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Empowering Faculty to Support International Students to Overcome the Academic Challenges Faced in Higher Education

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Abstract

The landscape of higher education is increasingly globalized with greater mobilization of international students (IS), which in turn requires the most effective teaching practices. Canada is a country with the most rapidly growing IS population that face multiple challenges. The realities faced by IS are different than those of domestic students. These facts compel the faculty to enhance their teaching practices and leadership role as pivotal components in addressing the learning needs of IS, while supporting them to overcome academic challenges. In this Dissertation-in-Practice (DiP), I investigate the lack of means of faculty to address the academic challenges faced by IS and explore the most appropriate solution to empower faculty at a medium-sized organization (OESBC; a pseudonym) that is a provider of academic support for IS in degree programs in a large western city in Canada. Empirical evidence suggests that the most suitable solution to address a first-order incremental change at this type of organization to empower faculty is a Community of Practice as a pilot project. Leading this change using an integrative approach of interpretivism, collaborative and situational leadership, Kotter's model, targeted communication, knowledge mobilization plan, and the PDCA cycle will support the change team to attain the goals for faculty and indirectly impact the IS' performance and social justice issues. With the support of the branch manager and future participants, I will lead the complexity of the change implementation plan, and strengthen the faculty leadership around innovative teaching practices to achieve the envisioned future for OESBC.

Keywords: higher education, faculty, teaching practices, international students, collaborative leadership.

Executive Summary

Empowering faculty is essential to effectively enhance the teaching practices and the academic success of IS (Bale & Pazio-Rossiter, 2023; Macgregor & Folinazzo, 2018), as IS face greater challenges in a new culture and educational system. Based on the lens of the interpretivist paradigm (Van der Walt, 2020), my experience as a faculty member, and considering prior research findings (Aung, 2019; Okai, 2020), I have found that IS face different realities than domestic students, which forces faculty to encounter several challenges (Heringer, 2021; Oxner & Bandy, 2023). Faculty need appropriate means and a new understanding to better support IS in HE. Therefore, the problem of practice (PoP) that I have investigated is the impact of the lack of means for faculty when teaching IS (Brooks & Brooks, 2015), to identify, monitor, and address the academic challenges faced by IS at their host universities (Al-Shaibah et al., 2017; Kang & Metcalfe, 2019; Olshen, 2013), at OESBC, a medium-sized institution that is a provider of academic support to students from HE.

This DiP is developed into three chapters. In Chapter 1, I discuss the context of the PoP and OESBC while relating it to my leadership positionality and agency as a faculty member teaching IS with experience in four different countries. Faculty teaching IS encounter specific perspectives different than faculty teaching domestic students (Bale & Pazio-Rossiter, 2023; Heringer, 2021). Hence, I use an intersectional approach of multiple theories, namely the interpretive lens to analyze the multiple perspectives (Hatch & Yanow, 2005; Van der Walt, 2020), the situational leadership (Hersey & Blanchard, 1977; Raza & Sikandar, 2018) and collaborative leadership (Page & Margolis, 2017) approaches that are suitable to contextualize the faculty needs and IS' challenges while connecting them to OESBC organizational context. I

have built a conceptual model on the needs of faculty to teach IS (Heringer, 2021; Macgregor & Folinazzo, 2018), and also a conceptual model for challenges faced by IS (Kang & Metcalfe, 2019), which will be useful for the change team at OESBC.

In order to foster action, in Chapter 2, I have aligned the two chosen leadership approaches with the Kotter's model (Kotter et al., 2003) as the framework for leading the change process. The evaluation of the organizational capacity and a force field analysis of contextual factors indicate there is a significant level of organizational readiness given that the drivers for change have a greater level than the restrainers for change at OESBC. The director and branch manager of the organization are committed to actively supporting the planned change. I am acutely cognizant of the importance of taking into account the social justice issues that IS face in HE (Al-Shaibah et al., 2017). Therefore, the ethic of critique and ethic of care are fundamental components, analyzed in Chapter 2 to better address the responsibilities, human interactions, and efforts of the actors that will be involved. In Chapter 2, I evaluate three possible solutions: (a) Professional Community of Practice (CoP), (b) faculty development programs, and (c) bank of best practices. The most appropriate and realistic solution for the desired first-order incremental change (Bartunek, 1987; Purcell, 2014) is the creation of a small CoP as a pilot project.

In Chapter 3, I have built the change implementation plan (CIP) based on the eight steps of Kotter's model to be implemented in collaboration with the future participants in the CoP, and the branch manager support. I have designed the knowledge mobilization plan (KMP) in which I have set up five questions to connect the existing research evidence and strategies to strengthen the practices and faculty leadership at OESBC (Belle, 2016; Ed.D., 2024; Lavis et al., 2003). I have based the communication plan on strategic and targeted communication (Heide et al., 2018;

Napier et al., 2017) to effectively engage the key actors. In order to manage resistance, I anticipate how to address negative responses from potential participants and will seek to engage them through persuasive communication. I will use the PDCA cycle that best supports deploying the monitoring and evaluation plans in collaboration with the CoP's members. I have aligned all of these models in order to facilitate the relationships and the interaction of human elements.

Finally, I consider some strategies to refine the change implementation plan and make adjustments as needed in order to give it flexibility and ensure a successful implementation. I am aware of the power of a well-planned and flexible change to succeed (Calegari, 2015; Mohiuddin & Mohteshamuddin, 2020). Consequently, through this carefully planned change and the power of a joint change team formed by faculty and administrators, while giving voice to IS as the minoritized population, we will succeed together in the implementation of this CoP at OESBC.

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List of Acronyms

ACE	American Council on Education
AGB	Association of Governing Boards of Universities and Colleges
BC	British Columbia
CIP	Change Implementation Plan
DiP	Dissertation-in-Practice
Ed.D.	Doctorate Program of Educational Leadership
HE	Higher Education
HEIs	Higher Education Institutions
IS	International Students
KMP	Knowledge Mobilization Plan
OESBC	Organization for Educational Support in British Columbia
PDCA	Plan-Do-Check-Act Cycle
PoP	Problem of Practice
QA	Quality Assurance
U.K.	United Kingdom
U.S.A.	United States of America
UWO	Western University

Definitions

Situational leadership: is a flexible framework, created by Paul Hersey and Ken Blanchard in 1969, that helps leaders tailor the approach to the specific needs of the team or individual members. It emphasizes the importance of adjusting leadership styles based on the situation and the readiness of the followers. Its principles include flexibility, four leadership styles according to the situation, matching leadership to the performance needs of the follower, psychological safety of the team members, and architecture of freedom of choice (Loukomies et al., 2022; Raza & Sikandar, 2018; Sandoval-Lucero et al., 2019; The Center for Leadership Studies, 2017).

Quality: is the level of excellence in the teaching-learning process provided to students. Quality seeks effective academic improvement through reviewing, assessing, and comparing an initial point with a set point in an expected term. It must include multiple levels of representatives as significant actors for the improvement of the academic process, the empowerment of the students, and the advancement of the academic development (Brunner, 2017; Drimmer, 2019; European Commission, 2022; Liuta et al., 2021; Onditi & Wechuli, 2017; Welzant et al., 2015; Wysocka et al., 2022).

Student-centered approach: is a pedagogical model that prioritizes the experiences and needs of students and emphasizes the student autonomy and responsibility for their own learning. It is a model that focuses on the needs and interests of students, rather than the needs of the institution or the faculty (Brunner, 2017; El-Azar, 2022; Hoidn & Klemencic, 2021; Klemencic, n.d.; O'Neill, 2020; Yen-Abdullah et al., 2013).

Chapter 1: Problem Posing on Empowering Faculty to Support International Students to Overcome the Academic Challenges Faced in Higher Education

This Dissertation-in-Practice (DiP) is developed to consider the means and strategies to help faculty address the academic challenges faced by international students (IS), in order to influence them to succeed in their studies at their host universities in Western Canada (Firang & Mensah, 2022; Macgregor & Folinazzo, 2018; Varughese, 2022). In this DiP, the organizational change sought aims to incorporate the stories of the core actors, namely, faculty and IS, while articulating an analysis through an interpretive perspective (Hatch & Yanow, 2005), and collaborative (Martinez-Zanca, 2017) and situational leadership approaches (Loukomies et al., 2022; Raza & Sikandar, 2018), Kotter's change model (Wentworth et al., 2020), communication strategies (Palmer et al., 2021), and the plan-do-check-act (PDCA) cycle (Pietrzak & Paliszkievicz, 2015) in order to bring about a first-order developmental change (Bartunek, 1987).

Leadership Position, Positionality, and Lens

My positionality and leadership are framed by my background, position, the agency to influence other faculty as a co-learner peer, and my two leadership approaches.

Leadership Positionality

My background and positionality (Bucholtz et al., 2023) are composed of the intersectional roles acquired during more than 20 years as the senior director of large-scale projects nationwide in higher education (HE) at the Vice-Ministry of Higher Education of Colombia. For example, I led the project to assess the academic needs of the actors of HEIs. Afterward, as the senior director, I led a large-scale project to create national communities for shared learning, quality assurance, and best practices in different disciplines of HE, while

involving the students, professors, staff, deans, vice-presidents, and chancellors of public and private HEIs throughout my home country. Then, I led the annual large-scale project to evaluate, select, and award best practices in HE, and also to create regional, national, and international forums to promote the adaptation and replication of these best practices among HEIs nationwide. I was the advisor to replicate this process as a best practice to the Vice-Ministry of Elementary and Secondary Education. Both of these best practice processes are still in place in my home country.

I was an assistant professor in six post-graduate programs at four universities in three cities, a former teacher of English, a lecturer, and a researcher in Argentina, Colombia, and the U.S.A. I am the author of two books on education published in print in Germany. All of these roles have influenced my positionality as a faculty member and scholar-practitioner for this DiP (Bucholtz et al., 2023; Bukamal, 2022). I had to overcome barriers of social exclusion, international academic competitiveness, racism, financial issues, learning a foreign language, biases, and cultural shock (Firang & Mensah, 2022; Oxner & Bandy, 2023) in order to succeed in obtaining full scholarships to study abroad twice. I was one of the only two Colombians awarded a full scholarship by the government of Argentina to study my master's program in educational research; I was the only Latino, in the specialty of education, awarded by Fulbright and the U.S. government among 7,300 applicants from 144 countries to pursue graduate studies in educational administration at one of the most prestigious universities (Vanderbilt University).

I have been an international student in Argentina, the U.S.A., and Canada. I am a Catholic, a Latino male first-generation student in HE, an emerging middle-class professional, a Spanish speaker, a former teacher of English, a former assistant professor, and a current faculty

member hired to fulfill a teaching role for IS. My intersectional positionality has helped me develop a deep understanding of the challenges, needs, and expectations faced by both sides of the teaching-learning process. On one side of the teaching-learning process, IS face multiple spheres of challenges (Kang & Metcalfe, 2019). On the other side of the process, faculty encounter difficulties and need to develop new understandings to enhance their support for IS and to address the complex challenges faced by IS (Bale & Pazio-Rossiter, 2023; Ecochard & Fotheringham, 2017; Joseph & Hartwig, 2020).

Leadership Position

Now living in Canada and because of my international experience and background as an international student and assistant professor, I was hired five and a half years ago as a faculty member by a medium-sized organization in the metropolitan area of a city in Western Canada. My organization is a third-party franchisee branch of a franchisor which is a larger organization, with headquarters in an Eastern Canadian province, that has a presence with autonomous franchisee branches across Canada and other 15 countries. My branch is an autonomous organization that works to teach private lessons/classes to students enrolled in several universities and different educational institutions at various levels in a large city in Western Canada. I am responsible for teaching IS who are enrolled in degree programs at multiple universities in the metropolitan area. These students need academic support; therefore, they hire us to reinforce or teach them through a personalized approach in specific subjects (e.g. mathematics, reading, APA standards, academic writing, research, languages, administration/business, social sciences, and chemistry, among many others) in order to succeed in their studies at their host universities.

My organization will be called the Organization for Educational Support in BC (OESBC; a pseudonym). My role as a faculty member from a large faculty group of this third-party organization or branch called OESBC is to provide this academic support to IS who need to improve their academic performance at their host HEIs, in the greater area of this city in Western Canada. In my current position as a faculty member, I have a diverse group of IS from Mexico, Colombia, Uruguay, Scotland, China, Iran, India, Peru, Sri Lanka, Philippines, Mongolia, and Ukraine who are enrolled in HE degree programs in different universities in Western Canada. I am responsible for determining students' needs, planning the process, implementing strategies to support them academically, examining and developing the content to be taught, and providing them with the academic support that best meets their needs to overcome the barriers they face at their host HEIs. The ultimate goal is to enhance their knowledge and support them in achieving academic success in their host academic programs (Brooks & Brooks, 2015; Macgregor & Folinazzo, 2018; Oxner & Bandy, 2023).

Agency for this DiP

My agency is framed by my duties and responsibilities as an experienced educator and through my capability to influence other faculty of OESBC as a supportive co-learning peer. I have the ability to carry out the scope of this DiP because my professional duties include getting to know my students through interviews to assess which strategies and mechanisms will assist them and can personalize the learning experience to address the pedagogical process accordingly. Likewise, part of my work and professional duties require that I connect with other OESBC faculty to collaborate with them or share practices for teaching our students whenever we consider it pertinent, which can contribute to the organizational and pedagogical processes. In

addition, OESBC grants the autonomy for our teaching staff to conduct their classes and exploration for teaching using student-centered approaches in order to obtain the best results.

My position as a peer helps me understand the challenges of the teaching role. I have obtained the interest of the program manager through whom I can invite other interested faculty members to engage in collaborative co-learning. I am working together with others who have the same needs for teaching IS, and together we can create a learning community with common needs and challenges. My agency as a peer and experienced facilitator gives me the confidence to serve as a change agent at OESBC. According to Gautrey (2014), my agency as a leader is based on the aforementioned characteristics, as well as the different sources of power that leaders with influence can have, such as credibility through my experience, character and ethical work, my ability to build relationships, the presence to offer to help and coach or mentor other faculty, an empathic and supportive position as a peer, and with a deep understanding of the needs of faculty and the challenges of IS that I have investigated. I will bring the connection to resources through co-creation and investigation skills, and specific knowledge of pedagogy that I have learned. In addition, I will foster shared learning to tackle the priority of urgency to help IS. All these components are culturally relevant (Khalifa et al., 2016; Yeh et al., 2022).

Leadership Approach

Each faculty member has challenges and needs for teaching IS (Heringer, 2021), and each international student has a specific story and needs while both actors are connected in the same teaching-learning process. The students' stories should be interpreted according to their specific situation in HE (Al-Shaibah et al., 2017; Olshen, 2013; Oxner & Bandy, 2023). The interpretivist paradigm is concomitant with the theoretical support of situational leadership (Loukomies et al.,

2022; Tehrani et al., 2021; Zigarmi & Roberts, 2017) to interpret the students' stories and faculty's needs to address this DiP. In my current position, I have implemented a situational leadership approach to meet the needs of my students and respond to their unique stories (Brooks & Brooks, 2015; Hoidn & Klemencic, 2021).

This situational leadership stance aligns with the personalized focus of the student-centered approach (Hoidn & Klemencic, 2021; Trinidad, 2020; Yen-Abdullah et al., 2013) required by OESBC throughout the learning process. Because IS face multiple challenges, they have specific situations in which they face common barriers (Brooks & Brooks, 2015; Ma, 2022). I base this DiP on empowering faculty on the principles of flexibility, simplicity, and adaptability from situational leadership to address each student's situation (Loukomies et al., 2022; Tehrani et al., 2021; The Center for Leadership Studies, 2017; Villet, 2020).

A situational leadership approach often works in concert with other approaches like collaborative leadership (AGB, 2023; Martinez-Zanca, 2017), and fulfills the qualities of effective leadership in HE (Black, 2015). Thus, both approaches help me model how to engage and lead faculty and IS, inspire a shared vision among these actors, seek opportunities to make changes and accept mistakes, and recognize individual contributions (Brown et al., 2005; Sandoval-Lucero et al., 2019). These two approaches of leadership are a lever for faculty to better understand the social justice issues that IS have found in their respective situations (Al-Shaibah et al., 2017; Hou & Pojar, 2020; Ritter, 2016; Sandoval-Lucero et al., 2019). These approaches can enhance the path for faculty to encounter and share the social justice priorities of IS, and promote excellence in teaching that fosters the social inclusion of IS in HE (Oxner & Bandy, 2023; Sandoval-Lucero et al., 2019; Villet, 2020).

The particular realities of IS' situations and their academic challenges have been amplified by social justice issues such as inequitable outcomes and the need for anti-oppression measures because these students have faced issues of vulnerability, underrepresentation, discrimination, and racism (Al-Shaibah et al., 2017). All of these social justice issues have affected IS in North America because of their social role as minorities (Hou & Pojar, 2020; Kang & Metcalfe, 2019; Ritter, 2016). From a social justice perspective, IS are not conceptualized as a privileged social group, although they are agentive subjects as “pivotal actors in spaces of education; ... [by contrast] they are proverbially at the back of the queue” (Deuchar, 2022, p. 509, 513).

Theoretical Perspective

As a faculty member, I use the lens of the interpretivist paradigm (Hatch & Yanow, 2005; Van der Walt, 2020) to build a new awareness of my IS' learning process as I explore their stories and lead the pedagogical process to leverage their academic outcomes according to their individual situations. Their stories provide the basis for a new understanding of the different areas of challenges faced by IS in HE. This DiP is focused on enhancing the role of our professional teaching practices, which in turn aims to influence the success of our IS as we respond to their stories and their academic challenges in HE. Therefore, I align my understanding with interpretivism as the theoretical underpinning that helps me explore the needs of faculty to teach and address the academic challenges of IS, and their connection with the challenges faced by IS (Bale & Pazio-Rossiter, 2023; Joseph & Hartwig, 2020).

As the leader-investigator of this DiP, I use the ontology of interpretivism. Its ontology states that subjectivism shapes reality because the reality of each individual is subjective as there is no unique reality. According to this ontology, reality is not considered as a unique reality but

multiple realities as individual experiences (Dudovskiy, n.d.; Hatch & Yanow, 2005; Van der Walt, 2020). Subjectivism of the reality of an international student is considered in this DiP to explore the challenges of IS while studying in HE. The IS have experienced multiple realities that are different from the realities that domestic students usually face (Joseph & Hartwig, 2020; Oxner & Bandy, 2023). This ontology compels us as educators to understand the diverse stories and realities of our IS, as well as their struggles, barriers, dreams, and personal goals (Ahmad & Kashi, 2021; Joseph & Hartwig, 2020). This process requires a contextualization of the information in order to unravel the meaning of its social context (Hatch & Yanow, 2005).

I read their stories influenced by the social construction, instruments, language, and shared meanings among IS (Ahmad & Kashi, 2021; Van der Walt, 2020). This theoretical paradigm underpins my exploration of this DiP which represents a specific, narrowed, and contextualized social situation for students in this host country (Hatch & Yanow, 2005). I use existing qualitative research and data collected by researchers in the literature through their use of interviews, surveys, and focus groups on the phenomenon of the academic challenges faced by IS in HE and the needs of faculty to address this issue (Ahmad & Kashi, 2021; Bale & Pazio-Rossiter, 2023; Heringer, 2021).

Organizational Context

Elements of organizational theory are used to analyze the OESBC's context (Alves et al., 2010; Hatch & Yanow, 2005, 2005; Keeling et al., 2007).

Organizational Structure

The institution called the Organization for Educational Support in BC - Western Canada (OESBC) for anonymity purposes, is a branch of a private corporation headquartered in an

Eastern Canadian Province. The larger corporation is a private business organization that operates through a franchise business model with small-sized branches owned by franchisees in several countries. OESBC branch is a provider of academic support to students enrolled in local institutions at all levels, from kindergarten to HE in Western Canada. According to Byerley et al. (2019), this institution has a simple hierarchical organizational structure consisting of a president at the headquarters located in an Eastern Canadian Province, a director or owner and a local manager for each branch, four staff positions, faculty (see the organizational structure in Appendix A), and domestic and IS who are enrolled in local institutions. Founded in Canada, in 2000, it has 554 branches in 16 countries, including Canada, the United States, Colombia, the United Kingdom, Australia, and Tunisia, among others.

The entire company involves 17,000 faculty worldwide to provide academic support to 300,000 students (Off2class, n.d.). Its total revenue is \$6.7 million annually (Zoominfo, n.d.). The total number of students enrolled in OESBC is close to 1,400, of which about 1,000 are domestic students and 400 are IS who study in various local institutions at all levels, from kindergarten to postsecondary education and postgraduate programs. Of these, 158 are IS enrolled in degree programs at local universities, representing about 40% of the total IS population.

