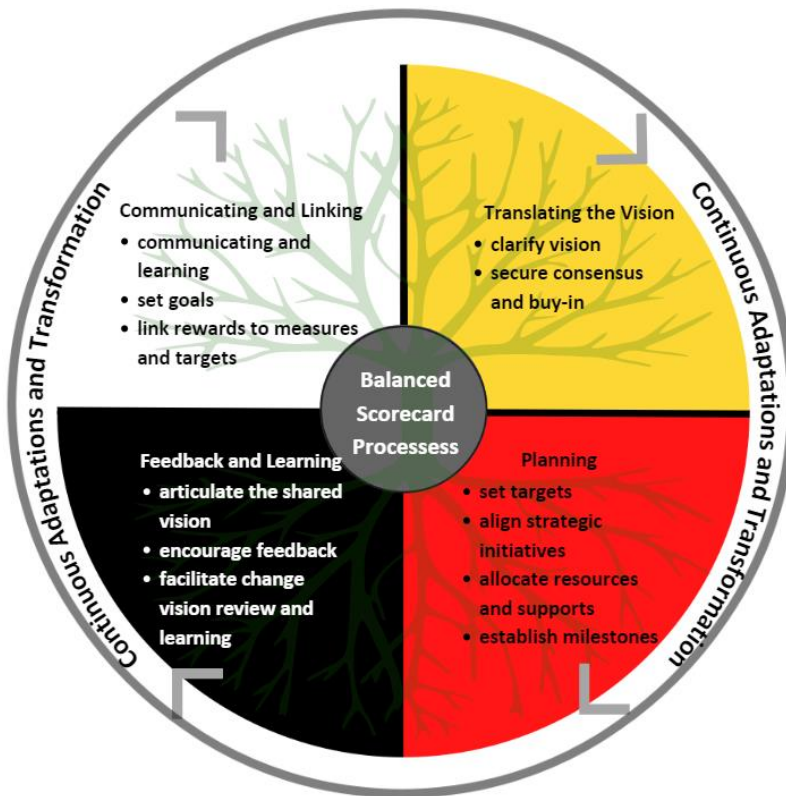
Table 4*Utilizing the Balanced Scorecard to Monitor, Evaluate, and Assess the Change Implementation Plan*

Perspectives	Objectives	Measures	Targets	Initiatives
Financial	Secure long-term core funding commitments with yearly increments based on enrolment statistics, numbers of programs, student experiences and requests for support, employee growth, and changes in infrastructures to accommodate needs.	Gain increase in core funding from 5% to 15% next academic year.	Increase programs offered to attract more students and partnerships. Increase recruitment and onboarding of staff. Changes to infrastructures to accommodate and respond to student and staff needs (i.e., number of classrooms).	Build awareness and share change vision. Offer open houses to attract and strengthen community partnerships.
Internal Processes	Provide accessible support and services including proactive and reactive interventions to support needs. Breakdown of silos between departments. Consistent definition of student success between departments.	Increased communications, engagements, and meaningful collaboration between departments through wrap-around meetings.	Wrap-around meetings on a scheduled consistently. Staff and student feedback regarding wrap-around structures and process to be discussed and incorporate adaptations as needed.	Encourage reflective analysis of current definitions of student success between departments (i.e., LCP). Encourage staff and students to provide feedback.
Learning and Growth	Demonstrate commitment towards raising awareness of the impacts of inconsistent definitions of student success. Expand knowledge of shared responsibility from all positions.	Facilitate training and share knowledge of Kahkisiw including all stages of implementation.	Implement the Kahkisiw model. Staff understands change vision with potentially new roles and responsibilities.	Same as in internal processes plus the addition of using PDSA cycles.
Students and Community Partnerships	Demonstrate commitment in Indigenous pedagogy and learning. Demonstrate commitment towards an enriched and empowered student success definition.	Analyze current state: does our practices and approach align with Indigenous values? Positive student and community partnerships experiences.	Successfully implement the Kahkisiw model.	Same as in learning and growth.

The balanced scorecard also provides four management processes that link long-term objectives to short-term actions (Kaplan & Norton, 1996). The four management processes are: (a) translating the vision, (b) feedback and learning, (c) business planning, and (d) communicating and linking. Figure 6 was developed using Kaplan and Norton's (1996) managing strategy process as a guide and includes revisions to align with elements in the OIP. It is important to note that the foundational values of Kahkisiw continue to be embedded in this illustration: holism, shared responsibility, kinship, and reciprocity.

Figure 6

The Stages of the Balanced Scorecard



Note. Adapted from Kaplan and Norton's (1996) balanced scorecard processes. To demonstrate holistic thinking and in line with Kahkisiw, the balanced scorecard used to track, evaluate, and assess change is placed over the colors of the medicine wheel.

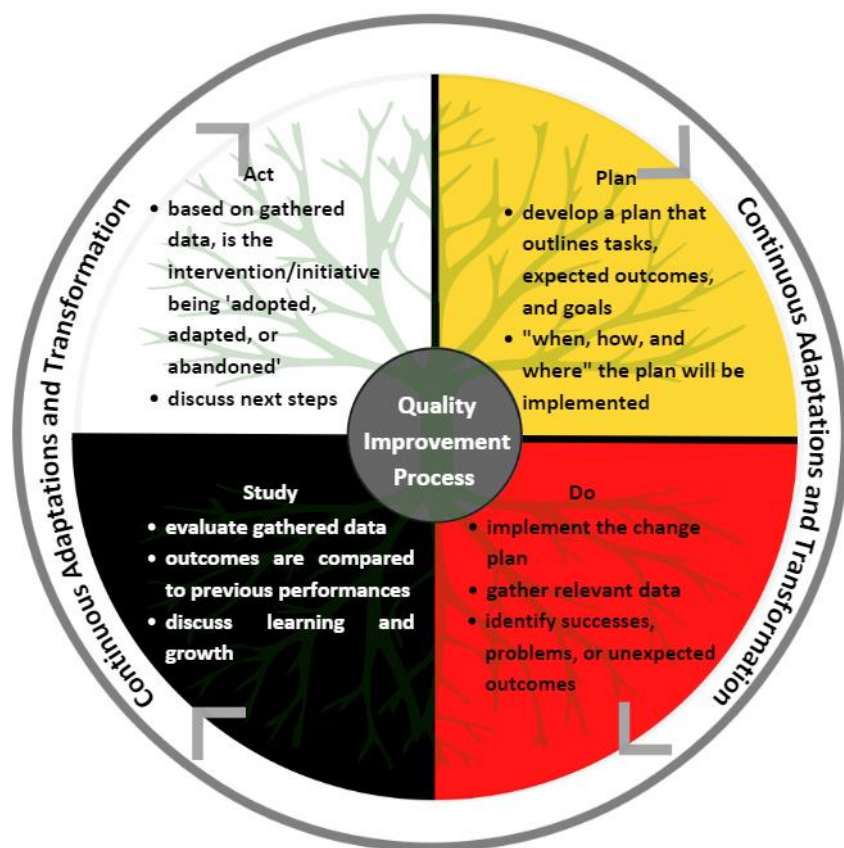
The illustration demonstrates a connection between the four processes aligning with each of the stages of the Change Path Model: awakening and translating the vision, mobilization and planning, acceleration and communication, and institutionalization, feedback, and learning. The balanced scorecard will provide an additional layer of guidance in ensuring the objectives and tasks outlined in Appendix J are attained. Objectives, measurements, and targets in each of the processes are identified to support the monitoring and evaluation stages of change implementation. Continuous adaptations and discussions towards growth support the vision for transformation. Utilizing the balanced scorecard allows for the strategy to evolve as a response to the competitive environment (Kaplan & Norton, 1996). Encouraging Oasis College, specifically senior executives, to continuously adapt and revise current structures and processes will promote meaningful organizational participation and learning.