Contextual Elements of the Organization

At the macro level, the broad political and socio-economic context for this DiP is characterized by significant growth of close to 300% (Statista, 2022) in the enrollment of IS in HE in Canada during the period from 2010 to 2019. One-third of the total revenue of Canadian HEIs has come from tuition fees of IS (Anielska, 2020). The loss to HEIs during the pandemic

was \$3.4 billion (Anielska, 2020). These realities have been forcing HEIs to improve the means and strategies they use to teach and help IS overcome academic challenges and increase retention and graduation rates (El Masri & Sabzalieva, 2020; Ma, 2022), which translates into increased revenue. Enhancing the role and teaching practices of faculty members who teach IS is one of these means and strategies.

At the meso-level, the organizational elements, namely, the organizational structure and the actors, are critical elements (Hatch, 2018; Keeling et al., 2007). The organizational structure of OESBC is approached in terms of its vertical and horizontal structure (Keeling et al., 2007), and its social structure (Hatch, 2018). According to Keeling et al. (2007), the organizational structure of OESBC consists of a vertical structure characterized by centrifugal forces, where the policies are issued from the central level at the headquarters, and the faculty have autonomy in shaping their teaching practices as well as for the relationships among actors (Alves et al., 2010; Marshall, 2018).

Each regional franchisee branch of the larger franchisor organization applies a student-centered approach (Hoidn & Klemencic, 2021; Trinidad, 2020; Yen-Abdullah et al., 2013) as a mandatory institutional policy, while the franchisee branch has autonomy within this pedagogical framework to introduce changes in teaching practices according to the specific needs of students and faculty (Isaeva et al., 2020). This organizational feature is a key component to introduce the interpretation of the faculty's needs and IS' stories through interpretivism, as well as collaborative and situational leadership. OESBC recently purchased three other franchisee branches in the Western Canada Area, for a total of four branches that were merged into a new OESBC with a larger territorial scope. The new OESBC, composed of merged branches, has a

larger horizontal structure as a result of this merging process of different franchisee branches that are organized in parallel to each other (Keeling et al., 2007).

OESBC needs organizational change to improve its horizontal relation, as it is a functional feature (Keeling et al., 2007), especially in the teaching staff role. From the perspective of the subjectivist ontology of interpretivism, in terms of social structure, I approach the organizational structure in relation to the needs of faculty and IS beyond the mere organizational chart, policies, rules, and mechanisms because the interpretivist perspective posits that “from the subjectivist ontology [an] organization’s social structure does not exist independently of human consciousness and social interaction. ... [O]rganizational realities emerge as people work and interact each other” (Hatch, 2018, p. 113). This organizational perspective is one that encourages the construction of shared meanings among the teaching staff in order to address the academic challenges of IS.

Therefore, the features of the organizational structure of OESBC, such as the medium size and low complexity (Hatch, 2018), the vertical structure, the organizational actors' relations (Alves et al., 2010), as well as the parallel areas (Keeling et al., 2007), form a specific organizational context. This context requires better support for the synthesis of experiences in the learning process in order to improve the practices of the faculty and the academic performance of IS (Oxner & Bandy, 2023; Raza & Sikandar, 2018; Villet, 2020).

At the micro-level, the teaching staff at OESBC has been working mostly remotely with autonomy based on the personalized approach to hybrid and online one-on-one teaching with students. Faculty members are accountable for reporting their teaching activities and outcomes, the content covered, and the pedagogical approach used in each class through specific

organizational software. This software has been implemented in all branches and countries of the larger organization and the report of each class is supervised and approved by the manager of each branch to meet requirements. This organizational context shapes the building of pathways to analyze individual stories by articulating interpretivism (Hatch & Yanow, 2005) and thoughtful change management approaches.

Dynamics through situational leadership (Tehrani et al., 2021; Villet, 2020; Zigarmi & Roberts, 2017) also help me to connect with the OESBC's horizontal structures among the teaching staff of the recently acquired branches. We can also connect with the vertical structure of the policies set by the headquarters as well as the supervision exerted by the branch manager, and the social structure of the interaction between faculty, staff, manager, and IS in its parallel branches (Keeling et al., 2007). Accordingly, OESBC has to fulfill its commitment and goals to contribute to equity in the students' academic context as well as in society, and to improve mechanisms for the social inclusion of the IS in the academic sector and the labour market in Western Canada (Al-Shaibah et al., 2017; Hou & Pojar, 2020; Saxton, 2021).

Discussion of the Problem of Practice

The following section describes the leadership problem of practice (PoP).

The Problem of Practice (PoP)

The Problem of Practice (PoP) to be tackled is the impact of the lack of means for faculty when teaching IS (Brooks & Brooks, 2015), to identify, monitor, and address the academic challenges faced by IS at their host universities (Al-Shaibah et al., 2017; Kang & Metcalfe, 2019; Olshen, 2013), at OESBC, a medium-sized institution that is a provider of academic support to students from HE. The faculty of OESBC have discussed how they encounter challenges in

teaching IS similar to students' concerns, for instance, lack of training and cultural differences. As educational leaders, this is an opportunity gap to enhance the role of faculty to better support IS to improve their academic performance at their host programs (Shavelson et al., 2018; Simunich et al., 2022), and to develop means and strategies to identify, monitor, and address this issue as it relates to the quality of academic performance (King, 2018; Legcevic & Hecimovic, 2016; Macgregor & Folinazzo, 2018).

The types of challenges that IS have to face can be classified into different areas, such as personal, financial, social, academic, and cultural challenges (Ma, 2022; Macgregor & Folinazzo, 2018; Olshen, 2013). In this DiP, the key area to be studied is the role of the faculty and their need for collaboration as peers in order to address the academic challenges of IS. In the absence of institutional means and processes to identify, monitor, and address the academic challenges that IS encounter at their host universities, the issues underlying the PoP are difficult to address.

Multiple effects result from the absence of tangible means to address academic challenges in a collaborative manner. There are no knowledge-based means for faculty to monitor the inputs and outputs of the academic progress of IS, weak institutional spaces for faculty members to collaboratively share teaching practices to monitor these types of challenges, and no unified recommendations or guidelines to address these academic challenges and to re-address the educational processes. This duty has been taken on by the faculty through a personalized approach, relying on their own knowledge and expertise. There is no leadership to support the teaching staff to share practices or the system comparison approach (Liu, 2021) to guide an analysis of the local, national, and international scenarios.

As a whole result, OESBC loses effectiveness in the competitive global scenario. This PoP tackles the question: What strategies can be generated to explore means to strengthen the development of faculty leadership at OESBC to heighten the impact of teaching practices in order to better identify, monitor, and address the academic challenges faced by IS at their host universities?

Framing to the Problem of Practice

This PoP evolves from the urgent and common needs of the teaching faculty of the organization OESBC, which are the challenges expressed by faculty in our staff meetings about our needs to improve our teaching practices to address the academic challenges that our IS have faced in their learning process at their host HEIs. With the aim to investigate the topic through a literature review on this matter, I have done literature review on previous research developed on the topic of needs and challenges that faculty have found in teaching IS in HE. As a result, I found existing research carried out in North America and Europe on two correlated topics, namely the barriers and needs of faculty in teaching IS in HE (Brooks & Brooks, 2015; Ma, 2022; Oxner & Bandy, 2023), and the challenges IS face to succeed in HE (Ma, 2022; Olshen, 2013; Thivierge, 2015).

Based on my own teaching practice experience and the concerns of our teaching staff, I have encountered at least three types of organizational needs at OESBC. These factors and needs are backed up by the needs of faculty identified by researchers in HE in Western cultures (Ahmad & Kashi, 2021; Smith et al., 2019). For instance, previous research in North America developed by Ma (2022) found that there are common challenges faced by both sides of the teaching-learning process, namely faculty and IS in HE. According to Ma (2022), “both international

students and faculty ... are facing challenges in terms of language, culture, classroom discussions, academic expectations, and interpersonal relationships” (p. 18). The author concludes from these findings that there is an urgent need to develop practices among faculty that promote an institutional enhancement to truly support students from multicultural backgrounds in achieving their academic goals. Therefore, the first organizational need at OESBC is the need to promote culturally and linguistically responsive practices (CLR) (Ma, 2022) for the teaching staff in the process of teaching IS in HE.

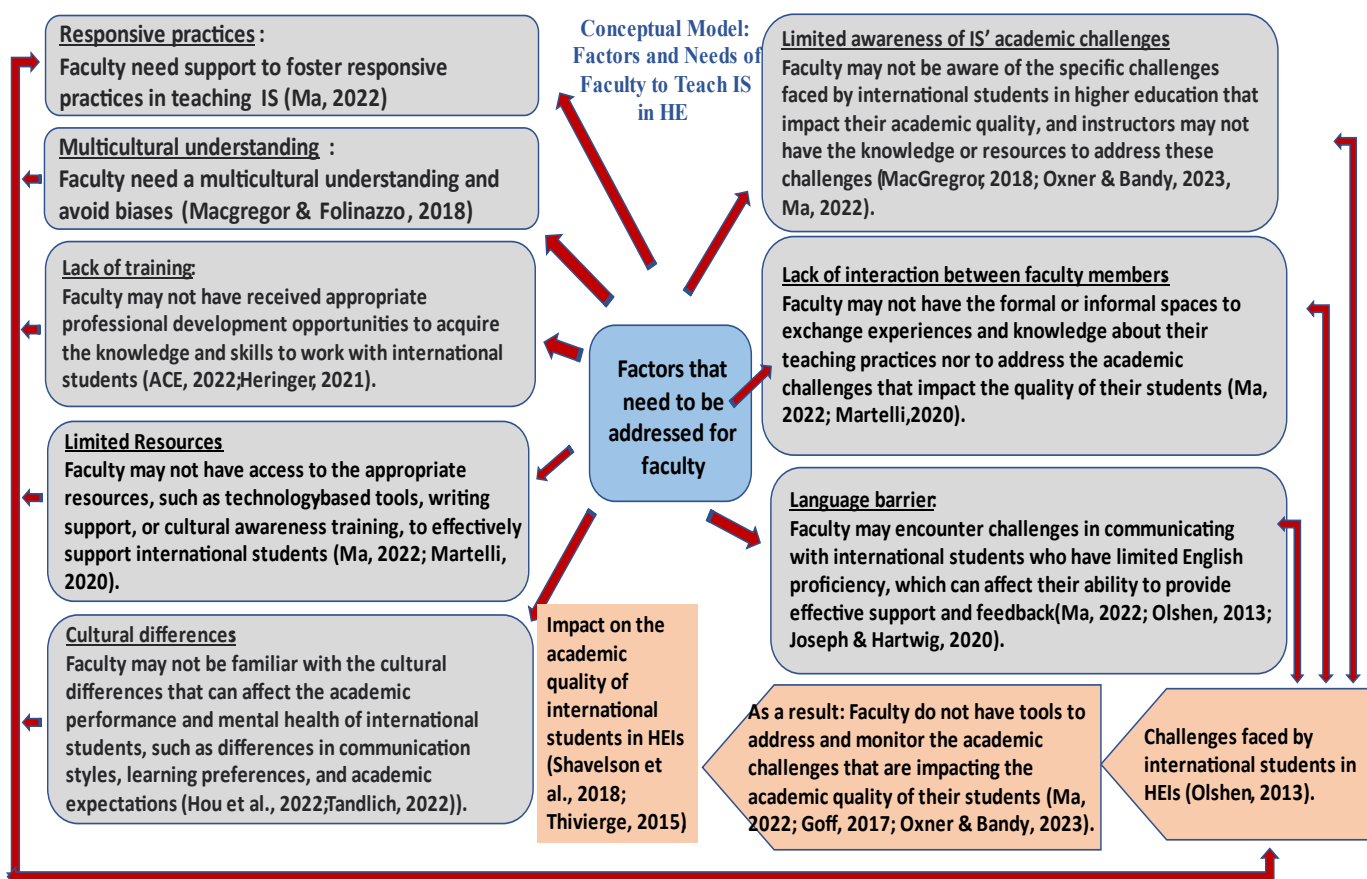
Regarding a second common organizational need, the literature on this topic reveals that there is a gap between “international students’ needs and the faculty’s knowledge of this group of students [which is] exacerbated by the situation ... that faculty and even language faculty have limited training and knowledge of teaching multilingual students” (Ma, 2022, p. 19). Therefore, the second need is to help faculty develop a new understanding of the skills that IS require to meet their linguistic and cultural needs to succeed in their studies (Ma, 2022). The faculty need specific means to identify the academic challenges of their IS, be aware of them, and monitor and address their teaching practices accordingly in order to better support the students to succeed academically in their programs at their host universities (Ahmad & Kashi, 2021; Smith et al., 2019).

In respect of the third need, the limited awareness of the teaching staff creates the need to be acutely cognizant of the multicultural differences in order to help IS in their multicultural exchange process to acquire getting-to-know-you strategies during their courses and lessons (Oxner & Bandy, 2023). The need for multicultural understanding and avoiding biases is relevant to improving teaching practices because “it is notable that many faculty members are

inadequately prepared [for managing IS]; therefore, cultural relevant pedagogy, focusing on both dominant culture and the ethnic student [is needed]” (Macgregor & Folinazzo, 2018, p. 323). Other types of common needs faced by the teaching staff at OESBC, have been identified in literature reviews regarding teaching IS, such as lack of training, limited resources, cultural differences, limited awareness, lack of interaction among faculty, and language barriers, which can be classified as shown in Figure 1.

Figure 1

Conceptual Model on the Factors and Needs of Faculty to Teach International Students in HE

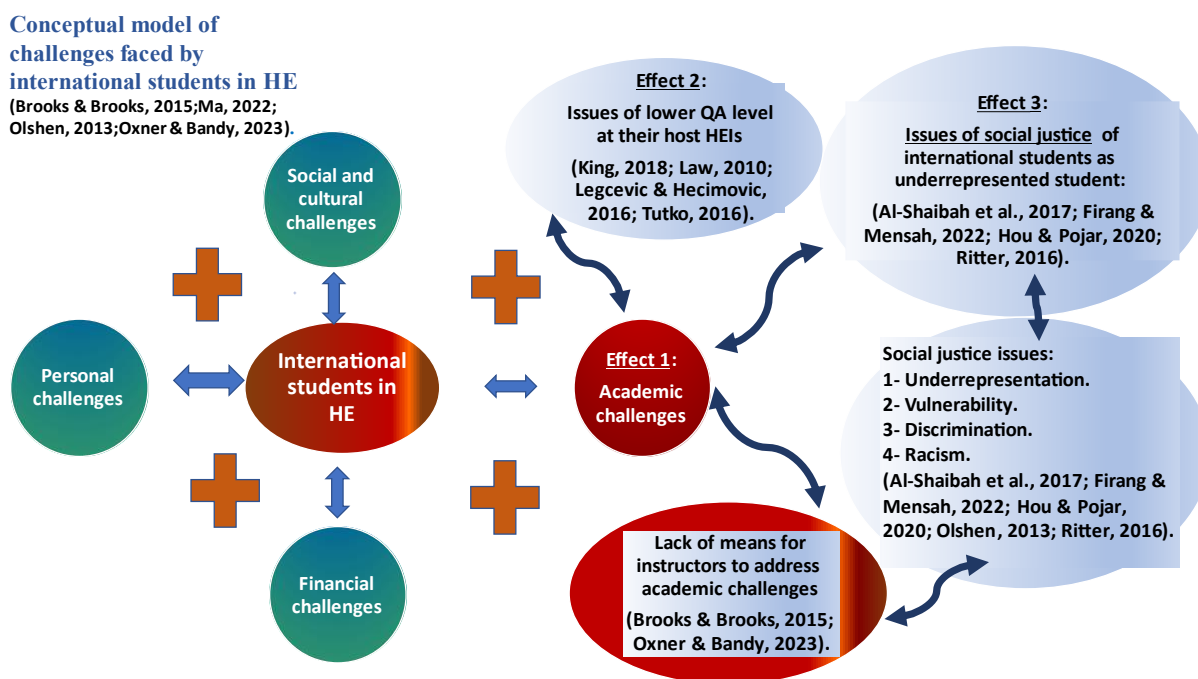


Note: This conceptual model was developed by the author based on literature reviews and the context of OESBC.

Furthermore, I have studied the academic challenges faced by IS who are being supported by OESBC to achieve academically at their host university programs. According to prior research developed in countries of Western culture in Europe and North America (Aung, 2019; Ecochard & Fotheringham, 2017; Kang & Metcalfe, 2019), IS in HE face multiple types of challenges in different areas such as cultural, social, financial, personal, and academic spheres, as shown in Figure 2.

Figure 2

Conceptual Model of Challenges Faced by International Students in HE



Note: This conceptual model was developed by the author based on literature reviews and the context of OESBC.

From this set of challenges, the type of difficulty most expressed as a challenge by our students is academic challenges at their host HEIs. This is the reason why students have hired our academic support services. Some of the academic challenges faced by IS in HE and at OESBC include the following: (a) language barriers, (b) academic pressure due to financial issues, (c) different academic expectations, and (d) cultural shock, among others (Kang & Metcalfe, 2019; Martelli, 2020; Olshen, 2013). Hence, the organizational need at OESBC to improve our teaching practices is directly related to the need for means or strategies for the teaching staff to identify, monitor, and better address the academic challenges of our IS in their studies at their host HEIs. The impact of this DiP is directly related to the organizational need to improve the ability of the faculty while indirectly impacting the academic performance of our IS in HE.

As shown in Figure 2, this PoP has effects on three correlated areas, namely, (a) the academic challenges faced by IS at their host programs in HEIs, (b) the academic quality of IS at their host universities (King, 2018; Law, 2010; Legcevic & Hecimovic, 2016; Tutko, 2016), and (c) finally on social justice issues of equity and anti-oppression (Al-Shaibah et al., 2017; Hou & Pojar, 2020; Sandoval-Lucero et al., 2019), vulnerability, racism, and underrepresentation of IS (Al-Shaibah et al., 2017; Firang & Mensah, 2022; Rodriguez et al., 2023). By addressing the PoP of this DiP, I aim to be an agent of organizational change to enhance the skillset of the teaching staff at OESBC and indirectly impact the three correlated areas as shown in Figure 2. This PoP focuses on the lack of means for faculty (Heringer, 2021; Oxner & Bandy, 2023) to identify and monitor the academic challenges of IS and their relationship to these three areas of effect (see Figure 2).

Identifying Organizational Actors

According to Alves et al. (2010), each institution participating in HE needs to identify its actors before prioritizing and strategizing in a plan for each entity. At OESBC, the organizational actors identified for the purpose of this DiP are the teaching staff, administrators, and IS. The first two actors should address organizational needs and factors associated with the role of faculty in improving their teaching practices to better support our IS by identifying, monitoring, and addressing the academic challenges students face at their host academic programs.

As shown in Figure 1, these institutional factors and needs of faculty at the micro-level include the limited knowledge-based means and resources (Ma, 2022; Martelli, 2020), lack of training (ACE, 2022), cultural differences (Oxner & Bandy, 2023), limited awareness of IS' challenges (Macgregor & Folinazzo, 2018; Oxner & Bandy, 2023), the need for empathy (Macgregor & Folinazzo, 2018), lack of interaction between faculty (Ma, 2022; Martelli, 2020), and language barrier (Ma, 2022; Olshen, 2013), among others. OESBC faculty do not have all of the means needed to teach IS (Joseph & Hartwig, 2020; Ma, 2022; Oxner & Bandy, 2023).

Broader contextual forces exist at two levels, the meso-level, and the macro-level. At the meso-level, IS represent another force and stakeholder. They bring different stories while facing multiple areas of challenges and social justice issues (Firang & Mensah, 2022; Hou & Pojar, 2020; Ritter, 2016). Families of IS have invested significant financial resources in their educational process abroad in hopes of their success and a long-term return on investment (Firang & Mensah, 2022; Kang & Metcalfe, 2019). This fact puts more pressure on IS because if they are not able to overcome the challenges in the host country, they will fail academically. As a consequence, IS may drop out, which would be a great loss for the students, their families in their

home countries, the revenues of HEIs and the finances of Canada, as well as society (Anielska, 2020; Beresin & Nadal-Vicens, 2023; Olshen, 2013).