Cycles

In addition to the balanced scorecard, I also selected the PDSA cycle, originally developed as the PDCA cycle by Dr. W. Edwards Deming in 1950, to support the monitoring and evaluation stages (Moen & Norman, 2009). The PDSA cycle is a strategy model consisting of four stages: plan, do, study, and act, which can be applied to the quality improvement of processes, products, and services (Christoff, 2018; Moen & Norman, 2009). The first stage involves developing a plan, identifying tasks and agents involved and their roles, and identifying expected outcomes, goals, and timelines. The second stage implements the change plan, gathers data, including both quantitative and qualitative, and identifies successes, challenges, and unexpected outcomes. The third stage evaluates the gathered data, compares current outcomes to previous performances, and discusses learning and growth. The last stage involves decision-making based on the gathered data as well as discussing next steps for consideration. PDSA cycles also help build fundamental knowledge to promote improvement and increase the confidence of organizational members (Christoff, 2018; Leis & Shojania, 2016). Figure 7 illustrates the PDSA cycle, adapted from Moen and Norman (2009) and revised to align with the change implementation process.

Figure 7

Utilizing the PDSA Cycle from a Holistic Perspective



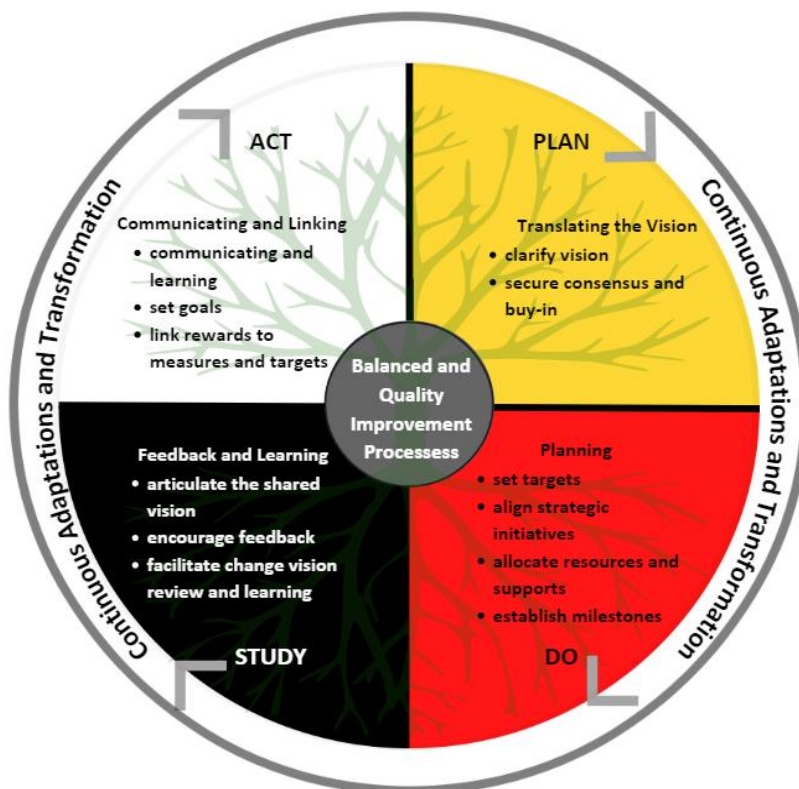
Note. Adapted from Moen and Norman's (2009) PDSA cycle to improve the quality of its processes. The PDSA cycle is placed over the colors of the medicine wheel to symbolize holistic thinking when bringing together various perspectives from organizational members and promoting discussion and participation.

PDSA cycles and the balanced scorecard will be used to monitor and evaluate the implementation of Kahkisiw through wrap-around meetings. PDSA cycles support the quality improvement of key processes, as outlined in Figure 7. Working group meetings will occur at the beginning and end of each stage of the Change Path Model. The LCP will also be utilized during PDSA cycles in working group meetings. Appendix N outlines the stages of the LCP as well as possible prompts to generate conversation and learning. I will use the knowledge shared and gathered in working group

meetings to refine the change implementation plan as needed. For example, department X is experiencing a high turnover rate of staff, which slows down the momentum and pace of the implementation stages. As a response, I would recommend additional staff from SWS to provide support to department X in building capacity through presentations of the change vision as well as the stages of the change implementation plan. I will also recommend an LCP between leadership and team members in department X to expand knowledge and increase awareness of current experiences while identifying areas that require additional resources and support. Applying PDSA cycles throughout the change process supports the refinement of the intervention, measures, and data collection (Leis & Shojania, 2016). The combination of the balanced scorecard and PDSA cycle emphasizes the holistic perspective of the change process, including monitoring and evaluation, as illustrated in Figure 8.

Figure 8

Combined Balanced Scorecard and PDSA Cycle from a Holistic Perspective



Note. To illustrate my view of the change process from a holistic perspective, I've combined both Moen and Norman's (2009) PDSA cycle and Kaplan and Norton's (1996) balanced scorecard. To represent balance and holistic thinking, both figures combined are placed over the colors of the medicine wheel.

Both the balanced scorecard and the PDSA cycle will form the monitoring and evaluation framework for the OIP. Combining both strategies will encourage continuous discussions, adaptations, learning, and growth. Embedding PDSA cycles into the Change Path Model will also ensure the goals and priorities of each stage are achieved.

Embracing Diverse Perspectives towards Equity, Inclusion, and Social Justice

To achieve the goals of social justice throughout the change implementation plan, I will create a space that embraces diverse perspectives and respects differences, for example, by using LCP as a strategy, which will encourage challenging unequal power relations, ranks, and status that are socially constructed in each environment. Social justice pedagogy includes acknowledging that everyone is complicit in systems of both privilege and oppression, acknowledging that groups are valued unequally, recognizing that team members that exist in the higher hierarchy have greater access to resources, and recognizing that social injustice exists today at many different levels (Sensoy & DiAngelo, 2012). For example, Sensoy and DiAngelo (2012) discuss the dynamics of internalized dominance and oppression through the assumption that everyone's voices have been granted the right to speak with equal weight. However, in institutions that have hierarchal structures, not all voices will carry the same weight or influence. As a strategy, methods that encourage participants to challenge their own assumptions and biases can create the opportunity to learn alternative perspectives. Throughout the change implementation plan, specifically when utilizing PDSA cycles, the protocol disrupts the usual patterns of discussions and gives all voices a turn. Thus, encouraging rich and meaningful discussions using an LCP will challenge individual perspectives. Achieving the goals of social justice in both the communication

and evaluation of change requires the equal participation of all groups and team members at Oasis College.

Participation, as Belle (2016) describes, must be intentional and demonstrate a balanced distribution of ownership and co-determination between team members. In the social justice perspective, a participatory orientation in the monitoring and evaluation stage seeks to redress the power imbalance between stakeholders and promote levels of control for team members who may otherwise be marginalized (Markiewicz & Patrick, 2016). Participatory practices can be utilized as an empowerment approach to evaluations (Markiewicz & Patrick, 2016), for example, reflective discussions defining student success with all team members at Oasis College, including students. Learning as an organization promotes kinship and helps build core competencies between team members that aim to reduce uncertainty through increased discussions and awareness of needs, problems, and possible solutions (Belle, 2016; Helmsing, 2001). Engaging constructively with alternative perspectives will expand knowledge and encourage equal participation. Participation can also bolster confidence among team members and promote meaningful learning (Belle, 2016). Additionally, shifting from a hierarchical structure to embracing inclusivity and differences, structures that are representative of community, and the commitment to provide equal opportunities, as noted by Blackmore (2016), will be the beacon towards achieving equity and a socially just education.

Next Steps and Future Considerations

The next steps post-implementation of the change should include meaningful discussions between senior executives and administrators surrounding outcomes achieved and opportunities for growth, including identifying strategic priorities based on experiences with the change implementation process. As noted by Markiewicz and Patrick (2016), learning from experience is a key method for refining existing practices and making decisions for future operations. I will encourage senior executives, deans, directors, and managers to remain committed to the next steps post-implementation of the

change process towards consistent adaptations and assessments that align with the change vision. PDSA cycles can continue to be used as a tool to encourage rich discussions surrounding re-evaluations of current processes and practices. Additionally, consistent communication and participation between departments, including senior executives, will continue to increase opportunities for the empowerment and involvement of team members. Learning as an organization must be "learned, modelled, and accepted as a desirable code of conduct in institutions" (p. 338) to maximize the participation of team members (Belle, 2016). Additionally, I encourage senior executives to develop or adopt a change management framework, which will provide guidance and direction in developing processes and structures during change implementation. In the absence of a change management process, potential challenges, including resistance to change, securing buy-in, and identifying roles and responsibilities between team members, will continue to exist. Without consistent practices, silos will continue to exist between departments and impact organizational culture and learning.

Lastly, the development of the OIP occurred during the global COVID-19 pandemic and influenced elements in the change implementation plan. At Oasis College, specifically within the department of SWS, students' disengagement from initiatives, supports, and services was evident. Thus, we needed to become innovative in our responses to the environment and the needs of students in a meaningful way. Although the disruption and change to the learning environment were difficult for some students, there were others who also thrived and flourished as the changes aligned with their individual learning styles. The profound disruption and change due to the pandemic became a learning opportunity that would encourage alternative perspectives. As part of these alternative perspectives, Oasis College participated in the development of the National Standard for Mental Health and Well-Being for Post-Secondary Students in collaboration with the Mental Health Commission of Canada. The collaboration and involvement with the commission should be looked at as motivation to continue the momentum and inspire other institutions to prioritize student well-being from an Indigenous

perspective. For future considerations, I encourage Oasis College to challenge processes and systems that create barriers for student learning and well-being throughout their educational journey. I encourage Oasis College to counter and interrupt practices that nurture unequal power relations in service of social justice. As Sensoy and DiAngelo (2012) note, "schools are among the most powerful institutions wherein social stratification is reproduced, and they are also where it must be challenged. To do this, we must be willing to interrogate our notions of what fairness, safety, and participation look like" (p. 8). I encourage Oasis College to build a culture of inquiry, which, as Katz and Dack (2014) note, is one of the most powerful enablers of change in practices that can influence student learning. I encourage Oasis College to lead in the pursuit of achieving the goals of social justice for the prosperity of our youth today and our leaders of tomorrow.

Chapter 3 Summary

In this chapter of the OIP, implementation, evaluation, and communication plans for change were developed for the selected strategy in addressing the PoP: a model with the given name Kahkisiw built on the foundations of Indigenous values and encouraging a holistic and empowered definition of student success through the implementation of institution-wide wrap-around meetings. The selected strategy encourages the contributions and participation of all positions at Oasis College towards the reorientation of structures and processes that respond to the unique needs of students. Each of the methods and approaches selected in this chapter encourages continuous learning and adaptation towards transformation. I concluded this chapter with the next steps and encouragements for Oasis College, specifically from a social justice perspective. Theoharis (2007) encourages leaders to use data to understand the realities of the institution and knows that "building community and differentiation are tools to ensure that all students achieve success together" (p. 252). An organization that promotes a culture of inquiry can influence continuous adaptations and learning by generating new knowledge gathered from collaboration, evidence, and inquiry.

OIP Conclusion

The contributing factors and challenges as outlined in the PoP encourage a shift in perspective within the educational discourse and praxis to align with the fundamental and moral purposes of education. The change vision of empowered student success moves beyond simply capturing quantitative measures and instead adopts a holistic lens that promotes flourishing in each of the areas of human development and well-being. In writing the OIP, I explored the PoP of the need to bring awareness to the unjust practices that result from inconsistent definitions of student success. I proposed potential strategies with consideration of Oasis College's organizational and historical context. It is evident throughout the entirety of the OIP that the values of reciprocity, kinship, shared responsibility, and holism are key to successful implementation and the sustainability of the change vision. Additionally, the OIP also contributes to the broader provincial discussions surrounding resources and funding allocations to non-profit organizations, specifically when supporting marginalized communities. A socially just education (a) must consider issues of poverty that impact student engagement and capabilities, (b) must address forms of discrimination and systemic barriers that many have experienced and continue to experience, and (c) must consider the ways in which marginalized groups have been denied opportunities to pave the way to an alternative mainstream education (Mills, 2016). The OIP encourages external partnerships to shift away from using systematically developed formulas to determine the allocation of resources and instead consider the lived experiences of students and the pursuit of attaining their definition of success for the future of their communities and their families.

It is my hope that the descriptions in the OIP inspire organizational members at Oasis College to continuously strive to place student well-being at the center of all their decision-making. I hope to encourage leadership and administrators to collectively work towards the transformation of our internal structures and processes for the benefit of our students. As Jameson (2006, as cited in Elliott, 2015) notes:

collaborative leadership will tend to transform organizations to become more inclusive places through synergistic, dynamic processes of active engagement in leadership's vision and values, while being empowered with the knowledge, authority, responsibility, and goal-directed problem-solving to improve. (p. 429)

Lastly, I hope the OIP becomes a reminder to all staff of the values and principles that established Oasis College as we reflect on the type of organization we strive to become for our current and future students.