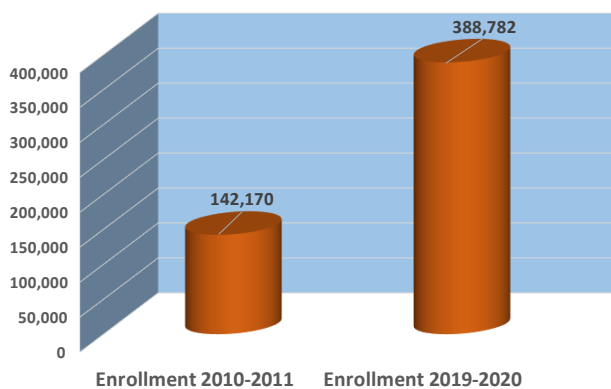
At the macro-level, another force and stakeholder is the Canadian government. There is no central bureau that sets national policy for education; instead, the provinces and territories are responsible for setting policy and directing HE in their own jurisdictions (CMEC, 2024; McKenzie, 1994). However, the federal government plays an essential role in providing financial support for all levels of education for the 10 provinces and 3 territories (McKenzie, 1994), as well as setting policies for international student visas. Canada has 213 public colleges and institutes and 223 public and private universities (CMEC, 2024), representing a large sector with a strong market and fiscal impact.

Hence, although the Constitution places education under the jurisdiction of the provincial governments, the federal government's public financial investment in education, as well as its major role in visa decisions for IS, has a major impact on HEIs. According to the Government's Political and Social Affairs Division, this is a serious concern for the federal government because the HE sector has major economic implications for the country (CMEC, 2024; McKenzie, 1994). The decisions of the federal government influence the contribution to national revenue in this national budget line and the decisions of HEIs regarding IS.

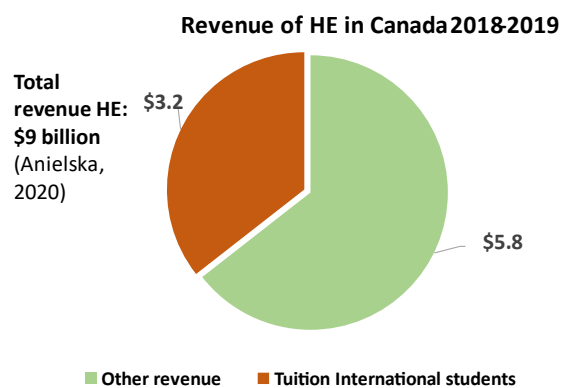
As shown in Figure 3, tuition fees from the enrollment of IS in Canada are a key component of national revenue in Canada, as their enrollment increased by 273.46% in the period from 2010-2011 to 2019-2020. As shown in Figure 4, in 2018-2019, more than one-third of the \$9 billion revenue in HE was obtained from tuition fees paid by IS (Anielska, 2020).

Figure 3

Increase of Enrollment of International Students in Canada from 2010-2011 to 2019-2020

**Figure 4**

Revenue from International Enrollment in HE in Canada 2018-2019



Note: Figure 3 and Figure 4 are the author's own elaborations based on Anielska, M. (2020, October 18).

Statistics Canada projects financial losses for Canadian universities and a decrease in international enrolment. *The Varsity, the University of Toronto's Student Newspaper.*

<https://thevarsity.ca/2020/10/18/statistics-canada-projects-financial-losses-for-canadian-universities-decrease-in-international-enrolment/>

For these reasons, the national goals of attracting, educating, and retaining IS are a national concern for the Canadian government (Brunner, 2017). With the role of teaching staff, either as faculty in HEIs or as faculty in institutions of academic support such as OESBC, we represent a strategic social and institutional actor that can directly influence and impact the performance of IS to help them stay in the Canadian HE system and achieve academically. This

fact will also represent a progressive impact on the institutional goals of OESBC and contribute to the policy of national revenue in this budget line.

Guiding Questions Emerging from the Problem of Practice

The following guiding and inquiry questions will be used to address this DiP:

1. Firstly, what are the factors and needs that the teaching staff encounters when teaching IS at OESBC? According to the literature, there are some specific needs and factors for faculty when teaching IS in HE (see Figure 1), such as: (a) responsive practices (Ma, 2022), as faculty need support to create a mentoring, social, emotional, and inclusive learning environment that is conducive to the success of IS (Khalifa et al., 2016; Yeh et al., 2022), (b) multicultural understanding and avoiding biases (Macgregor & Folinazzo, 2018); faculty members need support in developing a cultural awareness to understand the diversity of cultural perspectives of IS to help them succeed in the global world (Smith & Zhou, 2022), (c) lack of training: Faculty need adequate professional training opportunities to acquire the knowledge and skills to work with IS (ACE, 2022; Heringer, 2021); there is a need for new faculty orientations, and learning communities to develop knowledge, skills, methods, and programs to support IS (Gregory, 2014), (d) faculty have limited resources on campus that might be helpful to IS and do not have different methods for working with IS than with domestic students (Ma, 2022; Martelli, 2020; Unruh, 2015), (e) faculty may not be familiar with the cultural differences, pedagogical expectations, socio-emotional challenges, language barriers, and gender norms that affect the academic performance and mental health of IS (Bethel et al., 2020; Hou et al., 2022; Tandlich, 2022), (f) limited awareness of IS' academic challenges: the findings reveal the need for

increased awareness and training for faculty on these challenges to better understand and address the academic challenges of their IS (MacGregor, 2018; Oxner & Bandy, 2023, Ma, 2022), (g) lack of interaction between faculty as they may not have the formal or informal spaces at OESBC to develop cooperative learning, exchange knowledge and experiences, or mentor each other with knowledge-based strategies to strengthen their teaching practices (Ma, 2022; Martelli, 2020; Interviews at OESBC, 2023), and (h) language barrier: Faculty members may struggle to teach IS who have different accents or barriers to communicate, leading to misalignment between teaching practices and student's needs, which can affect the ability to support IS and their academic quality (Ma, 2022; Olshen, 2013; Joseph & Hartwig, 2020).

2. Secondly, what are the academic challenges that IS of OESBC have been facing at their host HEIs? The findings of the literature (Kang & Metcalfe, 2019; Martelli, 2020; Olshen, 2013) exposed the following academic challenges: (a) language barriers, (b) academic pressure, (c) different academic expectations, (d) academic struggle due to cultural shock, (e) time management, (f) complexity of the grading scales, (g) isolation in their studies, (h) lack of familiarity with the new educational system, (i) ineffective study skills, (j) lack of motivation due to their unexpected lower academic performance, (k) mistakes in the course selection, (l) limited access to resources, and (m) struggles with academic writing through the APA standards.
3. Lastly, what is the interconnectedness in the relationship between the role of faculty, the academic challenges of IS, and the three types of effects of the conceptual model of challenges faced by IS in HE at OESBC (see Figure 1)? As a result, the faculty at OESBC

do not presently have the means to monitor and address the academic challenges that are impacting the academic quality of their IS (Ma, 2022; Goff, 2017; Oxner & Bandy, 2023), while this affects the ability of IS to overcome the related issues of social justice. The lack of these means affects the teaching practices of faculty who need help “to reduce or remove barriers for working with international students” (Yeh et al., 2022, p. 19).

Leadership-Focused Vision for Change

In the following section, I describe the relationship between my vision for change and its potential influence exerted through this DiP. I will align the theoretical lens of the paradigm with the leadership approaches, the organizational change model, and the evaluation model in order to achieve the planned organizational change.

Vision and Influence on Impact

My leadership-focused vision for change has developed through the alignment of my position, positionality, and experience, the theoretical lens used in this DiP such as the interpretivist paradigm, leadership approaches, organizational change model, and evaluation model, and finally my vision for the organizational change in order to achieve the best outcomes and impact for change. This DiP is actionable because the PoP is under the scope of my individual role and duties as a faculty in charge of teaching IS. Therefore, through this alignment, I have the ability to influence the organization by focusing on the role of my peers and our teaching practices through my work and collaborative efforts. Given that I am a minority representative and also have experience as an IS in different countries, I envision influencing and engaging other faculty members similarly from minority groups, and also faculty who have had experience both in teaching IS and, most importantly, who have been IS in any country. These

features of their academic backgrounds and life experiences will be meaningfully productive and enriching for this DiP and the envisioned organizational change, as their prior experiences will leverage their commitment and perspective to support our IS through the interpretivist lens and life experiences.

According to the literature (Bartunek, 1987), a first-order change consists of the consistent enhancement and reinforcement of the established organizational structure, for instance, seeing an increased result in the faculty skills and participative decision-making process based on an already-shared agreement that participation is valuable for the needed change without challenging the status quo of the organization. First-order change involves a targeted subunit of the organization (Purcell, 2014), is more focused and smaller than second- and third-order change, and uses the established organizational structure and context to solve specific problems to improve the organization (Bartunek, 1987; Purcell, 2014). Unlike second- and third-order change, first-order change does not seek to change the structure or schemata themselves in the organization or pursue a larger scope (Bartunek, 1987; Purcell, 2014).

The desired first-order change for this DiP is feasible in a limited time frame because I do not need more resources than the available material, and technological and virtual communication channels. I am confident I will be able to obtain the buy-in of the actors, and to pursue the communication and implementation of the organizational change through virtual meetings with the actors, discussion forums, as well as steps of an organizational change model moving the organization toward a first-order and incremental change (Bartunek, 1987). This DiP will have an indirect impact on the needs of IS to overcome their academic challenges in HE. This DiP is strategic to the planning and organizational goals of OESBC, as this organization has set up goals

for 2025 to be the leader in the private sector of academic support institutions, effectively supporting students from all levels up to graduate programs in order to stand out from our competitors.

Given that the mission of OESBC is to provide effective support in academic matters to students in order for them to succeed in their studies at their host educational institutions, OESBC has recognized a need for organizational improvement in order to achieve the institutional strategic goal set by the larger organization for the 16 countries where it has branches. This goal for 2025 consists of being the leader in each of the 16 countries where we are present, by developing greater competitiveness and improving our organizational leadership in the sector of academic support. This institutional goal is directly linked to the strategic need to improve faculty teaching practices. As an indirect result, an improved institutional reputation can be heightened.

In this organizational scenario of the OESBC branch and the larger national and international organization, this DiP is tied to a specific set of organizational practices consisting of the specific teaching practices and their impact on the students' performance at their host studies. Hence, the urgency of the organizational needs addressed in this DiP, along with the actionability and feasibility of the PoP and this DiP, leveraged with the aforementioned theoretical lens, are determinant factors in exercising my role as a scholar-practitioner and leader-investigator. Through this DiP, I will introduce a first-order and incremental organizational change (Bartunek, 1987; Purcell, 2014) for the role of teaching staff to contribute to the mission and institutional goals of OESBC, and the strategic planning of the larger organization.

Theoretical Approaches Alignment

The complexity of forces and factors compels me to address and align both the leadership approaches and the theoretical underpinnings to obtain an impact through the desired organizational change at OESBC. The needs of the teaching staff at OESBC to enhance their teaching practices with IS are placed in the first level of impact of this DiP, while the needs, stories, and situations of the IS to achieve academically at their host programs are placed in the second level of impact of this DiP. The pursued organizational change is a small-scale change as a first-order incremental change (Bartunek, 1987) in line with the theoretical models.

As such, the collaborative leadership (AGB, 2023; Martinez-Zanca, 2017) and situational leadership (Tehrani et al., 2021; Villet, 2020; Zigarmi & Roberts, 2017) approaches will be used to address the need for faculty collaboration to develop our best practices according to the needs of our IS. This alignment will help us to improve our teaching practices and, indirectly, the academic performance of our IS (Oxner & Bandy, 2023). According to existing research (Martinez-Zanca, 2017), collaborative leadership has demonstrated its positive influence on the teaching staff to work with their colleagues in a collaborative environment to help their students improve their academic performance. The rationale of the interpretivist paradigm (Hatch & Yanow, 2005) is used to analyze the information and feedback provided by the faculty and IS at OESBC. In this approach, the stories and needs of the teaching staff and IS are key components in conjunction with the implementation of the collaborative and situational leadership approaches to introduce a small first-order change (Bartunek, 1987). The envisioned state for the teaching practices of faculty at OESBC will help our IS overcome their academic challenges and improve

their academic performance and success at their host programs in HE. In the next chapter, I will address the components of the change planning and development process.

Chapter 2: Planning and Development

In this chapter, attention is focused in greater detail on the change process, situational and collaborative leadership approaches, and the framework for leading the change management process via Kotter's model. I conduct an organizational analysis of change readiness and leadership ethics, explore possible solutions to the PoP, and conclude with the chosen solution.

Leadership Approach to Change

The situational (The Center for Leadership Studies, 2017) and collaborative leadership (AGB, 2023; Martinez-Zanca, 2017) approaches are the lever for this DiP because they will help me involve organizational actors to participate collaboratively in this change process. The knowledge, expertise, and needs of these actors are important to more effectively interweave their efforts and to address solutions according to their stories, situations, and challenges.

Situational Leadership

According to the needs and situations identified by the faculty in our staff meetings, as well as the challenges I have found in my IS, the findings of the literature indicate that situational leadership, postulated by Hersey and Blanchard (1977), well supports the purpose of this DiP (Tehrani et al., 2021; Villet, 2020). Faculty at OESBC have found common challenging realities in teaching IS that involve multiple examples of IS' struggles to succeed academically at their host universities. As faculty, we should contextualize each story. The theory of situational leadership (Hersey & Blanchard, 1977) is a good fit for me, as a leader-investigator, and for my colleagues to address this contextualization through its four styles: "(a) directing (high directive and low supportive behavior), (b) coaching (high directive and high supportive behavior), (c)

supporting (low directive and high supportive behavior), and (d) delegating (low directive and low supportive behavior)” (Zigarmi & Roberts, 2017, p. 244).

I have always tried to share best practices with my peers. Regarding the usefulness of this leadership approach, I found that recent research (Sandoval-Lucero et al., 2019; Tehrani et al., 2021; Villet, 2020) have tested the positive impact of the situational leadership approach on professional practitioners. As a best practice, the researchers found that applying the situational leadership approach improved the work performance and outcomes scores of nine out of ten followers in a study (Zigarmi & Roberts, 2017), which is a good fit for the purpose of this DiP.

Applying situational leadership helps me lead faculty to determine IS’ needs. Prior research found a significant impact of this approach on the identification of needs and subsequently on student performance (Raza & Sikandar, 2018). Raza and Sikandar (2018) found that “at post-test level, there is a significant difference in the scores of control group and experimental group as a consequence of intervention by applying delegating, participating, selling, and telling styles of the situational leadership model” (p. 12). The authors conclude that the students’ post-test performance improved significantly from their pretest score compared to the control group. My rationale for gaining buy-in at OESBC is supported by these findings.

The theory of situational leadership (Hersey & Blanchard, 1977; Sandoval-Lucero et al., 2019; The Center for Leadership Studies, 2017; Villet, 2020) postulates the following principles that apply to this DiP: (a) adaptability and flexibility, (b) relationship-oriented with the team members, (c) task and relationship behavior with clear guidance and an inclusive environment, (d) level of development in relation to the challenges students face, (e) four leadership styles that recognize different approaches according to the different situations (directing, coaching,

supporting, and delegating), and (f) continuous assessment and adaptation to adjust to evolving situations.

Situational leadership can be used to develop individuals and work groups to bring out the best in people. The concurrence of situational and collaborative leadership approaches will help me leverage my agency as a faculty member and co-learner to influence teaching staff and empower my colleagues to engage our IS. As Loukomies et al. (2022) state in their research: “To be engaged in a teaching practice situation, a student [and faculty] should experience situational interest, [and] a challenge ... The findings suggest that the students experienced [engagement] as these activities challenged and triggered the students’ interest” (p. 272).

Hence, this type of leadership is appropriate to propel the desired first-order change (Bartunek, 1987) at OESBC because we will be able to choose the four styles of situational leadership accordingly. For example, if a faculty member is new to teaching IS, then the directing and coaching styles can be applied. If a faculty member is experienced, the delegating and supporting styles can be applied. The situational leadership approach is highly relevant to the organizational context of OESBC because of its personalized and student-centered approaches. The components of situational leadership have provided me with a framework with flexibility that will enable me to tailor the approach to groups and individuals. This type of leadership fits the needs of the small structure of OESBC, the teaching team, and the individual as IS.

Collaborative Leadership

In conjunction with situational leadership (Hersey & Blanchard, 1977), I will be using a collaborative leadership approach (AGB, 2023; Martinez-Zanca, 2017) in collaboration with the branch manager and my peers because, according to the literature, it is best suited for small

groups. By applying collaborative leadership, we can select an approach that empowers faculty, achieves better results, and gives voice to our IS. I will address this approach to emphasize working together with faculty and staff toward a common goal (Martinez-Zanca, 2017).

Literature on collaborative leadership (Kezar & Eckel, 2002; Page & Margolis, 2017; Rubin & Guth, 2022) suggests the following principles: (a) an inclusive vision, (b) networks, not boundaries, (c) the human element for a cross-functional team, (d) organizational change strategies, (e) open flow of information, (f) involve everyone, (g) emotional intelligence, and (h) shared learning and visioning. These principles provide me with the approach to engage cross-functional and multidisciplinary groups of faculty, according to our similar concerns to search for better ways to solve the PoP. As Kezar and Eckel (2002) have found, the cross-functional interest groups, demonstrated that collaborative leadership contributed to empowering interested faculty to exchange similar challenges and develop solving strategies for their teaching issues.

Collaborative leadership has been tested in the field of education (Kramer & Crespy, 2011) as the most effective in small groups, similar to the team that I will influence as a co-learner at OESBC. Researchers found that this type of leadership becomes more impractical as group size increases (Kramer & Crespy, 2011). Therefore, collaborative leadership helps me address a shared concern in teaching practices, and to increase faculty cultural awareness (Rubin & Guth, 2022) about the different types of challenges that IS face and how to address them.

Through situational leadership together with collaborative leadership (Martinez-Zanca, 2017) approaches we can empower forces to propel our teaching role towards culturally responsive practice and leadership which meets the needs of underrepresented students (Khalifa et al., 2016), as well as opportunities to influence the knowledge and performance of our IS. This

reasoning is based on co-construction as a feature of collaborative leadership in which participants co-construct leadership functions as a group and among its members, rather than the leader imposing orders and functions (Kramer & Crespy, 2011). According to the literature, this feature increases the effectiveness of teams (Kramer & Crespy, 2011; Rubin & Guth, 2022), which helps to leverage the impact of the desired organizational change. The combination of situational and collaborative leadership fulfills the characteristics of effective leadership in HE (Black, 2015) for the change needed at OESBC. These two leadership approaches will help me overcome the limitation of lack of vertical authority over my peers. I will apply the principles of both leadership approaches to influence my colleagues in a collaborative learning process while actively listening to the concerns of our IS to tackle social justice issues (Khalifa et al., 2016).

Framework for Leading the Change Process

In this section, I connect the framework of Kotter's change management model to its alignment with the chosen leadership approaches and the organizational structure of OESBC.

The Planned Efficacy of Kotter's Model for this DiP

Kotter's model (Calegari, 2015; Wentworth et al., 2020), an eight-steps paradigm for organizational change, will be the framework to be used for introducing a first-order change at OESBC. First-order is the required level of change because first-order change does not involve the creation of a new organizational structure but consists of the search for improving the existing structure and academic process (Bartunek, 1987; Purcell, 2014). This type of change does not contradict the existing processes or organizational structure, and it is an indispensable first stage for further second and/or third-order changes. Kotter's model resonated with me because it is well-aligned with my leadership approaches (situational and collaborative). The well-structured

stance of Kotter's model complements the human approach of these types of leadership. Kotter's model will help me with cognitive elements to analyze the whole process of teaching practices and to identify the blind spots and weaknesses in the teaching-learning process at OESBC.

Applying Kotter's model will help me critically analyze the gaps in the inputs and outputs in the teaching-learning process (Billingsley, 2022), create a shared vision for change among participants as I will work to empower them to achieve short-term wins to make the change sustainable (Wentworth et al., 2020). Kotter's model, in conjunction with the situational and collaborative leadership approaches, will help to guide me to find the most appropriate way to address the PoP while taking into consideration the small and vertical organizational structure.