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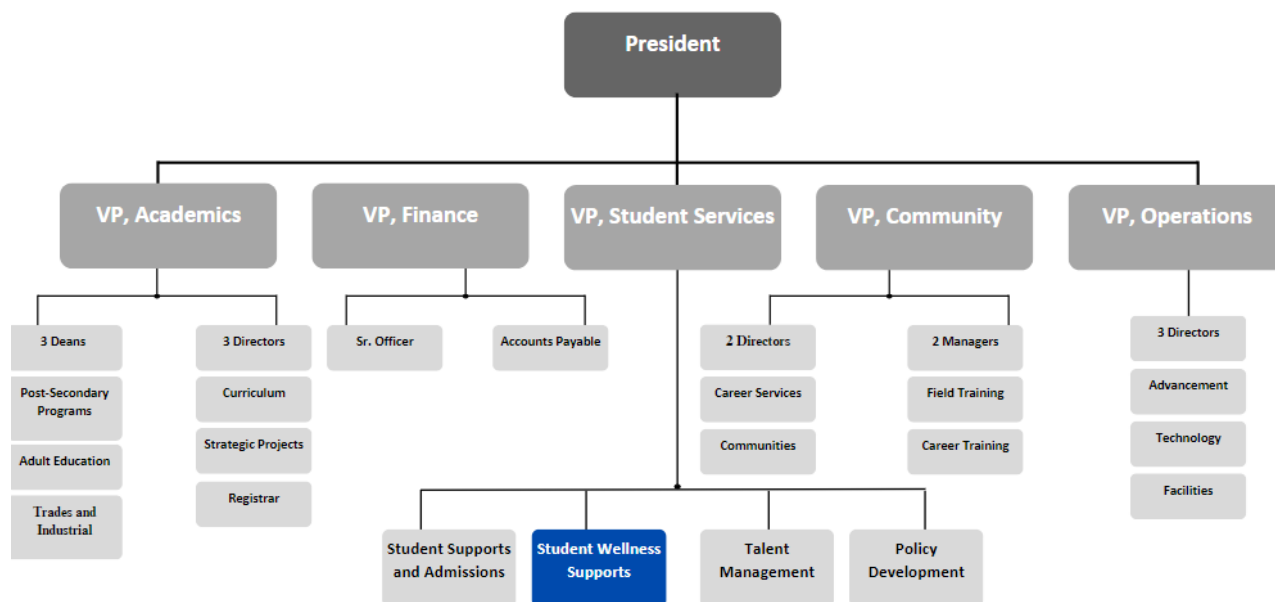
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Appendix A: Oasis College's Organizational Structure

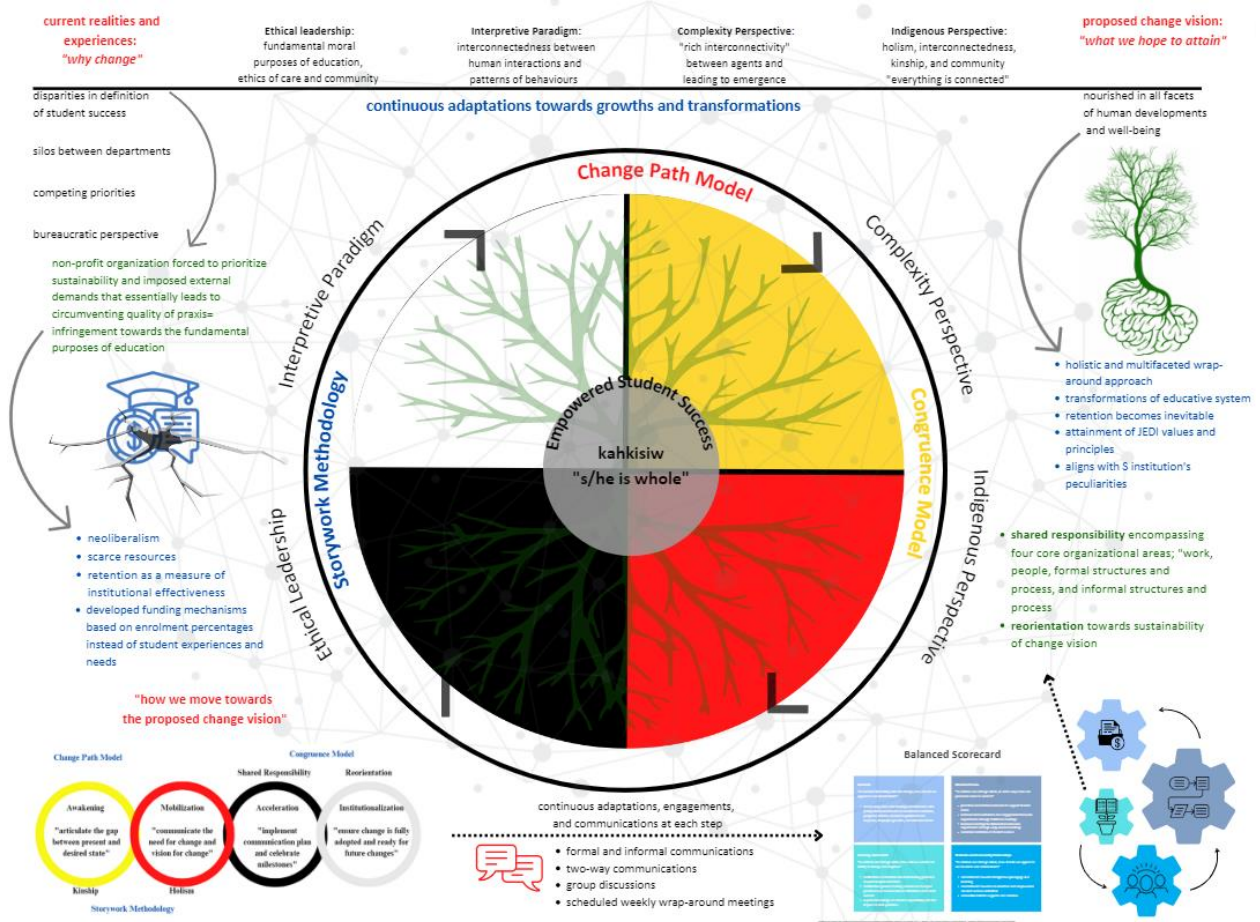


Note. The blue identifies my position and agency within Oasis College. It is important to note that the official titles and department names have been edited to ensure anonymity throughout the OIP. Each director and manager identified in the organizational chart will also have additional team members and direct reports but was omitted in this illustration for space.

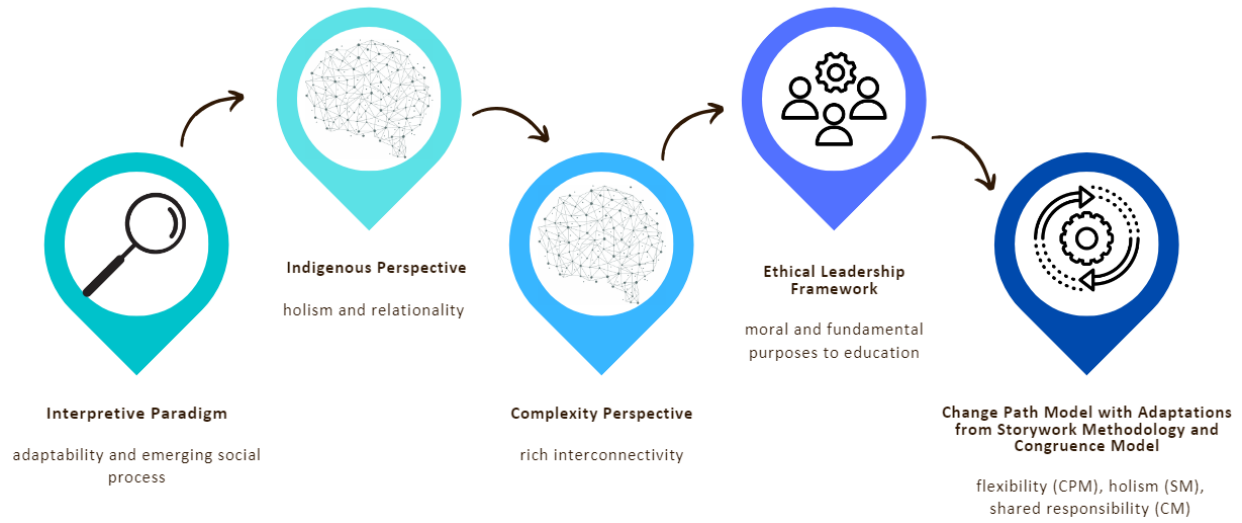
Appendix B: PESTEL Analysis of Factors that Impact the PoP at Oasis College

Political	Economic	Social	Technological	Environmental	Legislative
Provincial and national elections that affect priorities and distributions of funds.	Provincial and federal allocations of funding can lead to pressures in securing additional sources of funding.	Retention of organizational members can affect consistent communication and practices.	Access to technology in remote program locations can affect definitions of success between students and organizational members.	Covid-19 global pandemic has influenced a change in many internal structures, processes, and practices that have impacted learning, student achievement, and overall definitions of success.	Truth and reconciliation; calls to action to the ongoing impacts of residential schools and the recognition of rights and respects of Indigenous peoples.
Accreditation regulations and agreements poses limitations at Oasis College which leads to competing priorities and tensions surrounding defining success.	“Create work-ready achievers” as one of the strategic priorities at Oasis College has influenced an outcomes-based definition of success.	Indigenous epistemology encourages a holistic definition of success.	Increase use of technology as a response to the global pandemic in programs has influenced the learning approach and environment (e.g., hybrid learning) and potentially impacted engagements and connectedness between instructors and students. Thus, can impact definitions of success.	Program locations and potential challenges to access including supports and resources can influence definitions of success (e.g., limited access to mental health supports can minimize the benefits of these supports).	National Standard of Canada for Mental Health and Well-Being for Post-Secondary students led by the Mental Health Commission of Canada provides guidelines to post-secondary institutions to align policies, procedures, and practices to support the development of students.
Funds received does not account for the diverse needs of students which leads to pivoting and affect student success definitions.	Financial stability and increased student loan debts for students has influenced an emphasis on securing employment. Retention percentages used as a measure of institutional effectiveness and the distribution of funds.	Indigenous pedagogy (i.e., land-based learning and curriculum) encourage a holistic view on student success.			

Appendix C: Visualization Overview of the Entire Organizational Improvement Plan



Appendix D: Connections between the Selected Theoretical Perspectives and Frameworks



Appendix E: Oasis College's Completed Change Readiness Questionnaire

Readiness Dimensions	Readiness Score	Possible Score
Previous Change Experiences		
1. Has the organization had generally positive experiences with change?	0	+1
2. Has the organization had recent failure experiences with change?	0	-1
3. What is the mood of the organization: upbeat and positive?	NA	+1
4. What is the mood of the organization: negative and cynical?	NA	-2
5. Does the organization appear to be resting on its laurels?	-1	-1
Total Score in Dimension	-1	-2
Executive Support		
6. Are senior managers directly involved in sponsoring the change?	+2	+2
7. Is there a clear picture of the future?	0	+1
8. Is executive success dependent on the change occurring?	0	+1
9. Has the management ever demonstrated a lack of support?	-1	-1
Total Score in Dimension	+1	+3
Credible Leadership and Change Champions		
10. Are senior leaders in the organization trusted?	+1	+1
11. Are senior leaders able to credibly show others how to achieve their collective goals?	0	+1
12. Is the organization able to attract and retain capable respected change champions?	+2	+2
13. Are middle managers able to effectively link senior managers with the rest of the organization?	NA	+1
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	+2	+2
15. Will the proposed change be viewed as needed by the senior leaders?	+2	+2
Total Score in Dimension	7	9
Openness to Change		
16. Does the organization have scanning mechanisms to monitor the environment?	0	+1
17. Is there a culture of scanning and paying attention to those scans?	0	+1
18. Does the organization have the ability to focus on root causes and recognize the interdependencies both inside and outside the organization boundaries?	0	+1
19. Does "turf" protection exist in the organization?	0	-1
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	-1	-1
21. Are employees able to constructively voice their concerns or support?	0	+1
22. Is conflict dealt with openly, with focus on resolution?	0	+1
23. Is conflict suppressed and smoothed over?	-1	-1
24. Does the organization have a culture that is innovative and encourages innovative activities?	+1	+1
25. Does the organization have communications channels that work effectively in all directions?	0	+1
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	+2	+2
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	+2	+2

28. Do those who will be affected believe they have the energy needed to undertake the change?	NA	+2
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	NA	+2
Total Score in Dimension	3	12
Rewards for Change		
30. Does the reward system value innovation and change?	0	+1
31. Does the reward system focus exclusively on short-term results?	-1	-1
32. Are people censured for attempting change and failing?	0	-1
Total Score in Dimension	-1	-1
Measures for Change and Accountability		
33. Are there good measures available for assessing the need for change and tracking progress?	0	+1
34. Does the organization attend to the data that it collects?	0	+1
35. Does the organization measure and evaluate customer satisfaction?	+1	+1
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	NA	+1
Total Score in Dimension	1	4

Note. Questionnaire adapted from Deszca, G., Ingols, C., & Cawsey, T. F. (2020). *Organizational change: an action-oriented toolkit*. (4th ed.). Sage Publications.