Key Aspects of Kotter's Model for this DiP

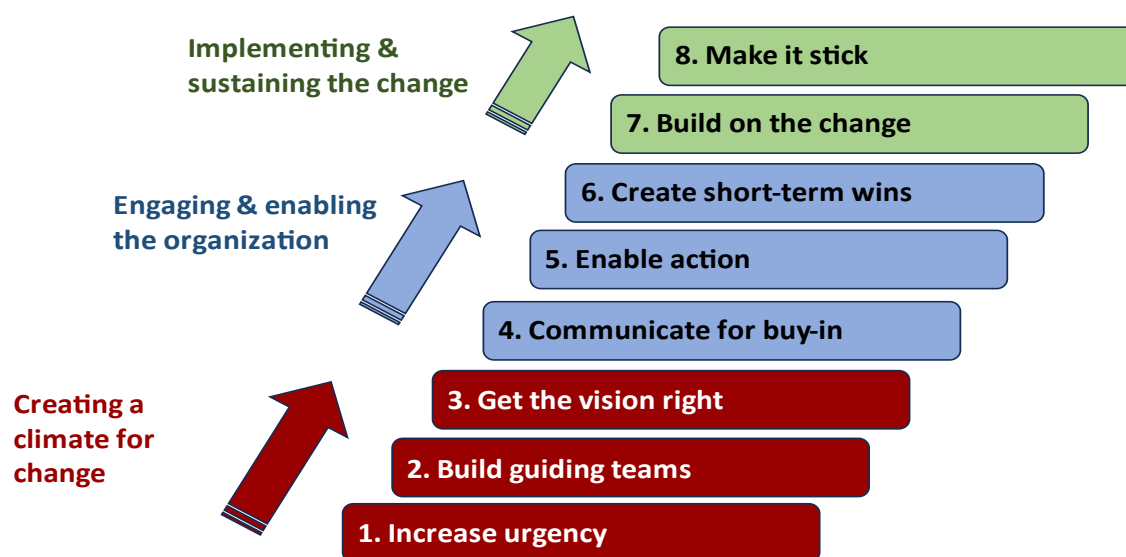
Kotter's eight-steps are the core of the framework for organizational change at OESBC as this model will help us to create a climate for change, engage the organization and its actors, and then sustain the change at the organization (Calegari, 2015; Chen, 2021). Kotter's model has been tested in the education sector, with positive results (Calegari, 2015; Chen, 2021; Wentworth et al., 2020). These considerations give me the confidence to introduce this model for change at OESBC (Baird, 2018; Libby, 2017).

The linear progression of Kotter's model (as shown in Figure 5) is another aspect that resonates with me, as this linear approach will facilitate the processes of explaining the desired change to the actors, implementing the change incrementally, monitoring the outcomes, and re-addressing any adjustments. Step 1 of Kotter's model posits the importance of creating urgency for change. At OESBC, in our staff meetings, faculty have expressed they are struggling to identify better strategies for teaching and to address the barriers that our IS face in HE. The first

step of Kotter's model is an aspect that has been present in the common understanding of the faculty, regarding the urgency for an organizational change that supports their teaching role.

Figure 5

Eight-Steps of Kotter's Model for Organizational Change



Note: Figure 5 is adapted from Dr. John Kotter's 8 Steps Process for Leading Change.

<http://www.kotterinternational.com/our-principles/changesteps/changesteps>

Step 2 to form a powerful and guiding coalition among the faculty at OESBC will help me facilitate the change process. Step 3 will serve as a movement to create a shared vision for change among the teaching staff. These first three steps are key components of the planned organizational change as they guide me in creating the climate for change at OESBC while building a collective awareness of the problem. Then, steps 4, 5, and 6, namely communicating the vision, empowering action, and creating quick wins, will let us foresee the knowledge and

pragmatic elements to obtain in the stage for engaging and enabling the organization of OESBC, while demonstrating short-term wins to gain legitimacy to the desired organizational change. Finally, the last steps of Kotter's model (7 and 8), namely building on the change and making it stick, will be for us the key conceptual and pragmatic aspects to capitalize on these short-term wins to produce greater results, as well as to later incorporate new progressive changes in the teaching practices for better and more equitable organizational outcomes for change recipients.

Alignment of Kotter's Model with the Leadership Approaches

Another key aspect to propel the desired change is the empowering articulation of Kotter's model with the flexibility of the situational and collaborative leadership approaches. This articulation will help me to promote first-order change by empowering the teaching role at OESBC because these joint approaches will foster the acceptance and success of this change. In this regard, according to the literature, Kotter's model is suitable for achieving success, which in turn facilitates greater achievement and, as a result, the acceptance of such change implementation will be increased at the organization (Wentworth et al., 2020). This fact can advance not only the success of this first-order change but also the sustainability (Mohiuddin & Mohteshamuddin, 2020) for a potential further second-order change at OESBC in a future stage.

Similar to the situational and collaborative leadership types, Kotter's model has been widely used for organizational change in HE to address small-scale changes such as the desired change at OESBC. For example, researchers have found that Kotter's model produced greater results for the organizational context in HE (Calegari, 2015; Wentworth et al., 2020) as it helped them to gain actors' buy-in and effectively removed barriers to student and faculty engagement. This finding is crucial to the success of this DiP in driving the desired change (Chen, 2021). This

alignment of approaches is a good fit for the development of this DiP, as Kotter's model can be used as a heuristic approach to creating and sustaining the systems to consolidate faculty commitment (Calegari et al., 2015) in the short-term at OESBC.

The alignment will help me to analyze the contextual factors at OESBC, to effectively inform the actors that will be involved in this change, as well as to engage them in a progressive co-evaluation of the change. As the authors conclude:

Kotter's eight-step model is a useful tool in analyzing our change effort. It helped focus the direction of the change and inform the community in positive ways. [It] is an example of a successful organizational change in higher education, and that Kotter's model can be useful for similar applications at many institutions. (Wentworth et al. 2020, p. 522)

Limitations and Considerations of Kotter's Model and the Organizational Context

I have also considered the limitations of Kotter's model in order to introduce flexibility into the framework used for the planned change. The limitations are derived from its criticisms. The literature exposes a limitation of Kotter's model to the extent that through this model, the change agent makes the assumption that there is an organizational crisis that requires a sense of urgency, and that the status quo involves adverse consequences for the stability of the organization; however, this may not be true in every organization (McLaren et al., 2023).

According to the critique, this sense of urgency may create a high level of anxiety that negatively affects the well-being of employees because, although Kotter recognized the risk of the bias of positioning the status quo as dangerous, this model has not been modified to consider the influence of status quo bias in a constructive way (McLaren et al., 2023). Hughes (2016) states that Kotter's model has a contradiction between its recognition of the instability and demanding

changing work, versus the stagnation of Kotter's model, which "has remained largely stable/static; a contradiction that cannot be reconciled" (as cited in McLaren et al., 2023, p. 100). We must be aware of this contradiction when analyzing the status quo and a potential crisis.

Change is unavoidable in organizations (McLaren et al., 2023). The status quo is frequently changing. To introduce a small-scale organizational change, it is indispensable to complement Kotter's model with elements of flexibility provided by both the situational and collaborative leadership approaches, while engaging the manager, faculty, and IS to address our common challenges in the teaching-learning process towards a common academic goal. Another factor that will help me address the limitations of Kotter's model is the high level of commitment of professionals in HE. This is a commitment that comes with the passion for HE that has been identified both in our staff meetings at OESBC and in the literature (Baird, 2018; Wentworth et al., 2020). As these authors assert, Kotter's model contributes to the emotional commitment of professionals in HE by developing a shared vision for change (Wentworth et al. 2020).

Furthermore, similar to the literature findings, there is another beneficial factor to address Kotter's limitations: The faculty of OESBC and I, as the investigator-leader of this DiP, bring extensive experience and commitment in HE that contribute to building ways to apply the organizational change to solve particular needs (Libby, 2017; Wentworth et al., 2020). All of these factors can leverage my influence as a co-learner to overcome Kotter's limitations, achieve equitable outcomes for faculty and IS, and influence my peers while clearly communicating the vision for change (Chen, 2021; Libby, 2017). I will consider the equity needs of the participants and our expertise to critique plans, make suggestions, and participate in collaborative problem-solving, which is a critical aspect in planning and implementing change (Wentworth et al. 2020).

Organizational Change Readiness

The evaluation of OESBC's readiness for change shows a positive influence on the organizational capacity and the readiness of key actors to move forward with first-order organizational change. The manager's willingness to champion this initiative, the preparedness of faculty to contribute to the change, and the organizational trend to accept new ideas for a nimble teaching-learning process are crucial elements for success (Billingsley, 2022). OESBC's mission, structure, size of the target audience, practices (Kezar et al., 2022), voice that I have given to my IS, and my personal experience are also factors that I have considered in this critical analysis (Weiner, 2020). I have developed the evaluation of this readiness using two informal means from the literature: (a) the organizational capacity approach (Judge & Douglas, 2009), and (b) the force field analysis of the contextual factors (Weiner, 2020).

Organizational Capacity for Change at OESBC

Combining both my ethic of critique and interpretivist lens, based on my own self-study, the literature of Judge and Douglas (2009), Aboobaker and Zakkariya (2021), and Howard (2022), as well as my past international and current experience as a faculty member, I evaluated the organizational capacity (see Table 1). I have conducted a secondary investigation through a readiness evaluation process (Strayhorn, 2014) built through the analysis of secondary data in the literature (Gurney, 2023; Howard, 2022; Robinson, 2023), my observational perspective of my lessons, faculty challenges and IS' needs, and document analysis of the institutional policies. I have evaluated specific factors and come to conclusions while supporting them in the literature.

Table 1*Evaluation of the Organizational Capacity at OESBC*

Item #	Question	Readiness levels:
1. Planning & Making-decision level:		Prevailing level: High.
	From my perspective as a faculty member, I reflect on the following questions:	
01	Do I see opportunities for faculty development in teaching IS?	Low readiness.
02	Do I perceive there is an inspiring vision of the future?	High readiness.
03	Do I perceive institutional support of the change initiatives?	High readiness.
04	Do I perceive willingness from administrators to improve the teaching practices?	High readiness.
05	Do I balance planning and change initiatives with getting work done?	High readiness.
2. Organizational policies and trends:		Prevailing level: High.
	Do I perceive an organization that:	
06	Values innovation and change?	High readiness.
07	Attracts and retains creative people to teach?	High readiness.
08	Provides resources to experiment with new ideas?	Low readiness.
09	Allows faculty to take risks and occasionally fail?	High readiness.
3. Communication:		Prevailing level: Medium.
	Does information flow effectively:	
10	From executives to faculty?	Medium readiness.
11	In a timely fashion?	Medium readiness.
12	From IS to the faculty?	Medium readiness.
4. Teaching staff:		Prevailing level: High.
	Do faculty:	
13	Encounter barriers/challenges to get to know, identify, monitor, and address the challenges that their IS face to succeed in higher education?	Very high readiness.
14	Open themselves to change proposals for improving their teaching of IS?	High readiness.
15	Have opportunities to voice their concerns about change?	High readiness.
16	Generally, know how change will help the business of the institution?	High readiness.
17	Generally, view top manager as trustworthy?	High readiness.
	Do faculty throughout the organization have/follow/face these factors? In my institution, do faculty:	
18	Share up-to-date information with IS students about competitors, and industry trends?	Medium readiness.
19	Empower others to help carry out OESBC's vision?	High readiness.
20	Find the need for institutional spaces to coach faculty to teach IS?	Very high readiness.
21	Have mechanisms or means to address academic challenges faced by IS?	Low readiness.
5. Institutional and organizational actors' support:		Prevailing level: High.
	Do the change champions recognize the:	
22	Interdependent systems implications of change?	High readiness.
23	Importance of institutionalizing change?	High readiness.
24	Need to realign incentives with desired changes?	Very high readiness.
25	Value in addressing causes rather than symptoms?	High readiness.
	Do we have change champion(s) as faculty members who	
26	Command the respect of members in the institution?	High readiness.
27	Possess good interpersonal skills?	High readiness.
28	Are willing and able to challenge the status quo?	High readiness.
29	Have the willingness and creativity to bring about the change?	High readiness.
6. Organizational actors' commitment:		Prevailing level: High.
	Am I able and willing to adapt to change to the extent that:	
30	I look forward to forming a team change at my institution for the common well-being?	High readiness.
31	I am inclined to try new ideas for teaching IS?	High readiness.
32	I intend to do whatever possible to support change at my institution to teach IS?	High readiness.

Note: This chart was taken and adapted from three tables built by: (a) Aboobaker and Zakkariya (2021); (b) Howard (2022); and (c) Judge and Douglas (2009).

The readiness levels I used for this evaluation were an adaptation from Judge and Douglas (2009), with a range between low readiness (low level = for an event that rarely occurs) and very high readiness (very high level = for an event that always occurs). The informal outcomes (see Table 1) show that OESBC appears to have the organizational capacity and readiness for change as the key factors serve as drivers (Whelan-Berry & Somerville, 2010) for this first-order change. The factors with high levels are: (a) actors' commitment, (b) institutional actors' support, (c) faculty openness to change to overcome the barriers to teaching IS, (d) manager's willingness to support change initiatives, and (e) senior leadership willingness to develop changes to improve the teaching role. Factors "d" and "e" belong to the "planning and making-decisions level".

My evaluation exposed that the organizational barriers or restrainers are: (a) the lack of effective communication (mid-level), (b) the lack of opportunities for faculty development specifically in teaching IS (low level), as part of the "planning and making-decision" factor, (c) the lack of financial resources to experiment with new ideas (low level), as part of the "policies and trends" factor, and (d) the lack of mechanisms or means for faculty to address the academic challenges faced by IS (low level). I trust many of these barriers can be mitigated through the implementation of Kotter's model (Calegari, 2015) in conjunction with the situational (Sandoval-Lucero et al., 2019) and collaborative leadership (Kramer & Crespy, 2011) approaches.

Force Field Analysis of Contextual Factors

According to Weiner (2020), contextual factors can influence conditions for the organizational readiness for change as they make an impact across the institution. Although there is no consensus in the literature on a standardized way to assess organizational readiness, authors

agree that assessing organizational readiness is crucial before embarking on any organizational change endeavour (Armenakis et al., 1993; Self, 2007; Weiner, 2020). Using a theoretical stance, I have focused on the psychological and human factors of the organization rather than the formal elements such as finances, structure, and assets (Gurney, 2023; Weiner, 2020). This approach is a good fit for this study because the contextual elements add flexibility to the analysis, as this DiP is attentive to human beings and their needs and challenges, instead of focusing on the structure and more formal assets. Hence, as seen in Table 2, I used a second chart from the literature (Gurney, 2023), which is a matrix adapted according to the contextual factors (Weiner, 2020) to deploy a force field analysis of contextual factors to evaluate organizational readiness at OESBC.

Based on my ethic of critique and the interpretivist lens through my own experience as a faculty member, for the force field analysis, I have identified internal and external forces that shape the contextual factors at OESBC, while acting as change drivers (Whelan-Berry & Somerville, 2010) or constrainers to the implementation of the change. Identifying these forces is an essential strategy for knowing how to address them in the change implementation phase, which is discussed in chapter three. Based on the literature (Gurney, 2023), I have adapted a chart corresponding to the contextual factors for this analysis (see Table 2). The informal levels I used included effect levels from low to very high (low level = factor has very little effect; very high level = factor has a very strong effect on OESBC). I have made a personal analysis of these internal and external forces that act as change drivers (Whelan-Berry & Somerville, 2010) and restrainers for the first-order change at OESBC. The outcomes of this informal evaluation are shown in Table 1 as the organizational capacity. Complementary, the internal and external contextual factors are shown in Table 2.

Table 2*Evaluation of the Contextual Factors for the Force Field Analysis at OESBC*

Drivers of change - Forces driving change	Effect level	Contextual factors	Effect level	Forces restraining change
Many faculty are disappointed with the status quo	Very high	Organizational culture	Medium	Work seniority of faculty
Willingness to accept a change	Very high		Low	Apathy towards teaching IS
Professional experience of faculty	Very high		Medium	Negative perceptions and resistance of faculty
Institutional acceptance of new initiatives	High		Medium	Organizational culture does not prioritize the needs of faculty
Balance among vertical authority and autonomy	High		High	Consensus teaching is time-consuming
Communication with the manager is easily accessible on-line	Very high	Policies and Procedures	High	Limited communication of policies, vision, and procedures
Continued intention to attract and retain good faculty	High		High	Working schedules are not a priority
Greater communication with peers and IS via on-line derived from the pandemic	High	Past experiences	High	Faculty adapting to new technologies
Experiences of new initiatives, such as the focus group on the use of AI	Very high		High	Faculty felt overwhelmed when seeking to adapt to hybrid teaching
Most of the faculty are willing to share knowledge and experience	Very high		High	Minimum tech support for faculty
Access to cloud storage, LMS, platforms for evaluation of each class, and peer's communication	High	Resources	Medium	OESBC has technology that limits the sharing of information or content
Manager and individual staff have the readiness to support faculty	High		Very high	No funding for training or support
The process of merging 4 branches into a larger OESBC increased the need for faculty support	Very high	Structure	High	There are no formal institutional spaces to train faculty from the merged branches
OESBC's small organizational structure facilitates the presentation of initiatives.	High		Medium	The central office of the OESBC branch is small, far, and inconveniently located
Effect level of drivers for change	Very high		Medium	Effect level of restrainers

Note: This Table was adapted from the table created by P. J. Gurney (2023). *Increasing support and collective teacher efficacy of part-time English-language instructors in a Japanese university* (p. 47). [Doctoral dissertation, Western University - UWO].

These two informal charts of evaluation and their analysis are based on evaluations that I found in the literature about readiness in similar institutions and target audiences (Gurney, 2023; Howard, 2022; Judge & Douglas, 2009), and have been completed based on my experience and

concerns as a faculty member when teaching IS at OESBC. According to these outcomes, I have concluded that there are internal and external forces that serve as drivers for change (Whelan-Berry & Somerville, 2010) (see Table 2), such as: (a) teaching staff is disappointed with the status quo and is willing to share practices and knowledge to empower their peers, (b) there is a balance between vertical authority and faculty's autonomy, (c) a change initiative has been started through a focus group about the use of AI, (d) the recent process of merging four branches at OESBC has created a need for coaching faculty, (e) the small size of the organizational structure allows for greater accessibility to senior leadership to gain buy-in for this change initiative, and (f) there is a good level of institutional acceptance of new initiatives.

I conclude that the main restrainers can be managed through strategies that will be part of the implementation planning discussed in Chapter 3. Restraining factors are: (a) there is a consensus that teaching is time-consuming, (b) working teaching schedules are not a priority, and (c) there is no funding for professional development. This DiP does not require financial resources or extensive time for faculty as it is integrated into our own teaching activities. The level for drivers for change is a very high effect level, which exceeds the medium effect level for restrainers (as seen in Table 2). This informal evaluation appears to indicate a significant level of organizational readiness.

Based on these conclusions, I will be encouraging the participation of different organizational actors by using positive influence and persuasive communication through informal meetings, conversations, discussion forums, and online means to share symbolic information about the need for prioritization of the change and obtain the actors' commitment (Armenakis et al., 1993). As a colleague and change agent, I will be in close communication with other change

participants, encouraging responsibilities through targeted communication (Napier et al., 2017), while working to integrate Kotter's change model in terms of process as well as the two leadership approaches. Given the potential for faculty turnover and possible resistance at the individual level to some strategies and concerns (Gurney, 2023; Lane 2007; Self, 2007)), I must be prepared for resistance in my search for future committed participants. This will ensure the success of building a committed team. The evaluation of readiness has helped me identify potential resistance factors (Self, 2007) as well as anticipate the responses to recognize colleagues as actors (Mirata & Bergamin, 2023) who will have the determination and collective capabilities for change (Weiner, 2020, p. 219). I will confirm this evaluation with participants.

Leadership Ethics in Organizational Change

In this section, I consider the importance of an ethic of critique and an ethic of care, along with situational and collaborative leadership, to improve the capacity of actors at OESBC.

Ethic of Critique

A review of the interconnectedness between the teaching role and the challenges of IS raises ethical concerns. If OESBC does not have the means to identify the challenges that IS face in HE, there will not be a proper teaching approach to better help them overcome academic barriers. Afterward, social justice issues for IS would become greater, which could result in elevated attrition rates (Olshen, 2013). The social justice issues identified include inequality of outcomes, discrimination, oppression, and vulnerability (Al-Shaibah et al., 2017; Ritter, 2016).

I find it unfathomable that there are no means or faculty coaching at OESBC to specifically identify, evaluate, and address the academic challenges faced by IS, leading to unrealistic expectations of students' performance (Howard, 2022) at their host universities. There

should be an alignment between teaching practice, an evaluation strategy on this issue, and clear training sessions for IS to create awareness of the different types of challenges they should expect during their studies (Howard, 2022). In addition, the process of merging four branches into OESBC and the resulting reduction in staff to make the organization more efficient brings with it the ethical concern that efficiency can take precedence over the needs of faculty and the challenges of students. Educational leaders who are forced to prioritize efficiency over learning needs run the risk of neglecting the goals of the teaching-learning process. As McGee and Mansfield (2014) found, leaders who engage in this type of decision-making are more likely to omit their ethical responsibility in front of students.

Ethic of Care

From a leader and co-learner responsibility perspective, I consider the ethic of care as a critical perspective to address the organizational change efforts at OESBC and to encourage future change participants to accept the goals of this change. We must be prepared as members of a change team to work towards continuous organizational improvement (Napier et al., 2017). OESBC has a social responsibility given that its mission is to empower students to succeed academically, and consequently, to contribute to their successful integration into the host country's society. To fulfill this social responsibility, OESBC needs to consider the capacity of its actors and the means to address the barriers faced by teaching staff, and to help IS succeed in their academic and social integration. OESBC should consider an ethic of care because faculty and IS are mutually involved in the learning process, as there is an understanding between faculty and students as partners in a collaborative learning process (Keeling, 2014).

The institutional level of OESBC needs to be interconnected to the teaching-learning actors in an ethic of care because this ethic should be implicit in the institutional policies, the teaching practices, and planned actions to care for and address the students' academic needs to achieve success (Keeling, 2014). Faculty are valuable actors in developing this ethic of care. The teaching staff can unravel the contextual situations of IS, as faculty can engage with IS to unpack stories, nuances, and issues students have (Livingston & Gachago, 2020) to bring about support that is meaningful, effective, and responsive to unique circumstances (Persky, 2021).

Addressing Responsibilities

I will address an ethic of care and a culturally responsive perspective to strengthen faculty responsibilities (Khalifa et al., 2016) to help IS overcome academic challenges, which are linked to social justice issues. Through the ethic of care, with situational and collaborative leadership approaches, I aim to help my colleagues contribute to the success of IS. We will apply strategies as to how faculty could lead our IS according to their specific needs as minoritized students (Khalifa et al., 2016). I must be steadfast in fostering actions to propel the actors' commitment toward the capacity of IS and faculty while contributing to institutional social responsibility (Keeling, 2014) to minimize student disadvantage caused by inequality (Howard, 2022).

I, in collaboration with the branch manager and faculty, will address the responsibilities of the actors while caring for our IS, through affirmative actions such as influencing with coaching and mentoring, meetings and focus groups to foster teamwork, and meetings with faculty and IS to gather feedback on their challenges and specific situations. Authors McGee and Mansfield (2014) suggest that the ethic of care can be interpenetrating the ethic of critique and nurturing the relationship between faculty and IS. I will hold meetings with the manager to

support faculty and institutional goals. I can influence my colleagues through mutual trust, and contribute to OESBC's commitment as I consider how best to address student needs by strengthening this ethical climate (Fryer, 2011) among actors, and caring for their capacity.

Possible Solutions to Address the Problem of Practice

In the following section, I evaluate possible solutions to the Problem of Practice and their potential including what resources are needed, and their relation to the guiding questions.

Revisiting the Guiding Questions

To analyze the viability of possible solutions, I revisited the guiding questions. The first question that I asked in Chapter 1 was: What are the factors and needs that faculty encounter when teaching IS at OESBC? The factors and needs that faculty have to deal with are consistent with the literature findings on the faculty's challenges when teaching IS: (a) the need for responsive practices that avoid biases (Ma, 2022; Macgregor & Folinazzo, 2018), and (b) the lack of adequate training to acquire the knowledge and skills to work with IS (ACE, 2022; Heringer, 2021), among others (see Figure 1 in Chapter 1). These needs of faculty provide me with the key points to evaluate possible solutions to address the teaching practices when teaching IS.

The second question that I asked in Chapter 1 was: What are the academic challenges that IS of OESBC have been facing at their host HEIs? To answer this question and contribute to the analysis, I have built a taxonomy of academic challenges (as seen in Table 3) based on the conceptual criteria analyzed by researchers in the literature, as well as the challenges I found in my IS in our classes, and concerns of faculty about their IS at OESBC. The taxonomy will help us as faculty to unify the information to identify the types of specific academic challenges faced by our IS, and then to address them through a solution.

Table 3*Conceptual Model for a Taxonomy of the Academic Challenges faced by International Students in HE*

Type of Academic Challenge	Level	Description and Impact
Language barriers:	Knowledge	IS face challenges due to lower language skills, which can make it difficult to understand lectures and assignments. This fact negatively impacts the academic performance of IS and makes it difficult for them to remain in the HE system (Olshen, 2013; Oxner & Bandy, 2023).
Academic pressure:	Performance	Due to the higher costs of tuition and housing, most of IS face challenges and burdens to succeed academically. They feel committed to their relatives and supporting people in their home countries to limit their chosen program to those that offer higher employability at lower wages, while may not explore the full range of possible careers (Kang & Metcalfe, 2019).
Different academic expectations:	Application	IS may struggle with adjusting to the new academic expectations in a new system in the host country, because these expectations are different from those required in their home country (Al-Shaibah et al., 2017; Brooks & Brooks, 2015).
Academic struggles due to cultural shock:	Skills	IS may find it difficult to adapt to new classroom, social and cultural rules, subcultures, academic and behavioral rules, and cultural customs in a new social and academic environment different from their home country, even if they are studying in their same native language (Ecochard & Fotheringham, 2017; Gopalan et al., 2019; Hou et al., 2022).
Time management:	Skills	IS usually need to familiarize to new time management tactics in order to manage their academic sphere with other commitments (Kang & Metcalfe, 2019; Thivierge, 2015).
Grading scales:	Comprehension	IS find grading scale with a different complexity from the scales used in their home country, which requires a progressive adjustment to navigate in it to improve their academic performance (Aung, 2019; Kang & Metcalfe, 2019; Martelli, 2020).
Isolation:	Environment	IS may struggle with academic isolation as a consequence of all kinds of personal, social, cultural, and academic challenges they face. As a result, IS do not find or know how to search for resources to strengthen their academic performance in HE (Ma, 2022; Okai, 2020; Varughese, 2022).
Lack of familiarity with the education system:	Comprehension	IS may be unfamiliar with the Canadian education system, which can affect their ability to navigate the system and succeed academically. Faculty may need to provide additional support and guidance to help these students adjust (Kang & Metcalfe, 2019; Olshen, 2013; Thivierge, 2015).
Ineffective study skills:	Skills	IS struggle with ineffective skills and habits for effective learning. They do not even seek help or tutoring support (Firang & Mensah, 2022; Joseph & Hartwig, 2020; Olshen, 2013).
Academic motivation:	Performance	Lack of motivation as a result of their unexpectedly low level of academic achievement (Kang & Metcalfe, 2019; Ma, 2022; Okai, 2020).
Course selection:	Application	IS make mistakes when choosing more units or courses, while feeling overloaded with the wrong and difficult combination of courses in which they are not interested enough (Ecochard & Fotheringham, 2017; Macgregor & Folinazzo, 2018; Oxner & Bandy, 2023).
Limited access to resources:	Comprehension	IS struggle to find resources to improve their academic writing according to the rules of the APA 7th edition, which impacts their academic performance (Joseph & Hartwig, 2020; Okai, 2020).

Note: This conceptual model was developed by the author based on the review of sources and the context of OESBC.

The third guiding question was: What is the interconnectedness in the relationship between the role of faculty, the academic challenges of IS, and the three types of effects experienced from the conceptual model of challenges faced by IS in HE? (see Figure 1 in Chapter 1). As shown in Figure 1, the needs of faculty at OESBC are directly related to the academic challenges of IS (see Table 3). Our IS hire the services of OESBC because they have been struggling in their academic endeavours. Our faculty need to understand these academic challenges; otherwise, our IS cannot be well supported in their learning process. As a direct consequence, IS would struggle with greater problems of EDI as they face barriers of inequality and vulnerability, among others (Al-Shaibah et al., 2017; Hou & Pojar, 2020).

As a gap, the teaching staff does not have official unified institutional means to identify, monitor, and address the academic challenges of IS. This gap affects the effectiveness of teaching practices, the academic quality of IS (Ma, 2022; Goff, 2017; Oxner & Bandy, 2023), the reputation of OESBC, and indirectly the attrition rate of IS (Joseph & Hartwig, 2020; Oxner & Bandy, 2023). Social justice issues of inequality faced by IS as minoritized populations in HE in the host country are also increased (Al-Shaibah et al., 2017; Saxton, 2021; Varughese, 2022).

Knowledge is not static but is continuously recreated among faculty and students (Heringer, 2021). Hence, this interconnectedness is a key element, because when the faculty's role is strengthened, they can "demonstrate a connectedness with all students; they encourage a community of learners, ... to learn collaboratively, rather than in isolation" (Heringer, 2021, p. 215). As a multiplier effect, we could bring about possible solutions, as explained below, and indirectly contribute to the IS' success, to the common goals of their families, their HEIs, and the host country (Saxton, 2021; Shavelson et al., 2018).

Possible Solution 1: Professional Community of Practice (CoP)

The first possible solution is to create a professional community of practice (CoP) through a small group of faculty becoming co-mentors (Lunsford et al., 2017) as a pilot project with support from the senior leadership level represented by the branch manager. This approach will help us to make this first-order change realistic and feasible, to demonstrate short-term wins, to gain more legitimacy, and to attract more participants. Firstly, we should know the concept of a CoP: Arthur (2016) advances the concept introduced by Lave and Wenger and suggests that a CoP is a group of individuals tightly-knit with relationships built around common goals and interests, involved in a process-oriented to shared-learning, who develop identity and focus on activities towards goals and a shared vision. Thus, CoPs are practical artifacts to frame problems of task management and knowledge management for specific problems and involve groups of people reciprocally committed in a joint enterprise as a means of supporting and connecting professional identities, organizational mission, and organizational strategies (Arthur, 2016). CoPs have been widely used in teaching in HE with positive outcomes (Ali, 2017; Tandlich, 2022).

Benefits of a CoP

A CoP at OESBC can significantly enhance the role of faculty in addressing the organizational gaps, faculty needs, and indirectly the outcomes of IS at their host universities, as prior research on teaching in HE found that a significant result of a CoP was experimentation with innovative teaching practices (Gast et al., 2017). These authors found that a CoP promotes positive faculty and organizational conditions at three levels: (a) individual: “attitudes, motivation, commitment, self-efficacy, professional identity, availability, (b) team: team interaction, [shared] goals and objectives, [heterogeneity in] team composition, team leadership,

[effectiveness of] small group work, and (c) organizational: [results to] gain organizational support, rewards, research [or teaching] focus” (Gast et al., pp. 752-757).

Researchers found that faculty adapted their teaching approach to be more student-centered; faculty who had little teaching training were able to develop pedagogical knowledge and skills (Gast et al., 2017; Tandlich, 2022). This is in alignment with the pedagogical approach required by OESBC. CoPs in HE have demonstrated they can provide safe but challenging spaces for faculty to grow in their professional teaching role through social dynamics and group processes to create new knowledge and skills (Gast et al., 2017; Patton & Parker, 2017).

Limitations of the CoP

CoPs have limitations that also need to be considered at OESBC. According to the literature (Akinyemi & Rembe, 2017; MacPhail et al., 2014; Wilson et al., 2020), some of these limitations include: (a) requiring the willingness of participants, (b) sporadic conflicts between the suitable time for collaborative learning activities, (c) a risk of disconnection from the organizational goals if senior leadership is not involved, (d) CoPs require that participants already have some domain knowledge, (e) CoPs are not a replacement for traditional forms of long-term education and may work best for small groups and lifelong learners, and (f) a CoP is not a rigid linear process with magic formulas; a CoP requires to ponder flexibility and give it direction as the literature has reinforced. Wide variations may occur in how communities of practice or learning communities experience these stages (MacPhail et al., 2014).

Resources Required for the CoP

A CoP does not need many resources because it can be formed by individuals who are willing to contribute with their knowledge, expertise, skills, and experience (Patton & Parker,

2017). A CoP can be developed without financial resources and achieve results in a short-term (Warr-Pedersen, 2017). A CoP needs intellectual resources such as research-based practice and scholarship, materials on best practices for teaching IS, literature on equity, diversity and inclusion (EDI), digital learning, continuous improvement, as well as the knowledge and expertise of the participants in the CoP. The creation of a CoP can address the organizational gap of the lack of resources and the lack of professional development programs at OESBC (see Table 1), while contributing to the need for a change in the teaching practices. A CoP can also contribute to addressing my three guiding questions because this solution supports faculty in the interconnectedness of the effects of the PoP.

Possible Solution 2: Faculty Development Programs (FDP)

The second possible solution is the implementation of a long-term faculty development program (FDP). For this solution, I consider the definition offered by Al-Attas (2019) who suggests that a faculty development program is an institutional program designed specifically to address the needs of faculty, provide them with methods and means and opportunities for supporting their professional performance and growth. Some common frameworks used for FDP include long-lasting training programs as follows: (a) an analytic framework to develop competencies alone, (b) a synthetic framework to develop competencies linked to tasks in work practices, and (c) a developmental framework that seeks to develop competencies in a multi-level path over (Fallis et al., 2022), which is a very common framework used in HEIs.

Benefits of the Faculty Development Program (FDP)

Several contributions have been identified in the literature on FDPs, such as: (a) FDPs contribute to overcoming challenges in the teaching role while engaging new academics in

relevant programs (Drew & Klopper, 2014), (b) FDPs are effective strategies for developing knowledge, skills, and addressing the teaching staff in the institutional vision and goals (Gegenfurtner, 2019), (c) FDPs enhance teaching practices through pragmatic means on the principles of knowledge while relating them to meaningful examples through tutorials, lectures, laboratories, and videos to obtain greater effectiveness (Drew & Klopper, 2014), and (d) FDPs have a double impact, both on the effectiveness of teaching practices, and on the academic quality of students (Al-Attas, D. A., 2019). FDPs can strengthen the teaching practices at OESBC in the long term, both at the individual and organizational levels (Drew & Klopper, 2014).

Limitations of and Resources Required for the Faculty Development Program (FDP)

There is a significant cluster of limitations of FDPs found in the literature (Gegenfurtner, 2019; Mitchell et al., 2013; Urban et al., 2017) that I have considered. Researchers have found that in some cases, FDPs are sometimes considered ineffective because faculty do not always fully use what they have learned in their own studies (Gegenfurtner, 2019). As such, the imposition of FDPs can create a high level of resistance in the case where FDP is imposed as mandatory training in an extant culture (Drew & Klopper, 2014).

Furthermore, FDPs are long-standing endeavours that need to be integrated into long-term institutional planning, and require greater levels of financial, and human resources to support and follow-up the progress of faculty (Al-Attas, 2019; Drew & Klopper, 2014). Findings in some other cases showed that there is still a significant level of unmet needs among faculty in terms of the challenges of adopting innovative teaching methods, which requires greater investment and training (Mitchell et al., 2013). FDPs do not fit well with this first-order change at OESBC as FDPs require a substantial investment to obtain transformative results (Al-Attas, D. A., 2019).

Possible Solution 3: Bank of Best Practices (BBP) in HE

The concept of best practices in teaching in HE refers to lasting practices that have obtained effective outcomes both in practice and in student achievement (Drummond, 1995). Best practices have been developed, tested, and refined over time through practice, reflection, and honed by experienced educators in on-line or in-person teaching contexts (Macgregor & Folinazzo, 2018). A bank of best practices (BBP) is a structured institutional artifact that compiles previously evaluated best practices, classified by categories, objectives, strategies, and expected outcomes. The BBP must contain a methodology and criteria for evaluation, selection, and publication, as well as a documented guide for following up on their transferrable process, while explaining and organizing the actors through their roles as owners, and users of the selected practices (Ministry of National Education of Colombia, 2020). A BBP should be created and monitored by a specialized team with the institutional support of the senior leadership level.

Benefits of the Bank of Best Practices (BBP)

A BBP can contribute to the effectiveness of the teaching role at OESBC with pragmatic information regarding pedagogical strategies, such as examining for understanding in various ways (Lowe & Shaw, 2019), having a well-thought-out plan for students, new ways of assessment, EDI issues, class discussion with ITC channels, building community, and experiential learning, among others (Drummond, 1995). The BBP might also strengthen faculty in teaching IS by providing them with information from observation of classroom practices, and suggested strategies by fields of knowledge (Ministry of National Education of Colombia, 2020). The BBP in teaching IS can encompass a wide range of effective means and tactics that educators can establish (Lowe & Shaw, 2019) to foster a climate setting, and modeling double-loop

feedback (Christiansen, 2020; Drummond, 1995) to address the interconnectedness of the PoP effects. Double-loop is a method of providing correctives in an open-ended cycle in which the teacher and learner collaboratively examine both the student's performance and the teacher's perspective regarding that performance (Christiansen, 2020).

Limitations of and Resources Required for the Bank of Best Practices (BBP)

Limitations to the creation of a BBP include the fact that this strategy might not always lead to an overall academic improvement of IS, as the HE system as a whole may still bring new challenges for graduating IS (Thieneman, 2016). Moreover, best practices are not always a dichotomous and inerrable proposition. BBP might need enduring innovation and evolution to meet the changing needs of faculty at OESBC and the academic challenges encountered by IS in HE (Orozco et al., 2023). Similar to the FDP, the BBP requires that this strategy include prior budget planning, with clear allocation of financial, administrative, and human resources for a long-term effect. This would require a complex multidisciplinary team involved in long-term institutional planning (Ministry of National Education of Colombia, 2020).

The Selected Solution

Table 4 offers an evaluation of each possible solution analyzed above. I have evaluated the possible solutions based on the criteria of their potential to address the PoP with few resources, looked at their viability to address the institutional gaps at OESBC, their impact and potential to address the guiding questions of this DiP while also contributing to addressing issues of equity, diversity and inclusion (EDI). Green colour indicates strong feasibility of the solution, blue colour indicates moderate feasibility, and dark red colour indicates minimal feasibility (as seen in Table 4).

Table 4*Evaluation of Possible Solutions at OESBC*

Possible solutions	Potential to address resources and impacts				Potential to address the gaps			Potential to address guiding questions		
	Leader's agency and Short-term Wins	Human Resources	Financial Resources	EDI impact	Gap 1: Lack of means for faculty	That Gap 2: Lack of resources	Gap 3: Lack of training strategies	Q1: Needs of faculty	Q2: Academic challenges of IS	Q3: Interconnectedness of PoP's effects
1. Professional Community of Practice (CoP)	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong
2. Faculty Development Programs (FDP)	Minimal / Weak / Low	Medium/Moderate	Minimal / Weak / Low	Good / High / Strong	Good / High / Strong	Minimal / Weak / Low	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong
3. Bank of Best Practices (BBP)	Minimal / Weak / Low	Medium/Moderate	Medium/Moderate	Good / High / Strong	Good / High / Strong	Minimal / Weak / Low	Good / High / Strong	Good / High / Strong	Good / High / Strong	Good / High / Strong

Key: Good / High / Strong Medium/Moderate Minimal / Weak / Low

Note: This table was developed by the author based on the conclusions of organizational readiness and possible solutions at OESBC.

According to the evaluation, all three solutions show a high level of their potential to address the guiding questions; however, solutions 2 (FDP) and 3 (BBP) differ from 1 (CoP) as they show low potential in addressing the leader's agency and institutional gaps of resources and short-term wins, while these outcomes are essential. Solutions 2 (FDP) and 3 (BBP) have similarly medium potential in the need for human resources, but unlike 1 (CoP), both require high and medium levels of financial resources, respectively. The three solutions are high in their potential to address EDI issues. Solution 1 (CoP) uniquely is high in all evaluated criteria. I conclude that the best solution to implement at OESBC is the creation of a small community of practice (CoP) for faculty.

As Urban et al. (2017) suggested, important institutional barriers include the reality of limited resources, incentives to change, and how disciplines are structured institutionally as is the case of OESBC. Considering the social commitment of OESBC, as viewed through the ethic of critique analysis, as well as the current strength of the growing relationships among the faculty who expressed being motivated to learn together, and my agency as a co-learner and influencer of my peers, the most appropriate solution for this first-order change is the creation of a small CoP. A CoP can help us develop an ethic of care and demonstrate positive results, with the possibility of expanding the initiative to a broader audience. As Patton and Parker (2017) state, given that CoPs hold “the potential [to] develop more than a culture of collaboration and provide a vehicle ... to extend teaching and research capacities, ... [a] consequence ... could be [the] educational change” (p. 359). According to the findings of the literature (Drummond, 1995; Tandlich, 2022; Wilson et al., 2020), the landscape is very positive and realistic for a small CoP as a pilot project at OESBC because a CoP can create remarkable contributions along with the support of the manager who is willing to champion it.