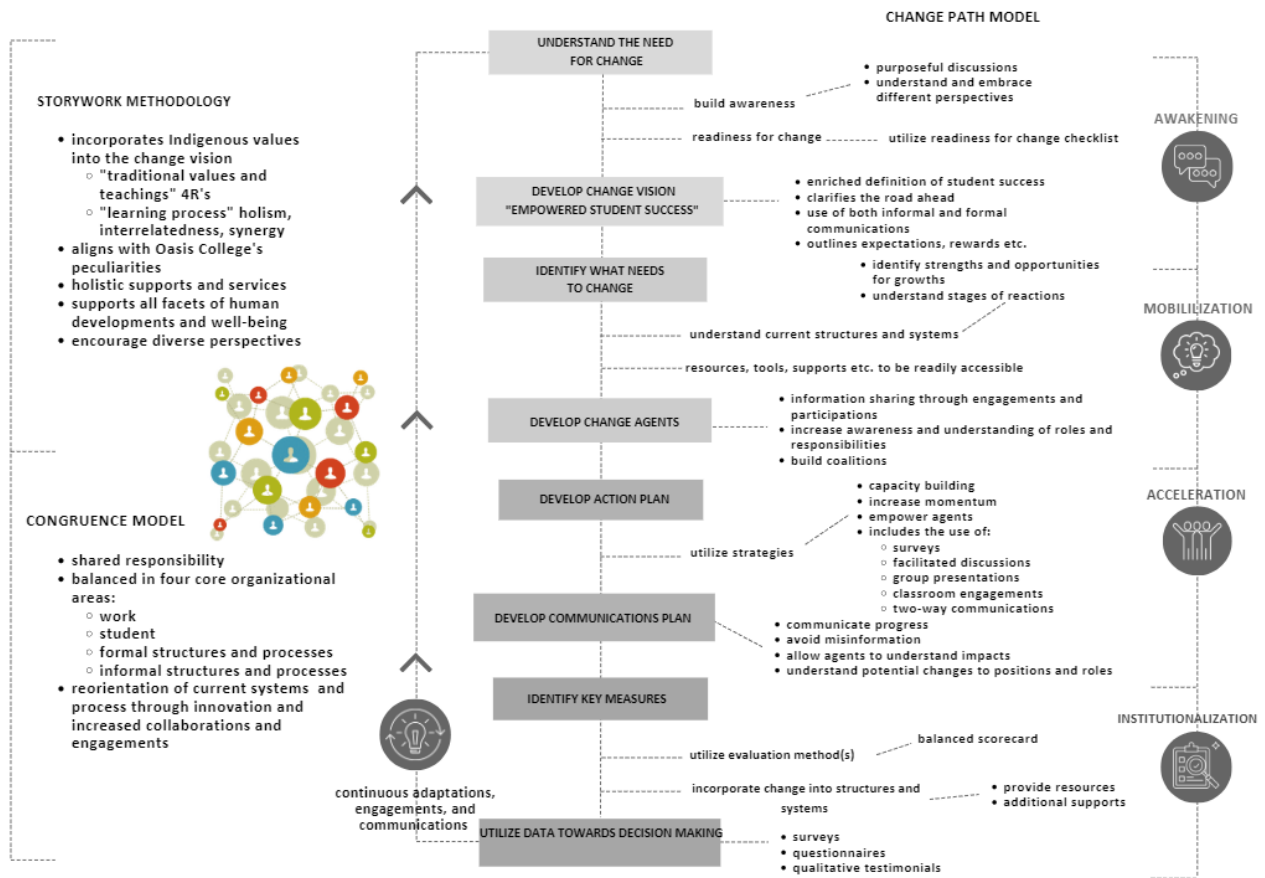
Appendix F: Summary of Ethical Considerations for each Proposed Strategy

Strategy	Ethic of Justice	Ethic of Critique	Ethic of Care	Ethic of Profession	Ethic of Community
One			Creates the environment that encourages individual flourishing.	Organizational members will be equipped with the tools and knowledge to thrive in their positions.	Continuous growth and development, shared values.
Two		Definition of student success based on quantitative data does not capture all abilities.	Nurtures and advocates for individual uniqueness, student empowerment.		Promotes reciprocity through a community of practice.
Three	Equal treatment of student requests for supports in wrap-around.	Disparities in student success definitions.	Unique needs based on student's definition of success.	Place students at the core of all decision-making.	Adaptations, shared responsibility, reciprocity, and holism.

Appendix G: Comparison of Benefits and Limitations in each of the Proposed Strategy

Strategy	Benefits	Limitations
One	Consistent language used.	Too much information all at once for new organizational members.
	Decrease miscommunication.	
	Build trust and relationships between departments.	Difficulties keeping pace with organizational members turnover.
	Meaningful discussions will strengthen morale.	Organizational members do not align with desired change vision.
	Shared purpose.	Resources to successfully implement may not be feasible as per budget allocations and timing.
	Reciprocity.	
Two	Ensure student voices are incorporated.	Resources to successfully implement may not be feasible as per budget allocations and timing.
	Build networks and partnerships.	
	Sense of community with SLC members.	Building a partnership with students may take longer to develop than one cycle of implementation plan.
	Reciprocal learning.	
Three	Consistent language used.	Resources to successfully implement may not be feasible as per budget allocations and timing.
	Ensure student voices are incorporated.	
	Build and strengthen relationships between departments.	
	Break down silos and subcultures.	
	Sense of community and kinship.	
	Reciprocal learning.	
	Shared purpose.	
	Shared responsibility.	
	Holistic views and perspectives are captured and align with Oasis College's organizational context and values.	

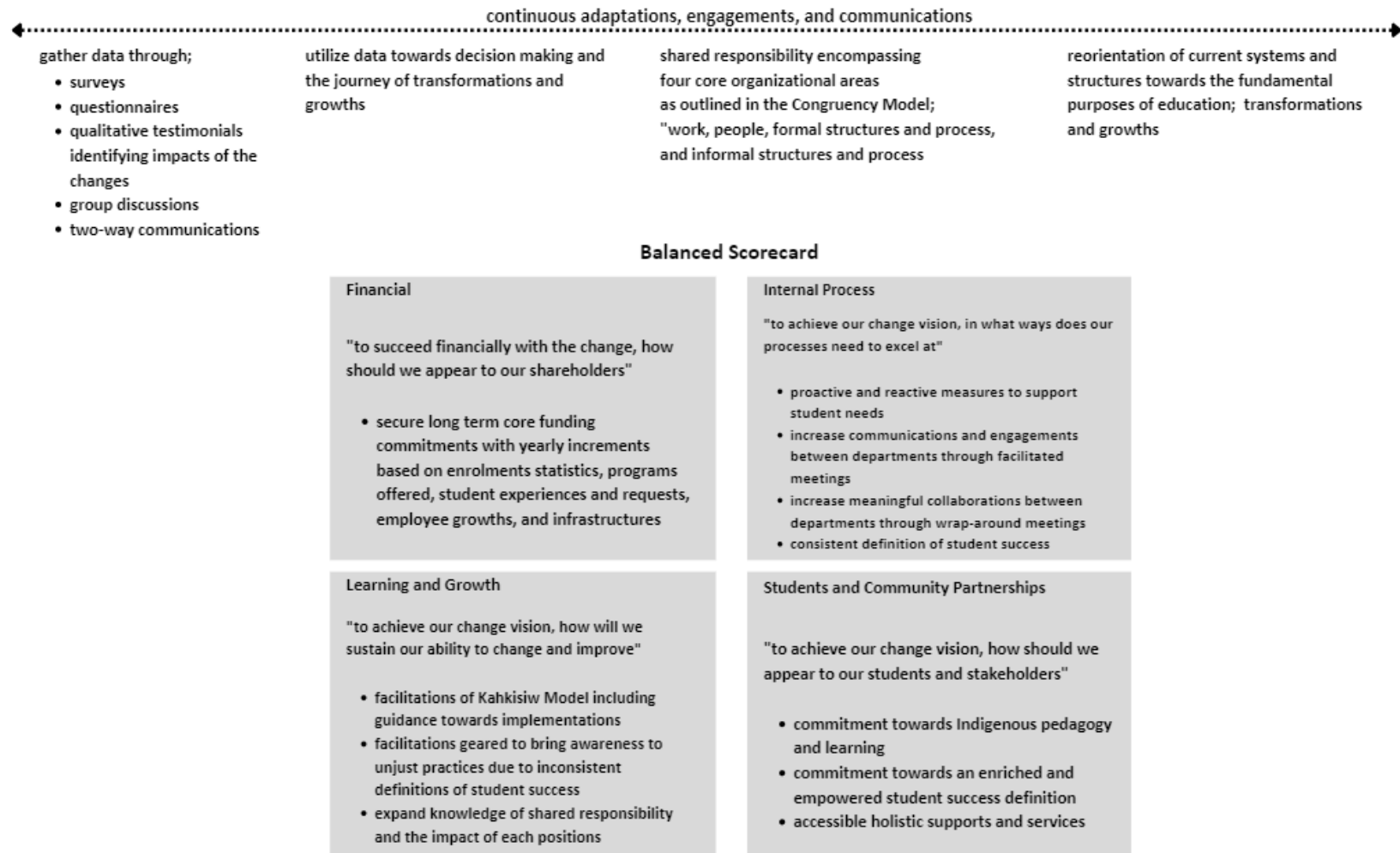
Appendix H: Detailed Change Implementation Plan Utilizing Selected Frameworks