I envision contributing to a future broader state at OESBC by eventually involving more faculty to improve the means of our teaching practices, faculty learning, support for IS learning outcomes, and contribute to addressing issues of equity and inclusion. The commitment that I have obtained from the senior leadership is a key element for this envisioned state. As Ali (2017) found, senior leadership support is key to aligning and channeling resources. This first-order change through a CoP is an indispensable stage to obtain knowledge-based outcomes from faculty experiences, which will serve as a foundation for future long-term and second-order change through the creation of a BBP in conjunction with an FDP.

Chapter 3: Implementation, Communication and Evaluation

The focus of this chapter is on the implementation of the change plan to address the PoP. In this chapter, I discuss three main sections: The Change Implementation Plan (CIP); the plan to communicate the need for change and the change process; and monitoring and evaluating the change process. I conclude the chapter with a discussion of next steps and future considerations.

Change Implementation Plan (CIP)

In the following section, I focus on developing a change implementation plan that connects the change management model to the leadership approaches, organizational strategy, and future participants, to achieve the change implementation plan using Kotter's model.

Goals and Priorities

The realization of this change compels a foundational first-order change (Bartunek, 1987; Purcell, 2014) that will involve the faculty to indirectly impact our international students (IS). I have determined the following goals to address the change plan and processes for communicating and monitoring the change implementation. These goals will facilitate the interconnectedness of participants in the selected solution, which will be the creation of a Professional Community of Practice (CoP) as a pilot project with a small group of faculty members. These goals will contribute to gaining the buy-in of the faculty and branch manager, and implementing the change implementation plan (CIP) by influencing the actors to be involved (as seen in Appendix B).

Consequently, in the short term, the goal is to create awareness between the branch manager and faculty members on the need to develop a CoP to help them recognize and support the academic challenges of our IS. Another goal is to recruit a minimum of five, or an optimal of ten faculty members as volunteers to participate in this small-scale pilot project (Gurney, 2023).

The medium-term goal is to help the group of faculty discover common goals and interests (Littlejohn et al., 2017), and establish the CoP as a small-scale new initiative at OESBC. The long-term goals have a threefold influence: (a) to enhance the teaching practices of faculty to teach IS in HE while leveraging my agency as a faculty member with established relationships with my peers, (b) to give voice to IS and indirectly contribute to improving their academic performance, and (c) to create a baseline for future larger initiatives.

These potential contributions are linked to the fact that it is crucial that faculty members do not view this Dissertation-in-Practice (DiP) as a burden, but rather as a means to facilitate their professional practice and to better support their IS to succeed in HE (Howard, 2022). In achieving these goals, faculty can develop a new understanding of the academic challenges faced by IS in HE, new knowledge of strategies for teaching IS (Tandlich, 2022), expand their professional network, and gain institutional recognition as pioneers of such a new initiative at OESBC. They will feel empowered in a CoP while exchanging effective practices and strategies to help improve the academic performance of IS (Howard, 2022; Macgregor & Folinazzo, 2018). A subsequent goal is to obtain positive results from this small pilot project to establish a baseline for a future expanded institutional CoP. Thus, an early priority is to develop awareness of the need to create this new initiative at OESBC.

Alignment of the CIP with the Organizational Context and Strategy

As studied in the earlier analysis of organizational capacity (as seen in Table 1 in Chapter 2) and the force field analysis of the contextual factors of the organizational context, explained in Table 2 in Chapter 2, the CIP for this DiP aligns with the factors and forces that I have identified in Chapter 2 as drivers of change (Whelan-Berry & Somerville, 2010) at OESBC. As shown in

Table 1 in Chapter 2, these factors that obtained the highest levels are: (a) organizational actors' commitment, (b) institutional support, (c) faculty willingness, (d) branch manager support, and (e) senior leadership openness to new initiatives. All of these factors are aligned with the goals and strategies proposed in this CIP, which are also aligned with and supported by the readiness of the senior leadership of OESBC (as seen in Tables 1 and 2 in Chapter 2) to implement this first-order change (Bartunek, 1987; Purcell, 2014).

As OESBC is a for-profit private institution, there is a current focus on developing greater accountability in the teaching role in order to elevate the institution's reputation and competitiveness while ensuring that the programming involves a student-centered approach. The institutional policy as well as the senior leadership is giving importance to new initiatives to improve the teaching practices and their outcomes. Since OESBC is a franchisee branch of a larger franchising institution with a presence in more than 16 countries, I focus this DiP on the OESBC branch. The organizational context of OESBC is within all the policies set up by the larger franchising corporation. To connect with this organizational context, I seek to contribute to the development and performance of faculty in their teaching practices through collaborative learning and my role as a peer. For this purpose, I use my positionality as a faculty member and a knowledgeable professional with doctoral studies and experience in international HE.

The personnel for this pilot project will be selected from the faculty members who teach IS enrolled in HEIs, based on their willingness to actively participate in this initiative. Considering that I am a faculty member and have faced the same challenges they have experienced teaching IS, I will be a supportive peer in encouraging them to join me to form a change team to create a CoP (Wilson et al., 2020). My manager has expressed interest in

supporting the development of a change initiative through a CoP that will help us to empower our teaching role, contribute to the institutional goals of competitiveness and leadership for 2025, and have an expected impact on the academic achievement of our IS (Tandlich, 2022).

Connecting the Change Model Process with the Leadership Approaches

To work towards goals, I will engage others in cognitive processes (Tandlich, 2022) with me as we will work together in monthly online meetings that I will organize. In these meetings, faculty will be able to exchange activities, materials, and effective strategies that they have explored for teaching IS. As the scholar-practitioner leader of this DiP, in consultation with the branch manager as active support (Deszca et al., 2020), I will organize the schedule and follow-up process to address our goals while integrating the collaborative and situational leadership approaches (Martinez-Zanca, 2017; Zigarmi & Roberts, 2017).

As shown in Appendix C, I have articulated specific strategies and actions with a timeline to connect and align Kotter's change management model with the situational and collaborative leadership approaches to accomplish the CIP. I have assembled strategies and actions into the three stages of Kotter's Model: (a) creating a climate for change, (b) engaging and enabling the organization, and (c) implementing and sustaining the change. Each of the three stages will help us to use the eight steps of Kotter's model to guide and advance the CIP (as seen in Appendix C). I have anticipated key strategies and actions with the steps for the short-term, such as establishing strategic conversations with the key actors to create a sense of urgency (Libby, 2017) and a climate for change.

I will share experiences from the literature to encourage a shared vision in my peers for strengthened teaching practices (as seen in Appendix C). These actions will help me to gain

legitimacy as a faculty-leader and create a guiding coalition (Baird, 2018; Page & Margolis, 2017). I have planned strategies to engage the organization, such as communicating the benefits of change to the potential participants, gathering their feedback and reflecting on their legitimate concerns, explaining the solution, providing resources to build a supportive environment (Zigarmi & Roberts, 2017), and establishing mechanisms to develop an evaluation and continuous improvement of the process (Chen, 2021). These strategies will help me engage colleagues and nurture the CoP. In the long term, I have planned to incorporate the participants' input, make adjustments, and celebrate the achievements (Wilson et al., 2020). These strategies will help to influence my peers through a collaborative-decision making process, to consolidate the change, and make it more sustainable (Rubin & Guth, 2022).

Impacting Social Justice Issues and Actors' Concerns

The change for OESBC will contribute to the improvement of student success by encouraging participating faculty members to identify and develop strategies to address social justice issues of inequality, oppression, discrimination, and vulnerability of IS in HE (Olshen, 2013). To the extent that faculty become more knowledgeable about social justice issues, they can adapt their teaching practices and implement effective strategies to address and empower IS, while focusing on the realistic needs and expectations of IS to improve their academic performance (Howard, 2022). The creation of a CoP will help us empower participating faculty to connect the teaching practices to both our responsibilities and the ethic of care (Keeling, 2014; Khalifa et al., 2016) in order to better address the social justice issues of IS in HE.

As an indirect impact of this DiP, the CoP will help participating faculty members give voice to IS, and provide more amplified opportunities for IS to flourish in their academic setting

(Anand, 2023). Thus, the role of CoP's faculty can be enlarged while teaching IS. As Anand (2023) states, "faculty have become more than just educators, and their roles have evolved to become increasingly multifaceted to better help international students both academically and personally" (p. 74). The planned change at OESBC is expected to create shared learning opportunities for faculty to develop effective strategies to foster greater academic success for IS.

In the same way, understanding the concerns of key organizational actors is a crucial aspect of this DiP. The key actors that I have identified at OESBC are the faculty, director, manager, and IS. The awareness of the organizational actors' concerns and interests helps me understand their motivations to participate in the CoP as well as to overcome the challenges by gaining allies (Mohiuddin & Mohteshamuddin, 2020). Another critical aspect of my role as a peer with influence is to have established relationships with the organizational actors that will be involved in this small-scale pilot project (Anand, 2023) in order to address common interests and goals, obtain their commitment, and develop a collaborative leadership approach.

Potential Implementation Challenges and Limitations

To ensure a successful change process, I have anticipated some potential implementation issues that may arise during the process. The first challenge is possible resistance from potential future participants that may occur at the individual, group, or organizational level (Gurney, 2023), as seen in Appendix D. I must be prepared for resistance in my search for future committed participants; this will empower the success of creating a committed change team (Gurney, 2023; Lane 2007; Self, 2007). I will address this issue by involving these participants, as a change team in the meetings to compile their concerns, and expectations for the change (Gurney, 2023; Zhao, 2021). Resistance could be expressed because of the actors' anxiety, sense

of loss of power, apathy, or fear of change (Kotter et al., 2003; Warner Burke, 2023). Involving the concerns, interests, and expectations of colleagues will help me to reduce resistance (Lane, 2007; Self, 2007). The scope of this involvement is limited to the faculty who have the potential profile to participate in this pilot project, the branch manager and director of OESBC.

Another challenge is the availability of faculty due to different schedules. I will address this issue through the shared decision-making method (Giguere et al., 2014) by implementing 1:1 online meetings and asynchronous sessions where all CoP's members will share their interests, concerns, experiences, knowledge, and contributions (Sandoval-Lucero et al., 2019; Zhao, 2021). The top priorities to address these issues will be first to involve the actors to participate, and then to negotiate and influence my colleagues to share their knowledge and experiences.

The third challenge and limitation may be the lack of past initiatives to develop a CoP. I will address this limitation through the first step of Kotter's model, which is to create a sense of urgency (Kang et al., 2022). As such, the organizational readiness study of OESBC has shown that key organizational actors are aware of the need to implement a new initiative that will improve teaching practices, while contributing to IS performance and organizational positioning.

Another limitation is the lack of vertical authority of the scholar-practitioner over the faculty members. I will address this limitation by combining collaborative and situational leadership approaches, where I am able to act as a knowledgeable change agent and as a peer influencing my colleagues. I will work to establish a team approach and share with colleagues that I face similar challenges while teaching IS. These strategies will help me foster mutual understanding between CoP's members and the branch manager as a supporter, remove barriers, and overcome limitations by collectively supporting some faculty who may lack experience with

certain strategies (Kang et al., 2022). All of these strategies will also help us, as a change team, to adjust the plan, re-address the process as needed, and increase the likelihood of sustainability (Tandlich, 2022; Wilson et al., 2020), keeping the needs of IS in the foreground of discussion.

Plan to Communicate the Need for Change and the Change Process

The communication plan is designed to connect all the components needed to achieve an effective change process. This communication plan will help me build awareness of the need for change among participants, articulate a knowledge mobilization plan (KMP), communicate the achievement of milestones, and give voice to actors who have traditionally been silenced.

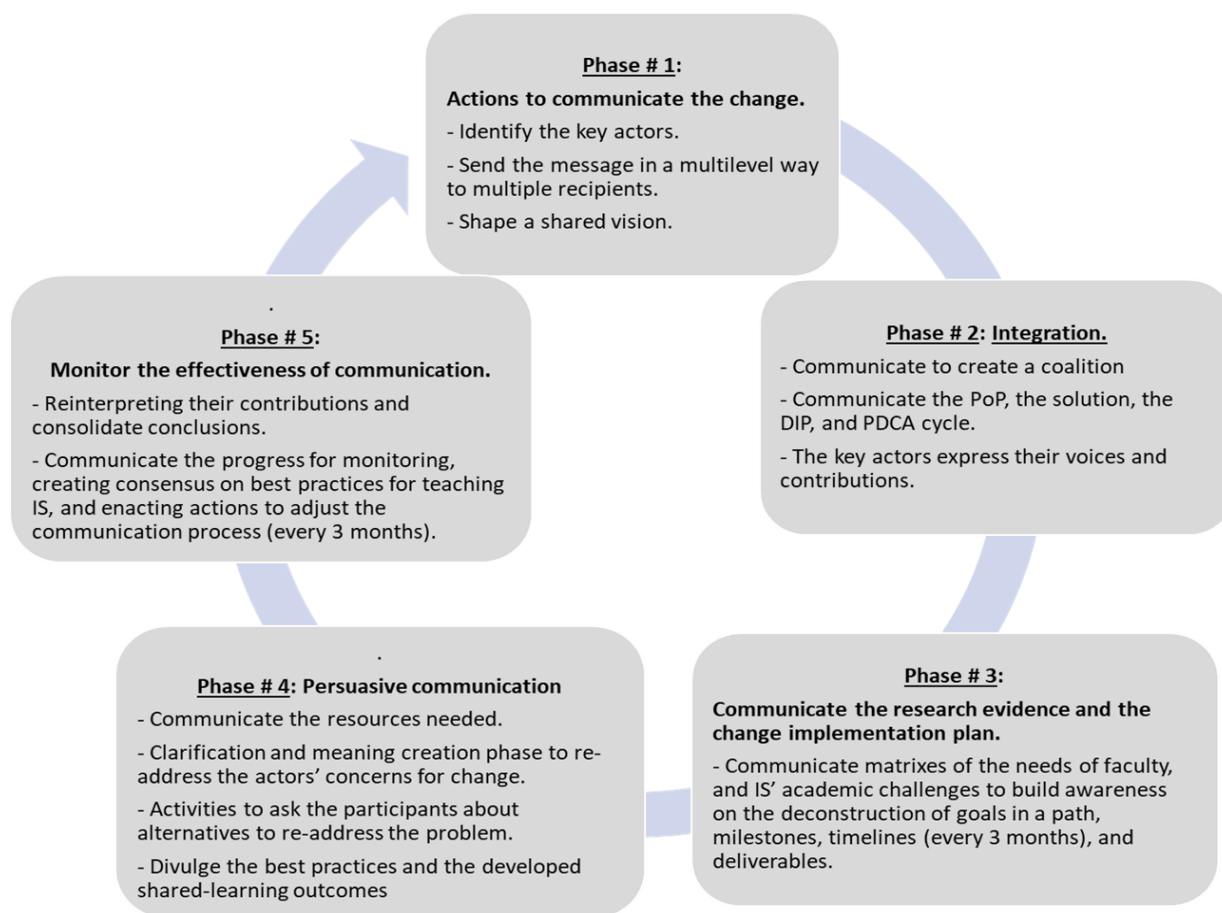
Building Awareness of the Need for Change

According to Lewis (2018), an effective communication plan can help us raise key information about faculty needs and give voice to IS. This awareness will help us include the challenges of IS in HE who face equity issues as they have traditionally been silenced to not express their struggles with academic challenges. The voices of IS have often been overlooked, diminished, or dismissed due to their minority background (Kezar et al., 2021), and this requires us to consider our connection to values and actions for shared equity leadership.

In this regard, I have based my approach on a targeted (Napier et al., 2017) and strategic (Heide et al., 2018) communication approach. I, collaborating with the change team, will implement the following specific strategies to effectively communicate and build awareness of the need for change at OESBC. I have organized the strategies into the five phases of the circle of targeted communication (as seen in Figure 6) in order to follow a sequential, cyclical, adaptable, and flexible approach to effectively communicate and engage change participants while building their awareness of the need for change and action in implementing this DiP.

Figure 6

Model of Cycle for Strategic and Targeted Communication at OESBC



Note: This conceptual model is the author's own elaboration for targeted and strategic communication based on the literature and the circle of communication (Heide et al., 2018).

I envision starting the cycle by communicating the need for a change to the participants from different levels of OESBC (faculty, IS, senior leaders, and administrators) in the first and second phases of the cycle, namely, actions to communicate the change and integration, as shown in Figure 6. The information involves the PoP, the selected solution, the projected CIP, the

theoretical approach of the PDCA cycle for monitoring and evaluating the change process, the specific strategies designed for each of these mechanisms, and the short-, mid-, and long-term goals. We will then implement the specific strategies from the third phase of the communication cycle, such as: (a) sharing the research evidence on the conceptual model of the factors and needs of faculty to teach IS (as seen in Figure 1 in Chapter 1) and the conceptual model of challenges faced by IS (as seen in Figure 2 in Chapter 1), (b) using prior research evidence, emphasize the need for faculty to monitor and address the academic challenges of IS, (c) providing information on available online resources, (d) communicating the change process every three months, and (f) recognizing the actors' concerns and divulging short-term wins every three months.

Based on the fourth phase of the circle of communication, persuasive communication, as a change agent, I will apply appropriate resources to communicate the change process and involve the actors' concerns for change. I, collaborating with the participants, will use direct emails for the change process according to each stage of the CIP (see Appendix B), 1:1 meetings, shared documents in Google Drive, online surveys, forums through Google forms, observation and feedback, and a monthly institutional newsletter. These strategies will help me implement persuasive communication to unravel critical information (Armenakis et al., 1993) for the faculty to be involved about the academic challenges of IS and the needs of faculty to address them.

With regard to the fifth phase, the change team will benefit from specific strategies I have developed to monitor the effectiveness of communication, namely, (a) following up with the participants, every three months, to provide guidance and monitor the academic progress of there is, (b) participating in and sharing existing teaching practices among the CoP's members; and (c) gathering feedback from the participants every three months about their concerns and new

understanding of the process. Using such an approach, I, together with my peers, will engage in targeted and strategic communication (Napier et al., 2017) with the OESBC branch manager, co-workers, and peers (Heide et al., 2018) with the goal of a successful implementation of the desired first-order developmental change (Bartunek, 1987; Purcell, 2014). The approach is iterative and can begin again in a new cycle of learning, as it is a cycle that needs to be refreshed periodically.

Knowledge Mobilization Plan (KMP)

The organizational change proposed in this DiP will be supported by the existing research evidence on the academic challenges faced by IS in HE and the needs of faculty to address these challenges. Therefore, I have established a knowledge mobilization plan (KMP) to connect the research evidence from the literature analyzed in Chapters 1 and 2 with the knowledge gleaned from my interactions with my peers as a faculty member in the real-world context of OESBC (Belle, 2016; Lavis et al., 2003; UWO, 2024). As such, I will use five questions to address the KMP based on the knowledge mobilization framework (Andrushenko, 2023; Lavis et al., 2003), namely: (a) What results are sought by communicating in the five phases of the communication plan? (b) What are the knowledge mobilization purposes for each phase of the communication plan? (c) How should the KMP be addressed according to the defined phases of the plan? (d) Who should be the targeted audience? And (f) what communication channels should be used?

In order to align the communication plan and the KMP to the CIP, which is prioritized, I have designed the KMP (as seen in Appendix E) according to the five phases of the communication plan while connecting them to the seven stages of Kotter's Model (Libby, 2017) used for the CIP. In this way, there is coherence between all of these components to effectively

address the change process. To answer the first question, with communication strategies and tactics I will seek three main objectives: (a) to inform and create awareness among the manager, director, and faculty about the academic challenges faced by IS, as well as our need to address this matter in teaching practices, (b) to position me as a knowledgeable change agent (Bukamal, 2022; Janke, 2019), and (c) to motivate and engage faculty and administration to collaborate in the creation and long-term continuity of this change initiative.

To answer the second question, I have stated specific purposes for each phase of the KMP while relating them to the respective stages of Kotter's model (as seen in Appendix E). Thus, phase one (actions to communicate the change) is deployed during the first stage of Kotter's model. The purposes of phase one are communicating to create awareness, developing partnerships and networking of faculty, providing them with accessibility to learning, and engaging the key actors as participants in the CoP (Gurney, 2023). For phases two (integration), three (communicate existing research evidence and CIP), and four (persuasive communication), I have set up the purposes of ensuring the actors' engagement, capacity building, and organizational support. In phase five of the KMP (monitor the effectiveness of communication), I have set up the purpose of guaranteeing implementation support.