Appendix I: Roles and Responsibilities of Change Agents between Departments

Stakeholders/ Departments	Positions	Roles	Responsibilities
Academics	Instructor(s)	Change leader(s), initiator(s), implementers), facilitator(s), or recipient(s)	Gather student experiences and accommodate classroom environment to align with student learning and program requirements.
	Program Coordinator(s)		
	Dean(s)/Program Head(s)		
Registrar	Advisor(s)	Change implementer(s)	Make the necessary referral(s) for additional resources as needed Provide advise towards the attainment of credential requirements and/or transfers to other institutions.
Admissions	Academic Advisor(s)	Change initiator(s)	Inform newly accepted students of supports and services and make the necessary referral(s) for additional resources as needed.
Student Services	Facilitator(s)	Change facilitator(s), leader(s), initiator(s), implementer(s), or recipient(s)	Advocacy for students in ensuring their definition of success is at the core of individualized planning.
	Support Staff		Create safe space for meaningful discussions and learning.
	○ Mental Health Support(s)		
	○ Learning Support(s)		
	○ Culture Support(s)		
	○ Community Resource Support(s)		Identify, make recommendation(s), and collaborate alongside other departments to ensure the appropriate support(s) are implemented in supporting student success and achievement.
Employment Services	Employment Support(s)	Change implementer(s)	Support the transition from education to employment.
	Community Connection Support(s)		

Appendix J: Utilizing the Balanced Scorecard throughout the Evaluation Process



Appendix K: Potential Challenges that can Occur Throughout the Change Implementation Plan

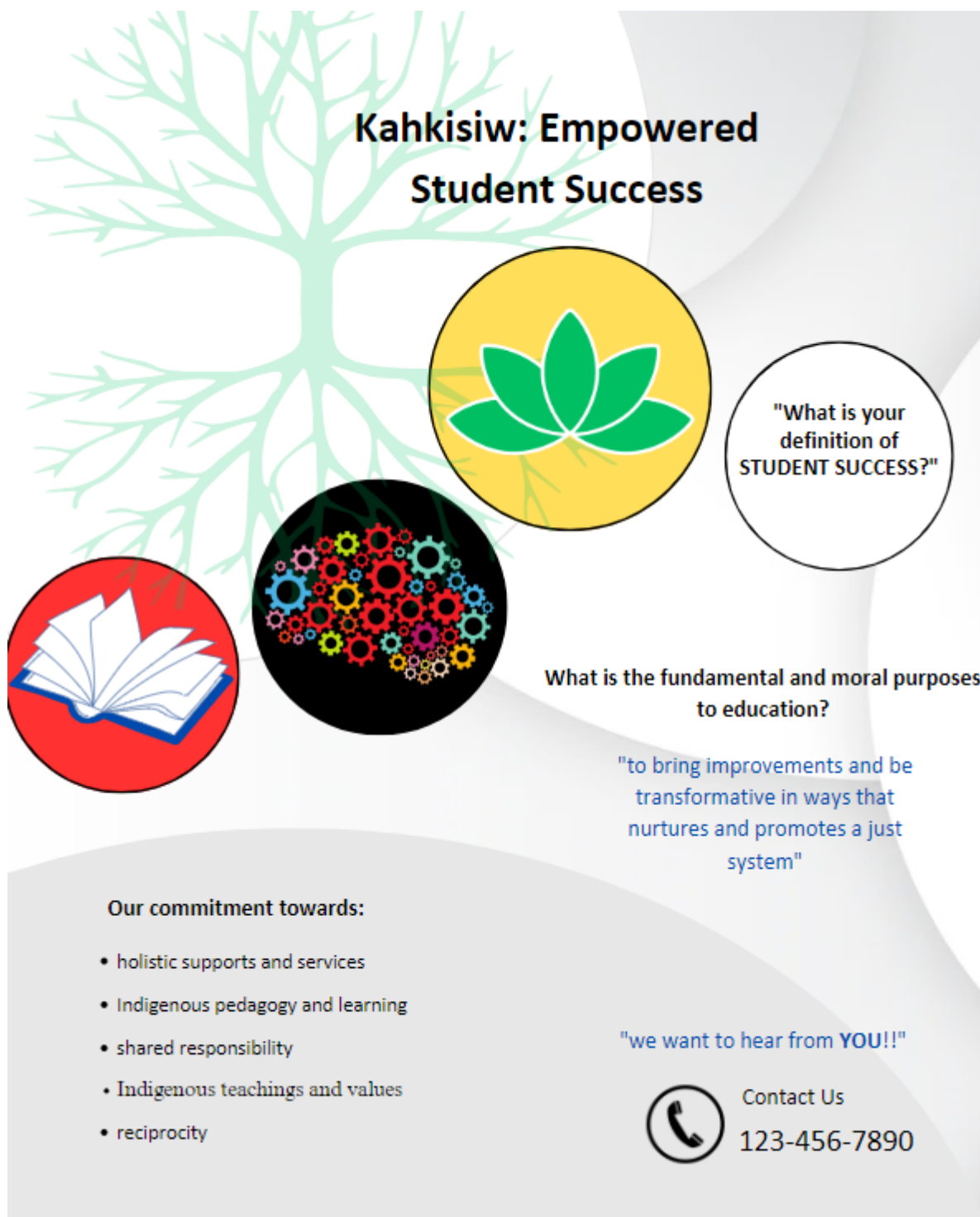
Change Path Model	Potential Challenges
Awakening	<p>The timeframe of new hires may limit the number of possible facilitated presentations and engagements that can be completed prior to the start of each academic year.</p> <p>Turnover in staff can contribute to experiencing difficulties building relationships and rapport.</p> <p>Inconsistent timeframes for when/what programs will be offered in an academic year, thus makes it difficult to plan for engagements and relationship building.</p>
Mobilization	<p>Turnover in staff can potentially disrupt the momentum that has been built.</p> <p>Too many change initiatives can result in resistance and burnout.</p> <p>Resistance to change as staff may become overwhelmed with the process.</p> <p>The current bureaucratic structure may limit meaningful engagements and communication between departments.</p>
Acceleration	<p>Gaps in communication between leaderships and direct staff.</p> <p>Communication to remote locations must be emphasized as an expected outcome, otherwise, staff in these locations may not be aware of the desired change and/or the role they play in the change.</p>
Institutionalization	<p>Length of time it takes to effectively revise a structure and process that have been internalized for so long.</p> <p>Change in leadership may affect the direction and sustainability of desired change.</p> <p>Lack of long-term funding commitment to support sustainability of the change, thus can also result to staff burnout in ensuring quality of supports are maintained.</p>