In response to the third question, I have established specific tactics as mechanisms to mobilize the knowledge in the real-world context of OESBC (Campbell et al., 2014; Cooper, 2014) according to each phase while working together with the formed change team (as seen in Appendix E). Accordingly, as a change agent leader, I will work with my peers and administrators through collaborative efforts (Martinez-Zanca, 2017) to ensure successful change. The main tactics that will lead us on how to mobilize the knowledge are: developing the

knowledge synthesis and prior research evidence about the PoP (Knowledge Institute, 2023); sharing learning through shared documents in the cloud (Gurney, 2023); workshops for creating new or extending existing faculty networks (Campbell et al., 2014); gathering and sharing information from literature reviews; exchanging best practices in teaching IS through workshops, discussion forums and interpersonal channels (Gurney, 2023; Knowledge Institute, 2023); and mentoring between faculty to be involved and disclosing information on the learning facts, and recommendations to replicate (Andrushenko, 2023; Gurney, 2023; Knowledge Institute, 2023).

To answer the fourth question of KMP, I will articulate the targeted and strategic communication approach (Heide et al., 2018; Napier et al., 2017) with the knowledge of multiple components of this DiP (as seen in Appendix E). We will also give voice to IS to gather their concerns. In order to answer the fifth question, the communication channels that I will be using to communicate as part of the communication plan are considered.

Communication Channels

The desired change for OESBC is a first-order change (Bartunek, 1987) with a very focused target group of actors, which requires a personalized approach and channels. Therefore, as suggested by Beatty (2016), specific factors need to be considered such as the small group size of the pilot project, the frequency of messages, the complexity of messages, and the interpretive variety of realities faced by the actors. Hence, the most appropriate channels to communicate this change are direct channels (Beatty, 2016) to maintain effective and personalized communication given the target audience. The channels have been chosen according to the targeted and strategic communication approach (Heide et al., 2018; Napier et al., 2017) to effectively engage the main actors, namely the branch's director and manager, faculty, and IS.

According to the literature, the channels that best suit this approach are interpersonal channels (Lewis, 2019), such as face-to-face conversations, 1:1 meetings via Zoom, electronic communications via e-mail, discussion forums, focus groups, and shared documents in the cloud. These channels are planned based on the size of the audience, given that the most appropriate channels are small informal discussions and general meetings (Lewis, 2019). By implementing the tailored and strategic communication model (Heide et al., 2018; Lewis, 2019; Napier et al., 2017) and through these channels, we, the participants in this pilot project, as a team, will be able to communicate the change path, milestones, and wins. These channels will support us through all stages of Kotter's model of the CIP to ensure more interactive communication among key actors, incorporate feedback (Lewis, 2019), and re-address the actions whenever needed.

Framing Issues for Various Audiences

A crucial component of the communication process for the success of this change is the strategy of incorporating the concerns and needs of the diverse audiences associated with the CoP in order to “allow academics and students to get most of each other's professional expertise. In ... higher education ..., it is kind of a learning community that allows academics and students to absorb existing knowledge and to create new knowledge and skills” (Tandlich, 2022, p. 151). The rapidly changing world demands that the needs of faculty be considered as a part of improving teaching practices. According to Wilson et al. (2020), the CoP is a highly effective approach to address the actors' needs, while ‘old-timer’ faculty are involved in mentoring ‘newcomer’ faculty to teach IS. Hence, although the change team will be a small group, I will ensure, with the support of the branch manager, that the selected participants come from different levels of experience, both old-timers and newcomer faculty, in order to enrich the process. To further

develop the purpose of this strategy of framing issues for different audiences, I have anticipated specific questions and responses from the target audiences, as shown in Appendix D.

Anticipating questions and responses will help me address the engagement of the key actors while incorporating their needs and expectations for achieving our collective goals. These reflective responses, shown in Appendix D, to the issues and concerns of the faculty, administrators, and IS will strengthen the strategic communication approach. This approach is an effective way to establish reciprocally beneficial communication among all involved actors through mutual reflective listening (Drummond, 1995). We, as a change team, will also implement the aforementioned channels in conjunction with the anticipated negative responses and positive reframing at OESBC (see Appendix D), while talking to our IS. I will encourage the participants to obtain feedback from our IS to give them a voice as the actors who have traditionally been silenced due to social justice issues (Al-Shaibah et al., 2017; Hou & Pojar, 2020). For this purpose, I will use online channels to facilitate two-way communication between faculty and our IS. I will then consolidate the information and share it with the CoP.

Specific strategies to give voice to these actors, include: (a) encouraging faculty to communicate with our students and practice active listening regarding the IS' challenges, while documenting their needs and progress, (b) integrating the voice of IS by sharing with them the matrix I will provide which consolidates the academic challenges of IS according to existing research findings, in order to gather students' feedback, and (c) disclosing the students' feedback with the CoP to include their voice, which will assist us to develop a more inclusive and supportive environment for this minority (Tamtik & Guenter, 2019). In this way, we will use our CoP to amplify the voice of IS and contribute to building the organizational capacity of OESBC

towards a more equitable educational process for this underrepresented population (Theoharis, 2007). We, the team, will then monitor and evaluate the change, as discussed in the next section.

Change Process Monitoring and Evaluation

In order to address an effective process for monitoring and evaluation of the CIP at OESBC, it is important to first establish the difference between monitoring and evaluation. This conceptualization will help us to better understand the complexity and value of this component. Monitoring concerns the continuous process of tracking the progress and performance of a team, project, or change to elicit feedback on the challenges and advancement in order to make decisions to provide the resources, coaching, follow-up, or re-address the organizational change process promptly (Hughes et al., 2021; Markiewicz & Patrick, 2015). On the other hand, evaluation concerns assessing the overall results and impact of such a project or change over time (Hughes et al., 2021). Evaluation is a process focused on the results rather than routine activities and focuses on analyzing collected information in specific domains, such as evaluation of the appropriateness, effectiveness, efficiency, impact, and sustainability of the change (Markiewicz & Patrick, 2015). Both processes are complementary and essential to address the organizational change at OESBC, make decisions, refine the change plan, re-address the efforts, and increase the accountability of the organizational actors (Hughes et al., 2021; Markiewicz & Patrick, 2015).

PDCA Cycle for Monitoring and Evaluation

Pietrzak and Paliszkiwicz (2015) posit that the PDCA cycle can be implemented as a framework for a strategic learning process through the use of both single-loop and double-loop learning. Double-loop is a teaching method of providing feedback in an open-ended cycle in which the teacher and learner cooperatively reflect on the student's performance and the teacher's

perspective on that performance (Christiansen, 2020). This stance is suitable for the CIP of this DiP because the pertinence of the PDCA cycle in the monitoring and evaluation plans will strengthen both aspects, the single-loop and double-loop learning process of the CoP at OESBC. As suggested by Pietrzak and Paliszkievicx (2015), in the former aspect, the CoP's members can modify their actions according to the difference between the expected outcomes and the real results attained. In the latter aspect, the double-loop learning, the CoP's participants can question the values, procedures, policies, assumptions, and traditional practices that led the faculty to the original state before the organizational change was introduced (Pietrzak & Paliszkievicz, 2015).

Researchers have demonstrated the significant results of the PDCA cycle as an effective model for monitoring and evaluating changes specifically in teaching in HE (Sangpikul, 2017; Zeng & Zhang, 2022). There is a dual contribution of the PDCA in leveraging the single-loop and double-loop learning coupled with the significant results of this model. This double contribution reinforces the suitability of the PDCA cycle for implementing the processes of monitoring and evaluation, to address, refine, and empower the impact of this CoP and foster its continuity.

For the purposes of this change at OESBC and the theoretical models used in this DiP, I have aligned the PDCA cycle with interpretivism (Hatch & Yanow, 2005; Van der Walt, 2020) because the PDCA model will serve us as a guide to effectively monitor the progress of the change implementation plan, evaluate its outcomes, and adjust the plan to strengthen the teaching practices of the faculty according to the individual perspectives (Pietrzak & Paliszkievicz, 2015; Zeng & Zhang, 2022). I have aligned the PDCA with collaborative and situational leadership approaches because PDCA leverages the goal of engaging the organizational actors in a collaborative approach, while allowing CoP participants to follow sequential and coherent stages

to learn from our progress. In this way, OESBC will receive relevant contributions from diverse expertise (Martinez-Zanca, 2017). I have also aligned the PDCA cycle with Kotter's model because both models have been tested both in large-scale and small-scale changes in HE (Garner et al., 2020; Gu et al., 2021). The PDCA cycle will help our change team to introduce the concept of incremental progress, so we will be able evaluate results promptly, and apply refinement measures in a timely manner during the CIP to ensure the continuity of the CoP.

Monitoring Plan for the Change at OESBC

To undertake an effective monitoring process at OESBC, it is crucial to base this approach on theoretical parameters (Markiewicz & Patrick, 2015). Therefore, I have based the monitoring process on the findings of the literature, an intersected and integrative approach (Markiewicz & Patrick, 2015) founded on the stages of the PDCA cycle (Zeng & Zhang, 2022), and the steps of Kotter's model (Mohiuddin & Mohteshamuddin, 2020). I have planned indicators to share the results with the manager and team members. This integrative approach will help us connect and implement both models through explicit strategies and actions that will give us the path to assess the progress of the CoP, monitor its advancement, and refine the process. We will work together in monitoring progress at short-, mid-, and long-term intervals throughout the organizational change at OESBC. We will use means such as informal surveys, 1:1 meetings, faculty feedback, focus groups, documents in shared cloud storage, and informal conversations.

I have set up key questions for the monitoring process to ensure the legitimacy, success, and long-term support of this organizational change at OESBC: (a) What are the expected outcomes that need to be monitored to align the change process with the success of the KMP? (b) What are the goals and indicators to measure, monitor and validate the progress of the change as

we implement actions through the stages that I have defined in the KMP? And (c) what specific actions should we deploy to address the monitoring process for this change? I answer these questions in Appendix F and have anticipated indicators in the monitoring plan for each expected outcome, SMART goals to address the validation (Cothran & Wysocki, 2019), specific actions, and responsible actors for each cluster of actions according to the stages of the plan.

With the aim of heightening the effectiveness of this change process through the lens of this intersected and integrative approach (Markiewicz & Patrick, 2015), I have elaborated this plan through the implementation of specific actions, as described in column 6 of Appendix F. I have sought to demonstrate interconnectedness between the four stages of the PDCA cycle (Pietrzak & Paliszkiewicz, 2015), namely, plan, do, check, and act for monitoring and evaluating, and the eight steps of Kotter's model for change (Kotter et al., 2003), as connected in the first column of Appendix F. In this way, I have interconnected the components of both models in a sequential way (Markiewicz & Patrick, 2015) through actions gathered in clusters that connect each stage of the PDCA cycle to a cluster of steps of Kotter's model, as described in each row of Appendix F. Through these clusters of actions organized by stage in each row of the monitoring plan (see Appendix F), I have aligned these two models for each stage to ensure a greater effectiveness level. I have set up indicators, as described in column 4 of Appendix F, to measure the advancement of the process in the key control points for each stage of the PDCA cycle.

I have also aligned this monitoring plan with the KMP (Lavis et al., 2003). Both plans are connected to the three stages of Kotter's model, ensuring that all the models I will use are consistently aligned. This interconnectedness and integrative approach (Markiewicz & Patrick, 2015) deployed through the alignment of models will help me maximize the effectiveness of the

desired change at OESBC. Setting realistic goals is also critical to the success of this small pilot project. In this regard, I have set up specific expected outcomes, as described in column 2 of Appendix F. I have used the SMART methodology (Cothran & Wysocki, 2019) to set goals that are specific, measurable, achievable, relevant, and time-bound, as shown in column 3 of Appendix F. I have also carefully linked the expected outcomes and SMART goals to the stages of the PDCA cycle, the steps of Kotter's model, the stages of the KMP, the indicators, and the planned actions. Therefore, in line with the two leadership approaches chosen for this DiP, I will encourage the change team to deploy our collaborative leadership behaviour while monitoring, evaluating and attaining goals, by applying collaborative strategies, patience, encouragement, knowledge sharing, and support among the CoP participants in response to each situation.

Evaluation Plan for the Organizational Change at OESBC

According to the stages stated by Markiewicz and Patrick (2015) in developing a monitoring and evaluation approach, I have planned the evaluation approach that will leverage the change team with detailed stages and steps, as in the case of the PDCA cycle, which is the most suitable approach to be connected to the stages of Kotter's model (Kang et al., 2022), as well as to the stages and goals that I have planned in the KMP for this DiP. I have interconnected all of the theoretical models to develop this DiP. This holistic approach will help us achieve the desired change and its continuity in the longer term, and further this pilot project of a CoP at OESBC. I have established a plan for the evaluation of the CoP and the change process at OESBC that includes seven evaluation questions on six specific criteria with their timelines (see Table 5), such as: (a) appropriateness, (b) inclusiveness/equity, (c) efficiency, (d), effectiveness, (e) impact, and (f) sustainability (Markiewicz & Patrick, 2015).

Table 5*Evaluation Plan for the Organizational Change at OESBC*

1- Criteria to be evaluated	2- Question	3- Implementation	4- Approach	5- a) Responsible / b) Timeframe
Appropriateness <u>Timeline:</u> Short-term (3-6 months).	To what extent do faculty participate in the pilot project?	Number of participants in the CoP at OESBC	Analysis: faculty participants and number of IS impacted.	a) Change team. b) Mid-project and end-project.
Inclusivity / Equity <u>Timeline:</u> Mid-term (6-9 months).	To what extent does the pilot project address social justice/equity issues of IS in HEIs?	Participant characteristics: Direct participants: faculty; indirect: IS.	Analysis: Strategies of the CoP that are addressed to social justice issues of IS.	a) DiP facilitator and faculty participants. b) Mid-project and end-project.
Efficiency <u>Timeline:</u> Short-, Mid-, Long-term (3, 6, 9, 12 months).	Is the pilot project delivered on time according to the change implementation plan?	Tracking of milestones against the timeline: a) Change implementation plan. b) Focus groups, documents in the shared cloud, and informal conversations.	a) Analysis of attainment: Goals achievement, timelines, milestones. b) Analysis of results: Focus groups, discussion forums, informal conversations.	a) DiP facilitator. b) Mid-project and end-project.
Effectiveness <u>Timeline:</u> Long-term (9-12 months).	a) Are the strategies shared at the CoP enhancing the teaching practices at OESBC? b) Are the CoP's strategies enhancing the academic progression of IS at HEIs?	a) Responses to surveys and interaction with the faculty participants of the CoP: b) Focus groups, discussion forums, and informal conversations. c) Faculty develop tracking of progress on IS performance on their campuses.	Analysis: Envisioned Vs. what took place: Informal conversations with faculty and IS, progress on addressing IS' challenges.	a) DiP facilitator and faculty participants of the CoP. b) Mid-project and end-project.
Impact <u>Timeline:</u> Long-term (12 months).	Is there an improvement in the faculty expertise/confidence to address the IS challenges?	Responses to surveys and informal conversations given by faculty participating and their IS.	Analysis: Focus groups, discussion forums, informal conversations, and shared cloud documents.	a) DiP facilitator and faculty participants. b) End-project.
Sustainability <u>Timeline:</u> Long-term (12 months).	Is there evidence of ongoing benefits of the CoP beyond the pilot project?	a) Summary of feedback supplied by faculty of the CoP and their IS. b) Review of the appropriateness, effectiveness, efficiency, and impact.	Analysis: Focus groups, discussion forums, informal conversations, and shared cloud documents.	a) DiP facilitator and faculty participants. b) End-project.

Note: Adapted from Andrushenko, 2023, p. 77; Billingsley 2022; and Markiewicz and Patrick, 2015, p. 158-159.

To evaluate the organizational change process at OESBC according to the aforementioned parameters and according to the interpretivist perspective (Van der Walt, 2020) that I use for this DiP, contextualization is required to analyze the information that will be compiled from the participants in the CoP as well as the feedback of their IS. As shown in Table 5, in column 2, I have set up specific questions that will help us as a guide for the evaluation of each criterion described in column 1 of this Table. To this end, I have planned detailed implementation tactics, as described in column 3, that will help us to deploy an objective evaluation of each criterion.

In the fourth column of the evaluation plan (see Table 5), I have described the way to analyze the information that will be collected by faculty as required in our job, indicating when the approaches are best suited to involve the participants of a multi-layered level to evaluate the criteria and make decisions as a team. In column 5, I have set up the organizational actor responsible for collecting and analyzing the information, as well as the timeframe in which the action should be carried out, either in the middle of the project or at the end of the pilot project. In this way, through the implementation of this evaluation approach, which is addressed through specific questions regarding the use of each criterion, I will ensure an effective evaluation process on the flexibility, adaptability, and maximum effectiveness of the CIP (Drew & Klopper, 2014; Markiewicz & Patrick, 2015). I will leverage the evaluation process while implementing the interconnectedness of the demonstrated effectiveness of Kotter's model in HE (Wentworth et al., 2020), the PDCA cycle (Zeng & Zhang, 2022), contextualized analysis through the interpretivist paradigm (Van der Walt, 2020), and the strategic and targeted communication approach (Heide et al., 2018; Napier et al., 2017).

Equity Issues and Ethical Considerations

The ethic of critique and the ethic of care (Keeling, 2014; Persky, 2021) that I have analyzed in Chapter 2 will guide us in addressing the social justice issues faced by IS in HE as we will explore effective teaching practices (Howard, 2022) at the CoP. Issues of equity, inequality, discrimination, oppression, and vulnerability have been identified (Al-Shaibah et al., 2017; Saxton, 2021; Varughese, 2022) and are directly related to the expected impact of the CoP. I have included actions in the CIP that will support faculty in this area while integrating faculty responsibility and the ethic of care (Keeling, 2014; Khalifa et al., 2016). These actions are described in steps 6 and 7 of the KMP (as seen in Appendix E). Thus, the CoP will gather and analyze information from the faculty and their IS to be more aware of their demands, interests, expectations, social justice issues, life experiences, and suggestions. In this way, we will ensure to give voice to IS who have traditionally faced social justice issues in HE because they are minorities. We will then make decisions in steps 7 and 8 of the KMP to incorporate these issues, re-address our teaching, communicate the short-term wins, and consolidate the change.

Giving voice to IS, along with the feedback from key organizational actors, will support us in incorporating their social justice concerns, needs, expectations, and challenges as well as in empowering our teaching practices in terms of our social responsibility for the benefit of our students (Anand, 2023). The shared documentation of the monitoring and evaluation of the CIP will provide us with relevant information about the barriers, resistance, and progress of the faculty participating in the CoP, as well as the advancement of their IS in overcoming equity issues. In coordination with the branch manager, the change champion and to whom I report, we will ensure the confidentiality of the collected information in order to protect both the faculty and

the IS. We will not release student or individual information, but we will release conclusions about the difficulties and successes of the CoP. Thus, confidentiality, trustworthiness, ethical work, and integrity are the principles to be deployed in the implementation of this change (Andrushenko, 2023; Anyansi-Archibong, 2015) at OESBC.

Taking the individualism involved in the life experiences of future participants and the contextualization of the information that will be compiled, it is important to see our inquiry as being very specific to the individuals to be involved as this is important to maintaining an ethic of care (Cascio & Racine, 2018). This person-oriented investigation will help us as faculty to combine both the standardization of the academic challenges of IS and the individualization, as well as the quotidian characteristics of care (Cascio & Racine, 2018), while using the most effective teaching practices. The aforementioned ethical principles and an ethic of care will help us manage any ethical conflict (McGee & Mansfield, 2014) and can be implemented through the development of strong relationships and everyday ethics, in the sense that:

The relational and everyday aspects of [investigation], such as how to communicate with subjects, how to respond to their questions and concerns, or how to design [investigation] that will build explicitly on participants' perspectives and ensure that subjects are treated fairly can [guide us in managing any] ethical tensions. (Cascio & Racine, 2018, p. 173)

In this sense, the ethic of care will help us to build stronger working relationships to the extent that we will incorporate human elements for this change, such as a new understanding of our IS as individuals, being aware of what IS need to progress, considering the experiences of faculty, strengthening us as faculty in our ethic of care and ethical responsibility to our IS as minorities,

and creating a culture of community for the common good (McGee & Mansfield, 2014) at OESBC.

This approach will be consistent with the diverse perspectives that will be gathered from the faculty and IS, which will be viewed through the lens of interpretivism (Van der Walt, 2020). This approach will support our change team in addressing the needs and ethical concerns of the participants, as well as effective monitoring and evaluation processes of the impact of the change implementation plan (CIP) through the Plan-Do-Check-Act cycle (PDCA) as an ongoing inquiry process (Pietrzak & Paliszkiwicz, 2015). We will consider the individual realities of the participants, the equity issues of IS, and the contextualized outcomes of the CoP.