Appendix L: Applying Selected Frameworks Throughout the Communication Plan

Storywork Methodology (Archibald, 2008)	Congruence Model (Nadler & Tushman, (1989)	Change Path Model (Deszca et al., 2020)	Communication Need	Communication Approach/Method	Audience	Monitoring/ Evaluation/ Measurement/ Assessment	Length of Time
Incorporate traditional Indigenous values and teachings into change vision.		Awakening	Gain support and approval from	Facilitated engagements and discussions, virtual, encourage reciprocal learning through a participatory approach via face-to-face communications, two-way communications, presentations, and staff meetings.	Senior Executives, Deans, Program Head(s), Registrar Directors, and Managers	Approval is secured, working group participants are identified, senior executives communicate change and anticipated process to respective portfolios and departments.	6-8 months
		Present and develop change vision.	leaderships towards the change vision of an enriched and holistic definition of student success.				
		Pre-change approval stage.	Build awareness surrounding diversity, current and desired states.				
			Provide scholarly literature reviews surrounding student success definitions amongst higher education.	Formal written invitations to participate in the working group and encourage identifying key individuals in their respective departments to also participate.			
Holism		Mobilization	Discuss the need and why for change:	Facilitated engagements and discussions, virtual, encourage reciprocal learning through a participatory approach via face-to-face communications, two-way communications, and presentations.	Deans, Program Heads, Registrar, Directors, Managers, Program Coordinators, Instructors, and SLC members	Surveys and qualitative data from students including SLC members, surveys, and data from informal and formal discussions with staff.	4-6 months
		“What needs to change and why?”	rationale, leverage gathered data to strengthen rationale, communicate implementation plans including tasks, expected goals, and timelines, and generate urgency as Deszca et al. (2020)				
		Developing the need for change stage.					

Shared Responsibility	Acceleration	identify as a focus in this stage.				
	“How to implement change?”	Communicate progress, avoid misinformation utilizing strategies, communicate/clarify new roles, responsibilities, structures, and systems (Cawsey et al. 2016).	Facilitated engagements and discussions, virtual, encourage reciprocal learning through a participatory approach via face-to-face communications, two-way communications, presentations on data collected and progress, and passive information sharing via emails, reports, and formal communications.	Senior Executives, Deans, Program Head(s), Registrar, Directors, Managers, Program Coordinators, Instructors, Support Staff, and students	As in Mobilization stage plus websites, social media, and utilizing PDSA as a tool/strategy.	3-6 months
	Midstream change stage.					
Reorientation	Institutionalization	Communicate outcomes, inform team members of the success, learned opportunities and strengths, celebrate the change (Cawsey et al. 2016), and next steps.	Facilitated engagements and discussions, virtual, encourage reciprocal learning through a participatory approach via face-to-face communications, two-way communications, presentations on data collected and progress, discuss learning opportunities and strategies as a response, and passive information sharing via emails, consolidated reports, formal communications, posters, and social media.	Entire Oasis College staff, faculty, administrators, executives, students, external partnerships	As in Acceleration stage.	3-6 months
	“Did we attain desired change?”					
	“How do we ensure the changes are embedded in our practices?”					
	Celebrating and confirming the change stage	Embed new approaches and methodologies into overall organizational practices.				

Appendix M: Knowledge Mobilization Plan Infographic of Empowered Student Success



Appendix N: Applying LCP for PDSA Meetings

PDSA meetings will occur once per month throughout the stages of the change implementation plan. PDSA cycles will occur at the beginning and end of each stage of the Change Path Model to articulate priorities, tasks, and outcomes achieved. PDSA cycles will be critical in ensuring data collected will be enough to inform decision-making, recognize areas that need refinements and improvements, encourage stakeholders to participate in the development of interventions, as well as minimize resistance when implementing change (Leis & Shojania, 2016).

Step 1 Introduction: (5-8 minutes). The leader presenter explains where they are in the inquiry process.

Possible prompts:

- What is our goal?
- What are we trying to accomplish?
- Why is this goal or area significant? (provide qualitative and quantitative data from surveys and conversations)

Step 2) Clarifying the presenter's work (5-8 minutes). The group asks clarifying questions and the presenter answers questions in a crisp and precise manner.

Possible Prompts:

- Ask only factual questions.

Step 3) Interpreting the leader's work (8-10 minutes). The group tries to understand the leader's inquiry. Everyone puts forward how they are conceptualizing or representing the information and knowledge they have heard. Avoid consensus and encourage alternative perspectives. Presenter works on active listening.

Possible prompts:

- I think I heard/or didn't hear (presenter X) say that...
- This makes me think about...
- I wonder what assumptions (presenter X) is making in order to draw those conclusions...

Step 4) Quick clarification (2 minutes). The group asks any additional questions for clarifications. The presenter can clear up any inaccuracies or missing information.

Possible prompts:

- The presenter tends to respond to everything said in step 3.
- I think I heard you (presenter X) say that...is this correct?

Step 5) Implications for thinking (8-10 minutes). The group discusses the implications for presenter's learning or where the presenter should go next in their thinking.

Possible prompts:

- I think (presenter X) might want to think about...
- I think a possible next step in learning might be...

Step 6) Consolidate thinking and plan the next steps (5 minutes). The presenter refers to their notes and summarizes thinking from the group.

Possible prompts:

- What resonates to you (presenter) from the group?
- What is the next best learning step(s)?

Step 7) Reflection on the process (5-8 minutes). The entire group reflects on the process of using the protocol. Each member of the group shares one thing that was put in their "parking lot" or personal connections.

Possible prompts:

- What did/didn't work well in terms of the intended learning conversation?
- How did we (group) push your thinking (presenter) and add value because we were together?

Note. Tool adapted from "The Learning Conversations Protocol," by S. Katz, L.A., and L.A. Dack, (2016).