Refinement of the Change Implementation Plan

I am acutely cognizant that even though the plan is designed in detail, it must be flexible in order to be adjusted and refined according to the potential barriers or conflicts that may arise during the change implementation process. Flexibility must be considered when implementing the evaluation of the PDCA cycle in order to introduce assertive decisions and strategic learning for the CoP at OESBC (Pietrzak & Paliszkiwicz, 2015). The integrative approach to monitoring and evaluation that I will encourage for the change team along with the relevant information that will be gathered by the participants during the monitoring process, will leverage the flexibility in our decision-making process to refine the CIP. By refinement of the development of this pilot project (Markiewicz & Patrick, 2015), we will strengthen the attainment of the desired change and ensure the continuity of the CoP. In this way, the human elements will impact the plan because the refinement will be the result of a strong evaluation of our teaching practice and will

develop in us as faculty stronger listening skills, empathy, patience, and observational skills that will contribute to the plan delivered (Calegari, 2015; Markiewicz & Patrick, 2015) at OESBC.

I have well investigated the literature and the organizational context in order to design this change process at OESBC and to plan effective engagement of the key organizational actors to address the CIP. However, I am aware that unforeseen challenges may arise during the process (Andrushenko, 2023) as some contextual aspects related to the change are outside the scope of this small-scale pilot project. For instance, the recent document issued by the federal government of Canada as the “revised requirements to better protect international students” (IRCC Canada, 2023). These guidelines concern setting up admissions quota for HEIs regarding IS. This is an unexpected matter that should be considered when monitoring the progress of this organizational change and evaluating the impact on faculty and their IS. Certainly, this change in the government policy will bring new challenges for IS in HE that can be studied as barriers to be analyzed, monitored, and evaluated by the participants of the CoP.

Therefore, to realistically address the need for flexibility in the CIP, refinement is essential to address multiple related aspects and organizational factors (Spencer & Carasco-Saul, 2017; Billingsley, 2022) to increase the overall success of this pilot project at OESBC. The key control points to introduce refinement for this change would be applied after receiving feedback from faculty through determined communication channels. The communication of the changes derived from the refinement of the CIP will be developed through the established channels in the communication plan, using the strategic and targeted communication approach (Beatty, 2016; Heide et al., 2018), connected to phases four and five of the model for strategic and targeted

communication at OESBC (see Figure 6). This communication of the refinement process will strengthen our collaborative leadership approach (Rubin & Guth, 2022) and faculty engagement.

Refinement will be a multifaceted process that requires a nuanced understanding of the evolving needs of OESBC faculty for teaching IS, as well as the progressive evolution of the CIP. Thus, the best-laid plans for rethinking and strengthening our teaching practices (Tandlich, 2022) are contingent upon leadership support and the behaviour of the participants in the CoP. In essence, the best outcomes of this plan will be the result of an appropriate refinement approach hinging on the commitment and leadership attributes (Hughes et al., 2021) of the faculty to embrace new practices. The literature suggests that leadership support for faculty teaching practices is pivotal in the successful integration of high-impact results of a CoP (Wilson et al., 2020; Zhao, 2021). As a result, enhanced faculty leadership and more culturally responsive pedagogy (Khalifa et al., 2016), promotion of cross-cultural understanding, empathy, and a willingness to engage with IS' perspectives can empower a more inclusive educational environment and improved learning outcomes (Yeh et al., 2022) at OESBC.

Next Steps and Future Considerations of the Dissertation-in-Practice

As with any organizational change, this DiP has required careful investigation of the existing research evidence, planning, and awareness about the key organizational actors of OESBC, because without proper planning, any initiative for organizational change can be a failure in the expected continuity (Calegari, 2015; Mohiuddin & Mohteshamuddin, 2020). Therefore, essential steps will further the work of this change. The first step is to consolidate the pilot project of the CoP to demonstrate outstanding results in enhancing our teaching practices, while achieving a significant improvement in the capability of our IS. Continuity in the

monitoring and evaluation processes is the next step that will contribute to this purpose to the extent that we will gather and communicate information on the specific milestones achieved by the CoP.

I am aware of the power of a joint team of faculty and administrators. Hence, I am acting as a change agent to foster lifelong learning for the future participants in the CoP, as well as for the indirect impact on our IS. A future stage is to foster the expansion of this small-scale pilot project into an institutional CoP involving 100% of the teaching staff who teach students of HE. That is to say, as a next step, I plan to divulge the results of the CoP's pilot project with the senior leadership level to advance the institutionalization of this initiative (Purcell, 2014).

In terms of future considerations, positive collateral effects are expected in 12 months, once the CoP is consolidated. I am optimistic that this first initiative will establish the baseline and necessary knowledge-based means for broader collective endeavours (Kezar et al., 2022) toward an enhanced experience over the next 24 months. I hope such an enhanced initiative can be transferred as a good practice (Drummond, 1995; Macgregor & Folinazzo, 2018) for small-scale changes in similar organizations.

Narrative Epilogue

This work is the result of a careful investigation with the aim of making a relevant contribution to the organization that trusted me as a new immigrant in Canada and my experience in HE from other countries. This DiP is also evidence that a doctoral program offered by one of the most prestigious universities in the world can be transformative for both the doctoral students and their context. This doctorate program has been transformative for my life in Canada as a new immigrant. I believe that individuals alone can make some changes, but individuals connected

with others can make greater changes in the world. Individuals who work collectively, trust the capacity of and share learning with others, become better leaders. I have experienced this transformation in my career and in my life. I have enjoyed that this doctoral journey has been an appropriate blend of independent work in investigation, and collaborative work with teams composed of my peers, my students, the administrators, my professors, my doctoral cohort, my advisor for this DiP, and my family!

Through this DiP, I have increased the scope and agency I have in the organization to lead others to create organizational change and impact the lives of others. After this doctorate program, I will seek to make an even greater contribution to a broader organizational initiative. This is part of my mission as a leader, to be an agent of change for my context and beyond. This is a relevant motivation for my doctoral journey. Finally, as an immigrant in a new country, I have faced many complex life situations before and during my doctoral journey. Therefore, this doctoral journey is proof that one can be an agent of change in any context and lead others to achieve change for the common good. This has been at the core of my social responsibility as a leader throughout my career in HE in the four countries where I have lived and studied.

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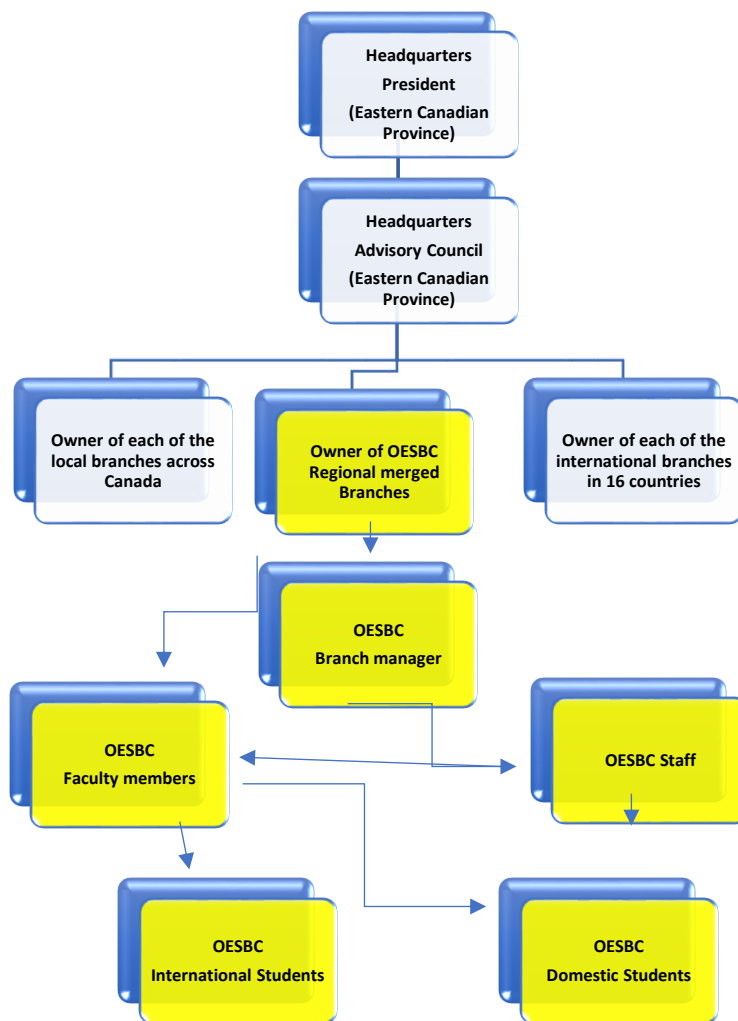
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Appendix A: Organizational Structure of the OESBC and Larger Franchise Corporation



Appendix B: Change Implementation Plan (CIP) for OESBC

Strategies for each Step of Kotter's Model	Goal	Tactics for each step of Kotter's Models to effectively implement the change	Deliverable	Measure
<p>STAGE 1: Creating a Climate for Change. Step 1: Establishing a sense of urgency.</p> <p><u>Timeline:</u> Short-term (3 months).</p>	Create a climate for change and design a plan for communicating and articulating the components and models for organizational change.	<p>a) Design a conceptual map of the change to present it to get buy-in from interested parties.</p> <p>b) This map should contain an outline of the institutional actors, the organizational change model, drivers of change at the internal and external spheres, the leadership model, the theoretical paradigm that supports the change, and potential solutions.</p> <p>c) Present the plan to the organizational actors.</p>	Plan designed and communicated to articulate the interpretivism, Kotter's Model, leadership styles, PDCA cycle, to create the CoP.	<p>a) Have a clear plan and results.</p> <p>b) Awareness of the actors for the need for change at OESBC.</p>
<p>Step 2: Creating a guiding coalition.</p> <p><u>Timeline:</u> Short-term (3 months).</p>	Get legitimacy and consolidate a coalition to create a CoP.	<p>a) Clearly communicate, early and frequently to engage the actors and reduce resistance.</p> <p>b) Communicate the proposed change during the process through online meetings, surveys through "google forms", "monkey surveys" or "Qualtrics", and Zoom chats to gather information and feedback regarding the participants' needs and expectations.</p> <p>c) Search for allies and create a coalition while demonstrating the rationale for collaborative and situational leadership approaches and their benefits to the envisioned state (Baird, 2018; Page & Margolis, 2017).</p>	Coalition created with actors willing to participate in the change.	<p>a) Willingness of the director, branch manager, and faculty to participate.</p> <p>b) Coalition of a team of 8 to 10 participants.</p>
<p>Step 3: Develop a vision and strategy.</p> <p><u>Timeline:</u> Mid-term (3 - 6 months).</p>	Engage actors and consolidate a shared vision to create a CoP at OESBC.	<p>a) Share the existing research evidence of positive outcomes of a CoP in HE to develop a shared vision of a CoP for OESBC.</p> <p>b) Show the potential use of the collaborative and situational leadership approaches for a CoP.</p>	Shared vision of the participants of the benefits of a Cop at OESBC.	Consensus on common goals for creating a CoP at OESBC.
<p>STAGE 2: Engaging and Enabling the Organization.</p>	Consolidate institutional support by the actors in a multilevel approach.	<p>a) Consolidate the group of 8-10 faculty members willing to participate in the CoP.</p>	Buy-in from the multilevel key actors.	<p>a) Commitment of the senior leader, the branch manager, and the</p>

Step 4: Communicate for buy-in. <u>Timeline:</u> Mid-term (3 - 6 months).		<ul style="list-style-type: none"> b) Communicate the evidence of the process' advancement, through an online shared site such as "google drive" or "Dropbox". c) -Informe to the director and branch manager on the progress of the team built for the change and our shared vision and goals. d) Provide information on the academic challenges faced by IS in HE to show MY expertise on the topic and get buy-in from the senior leadership level. e) -Collect feedback from a multilayered approach (senior leader, manager, faculty, and IS) through informal conversations and online channels. 		<ul style="list-style-type: none"> faculty engaged in the pilot project team for a CoP at OESBC. b) A new understanding by the actors about the organizational problem and the need to sustain the CoP as the solution.
Step 5: Enable action. <u>Timeline:</u> Mid-term (6 - 9 months).	Promote action of the participants in the CoP at OESBC to effectively address their efforts.	<ul style="list-style-type: none"> a) Present through Zoom meetings and "google drive", the change will be implemented and its gains for the participants. b) Communicate the timelines for periodical meetings with the faculty members engaged in the pilot project. c) - Distribute roles, specific activities, and expected outcomes to the faculty involved in the pilot project of the CoP at OESBC. 	Schedule, timetable, and plan disclosed among the CoP participants.	<ul style="list-style-type: none"> a) Engagement of faculty involved in the CoP. b) Matrix of academic challenges of IS shared between the faculty of the CoP..
Step 6: Create short-term wins. <u>Timeline:</u> Mid-term (6 - 9 months).	Achieve short-term results to ensure the legitimacy and continuity of the CoP at OESBC.	<ul style="list-style-type: none"> a) Forming a two-way channel to communicate our progress, struggles and achievements through Zoom meetings, focus groups and surveys with the faculty participating in the CoP. b) Gather information from faculty and IS, and be aware of their demands, interests, expectations, life experiences, and suggestions. c) Promote engagement and continuity of the CoP by communicating our achievements in the short-term through the implementation of the CoP at OESBC. d) Listen to the participants and their feedback. e) Maintain control of the follow-up process to direct the change and its solution, whilst integrating the 	Institutional acknowledgment of the pilot project of CoP.	<ul style="list-style-type: none"> a) Commitment of educators and IS while feeling involved as important contributors in the process. b) Continuity of the institutional support for the CoP. c) Legitimacy of this pilot project.

			demands and expectations of the organizational actors.		
<p>STAGE 3: Implementing and Sustain the Change.</p> <p>Step 7: Consolidate change.</p> <p><u>Timeline:</u> Long-term (9 - 12 months).</p>	Evaluate the advance of the CoP and consolidate this pilot project.	<ul style="list-style-type: none"> a) Evaluate strengths, weaknesses, achievements, and barriers of the CoP at OESBC, and find strategies to re-address the process when needed. b) Compare results from the feedback of each faculty member on their progress because of the use of taxonomy of academic challenges, its usefulness, and academic progress of their IS at their host universities. c) Communicate to the participants the analysis of these variations through the online means of “Google drive” or “drop box”, Goggle docs, and e-mail. d) Communicate the advance of the CoP through Zoom meetings about the solutions’ pros. 	<ul style="list-style-type: none"> a) Matrix with results, challenges, and achievements encountered by the CoP at OESBC. b) Informal means for self-evaluation by the future participants of the CoP. 	<ul style="list-style-type: none"> a) Identification of weakness of the CoP to be re-addressed. b) Consolidated results of achievements of the CoP at OESBC to consolidate its advance. 	
<p>Step 8: Make it stick.</p> <p><u>Timeline:</u> Long-term (9 - 12 months).</p>	Consolidate institutional support for the long-term continuity of the CoP.	<ul style="list-style-type: none"> a) Adjust the proposed knowledge-based means in the solution with the recommendations raised in the feedback of the communication process: (a) Matrix of academic challenges of IS in HE, (b) matrix with strategies developed by the CoP to address these academic challenges of our IS, and (c) Guide of best practices for teaching IS, developed by the CoP at OESBC, to address the academic challenges of IS in HE. b) Share the enhanced knowledge-based means with the director and branch manager of OESBC and multilevel organizational actors through Zoom meetings, and “Dropbox” or “Google Drive” to obtain long-term support. 	<ul style="list-style-type: none"> a) Means for enhancing the teaching practices. b) Report with achievements and prospective advances of the CoP. 	<ul style="list-style-type: none"> a) Documented evidence of the results of the CoP. b) Institutional support of the senior leadership level for the continuity of the CoP at OESBC. 	

Note: This CIP is the author’s own elaboration based on the stages of Kotter’s model framework for the implementation of the developmental first-order organizational change at OESBC (Bartunek, 1987; Calegari, 2015; Kang et al., 2022; Lavis et al., 2003; Palmer et al., 2021).

Appendix C: Articulation of Kotter's Model and the Approaches of Collaborative and Situational Leadership

Stages and Steps of Kotter's Model to be followed. (Baird, 2018; Calegari, 2015)	Strategies and tactics for knowledge mobilization the collaborative and situational leadership approaches to be implemented (Mohiuddin & Mohteshamuddin, 2020; Page & Margolis, 2017)
STAGE 1: Creating a Climate for Change. <u>Step 1:</u> Establishing sense of urgency	<u>By strategic conversations:</u> Conversations among institutional actors to clarify the purpose, expectations, urgency, and goals of the sought change; second, to promote the change transparency (Libby, 2017). <u>Pros:</u> it encourages motivation. <u>Cons:</u> asynchronous schedules.
<u>Step 2:</u> Creating a guiding coalition. (Timeline: 3 months).	<u>By promoting change transparency:</u> 1:1 meetings to foster transparency on the proposed change by demonstrating the rationale for collaborative and situational leadership approaches and their benefits to the envisioned state (Baird, 2018; Page & Margolis, 2017). <u>Pros:</u> engagement. <u>Cons:</u> potential resistance.
<u>Step 3:</u> Develop a vision and strategy. (Timeline: 3 months).	<u>By sharing experiences:</u> Sharing common goals, practices, experiences, and achievements of both leadership approaches applied that are presented in the existing research evidence. Developing a shared vision to engage actors (Mohiuddin & Mohteshamuddin, 2020). <u>Pros:</u> I get legitimacy. <u>Cons:</u> copyright.
STAGE 2: Engaging and Enabling the Organization. <u>Step 4:</u> Communicate for buy-in. (Timeline: 6 months). <u>Step 5:</u> Enable action. (Timeline: 6-9 months).	<u>By presenting a solution and empowering employees:</u> Presenting the change through the principles of Kotter's model and collaborative leadership to empower faculty to own the change while allowing them to voice informed concerns and feel a sense of ownership (Calegari, 2015; Kramer & Crespy, 2011). <u>Pros:</u> shared recognition and commitment to the PoP and benefits of the CoP. <u>Cons:</u> possible hesitancy.
<u>Step 6:</u> Create short-term wins. (Timeline: 6-9 months).	<u>Through continuous evaluation and feedback:</u> I will implement continuous evaluation and feedback mechanisms to monitor the process and collect information on the situations. Then, I will make adjustments as needed (Chen, 2021). <u>Pros:</u> it empowers key actors. <u>Cons:</u> it requires greater control.
STAGE 3: Implementing and Sustain the Change. <u>Step 7:</u> Consolidate change.	<u>Through supportive environment:</u> Creating online spaces and providing resources for a supportive environment in the situations. To show short-term wins to remove barriers and encourage participants to further the change (Zigarmi & Roberts, 2017). <u>Pros:</u> it nurtures the CoP. <u>Cons:</u> professional jealousy.
<u>Step 8:</u> Make it stick. (Timeline: 9-12 months).	<u>Through collaborative decision-making:</u> Promoting collaborative decision-making by considering actors' inputs to engage them and make the change sustainable (Rubin & Guth, 2022). <u>Pros:</u> It involves key actors. <u>Cons:</u> it requires greater control.
	<u>Through collaborative decision-making:</u> Communicating the CoP's results, knowledge, and achievements through evidence among all the members of the CoP and senior leadership (Tandlich, 2022; Wilson et al., 2020). <u>Pros:</u> it strengthens knowledge and gains sustainability. <u>Cons:</u> it requires tracking of CoP activities.

Note: This table is the author's own elaboration of the comparison between Kotter's Model and the leadership approaches.

Appendix D: Table of Anticipated Negative Responses and Positive Reframes at OESBC

Issues	Example of anticipated negative response	Reframed focus	Example of positive reframe
Guiltiness	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: "The leadership of OESBC is at fault. How can we work in a CoP if there are no policies or programs for faculty development?" 	Need / Interests / Concern / Delete blame.	1) "It would be helpful if we, as faculty, could propose a strategy to improve our teaching practices so that it would contribute to establishing institutional policies on faculty development".
Negative retrospective	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: "I tried to propose some strategies in the past but one was interested". What can I do alone?" Organizational actor: 2) Branch manager and director: 2) "We have tried to implement some faculty training programs, but they have not participated. How can we involve faculty who are not interested?" 	Focus on existing research evidence of a CoP and on the future of OESBC / Delete blame.	1) "We could all attain interesting strategies for solving specific issues in our teaching practices if you participated together with a small group of interested faculty". 2) "As administrators, you can address the efforts through a small pilot project to obtain positive results for the organization and for us".
Personal conflicts and division among actors' levels.	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: 1) "If administrators want to improve, they need to provide resources for faculty development. How can I leverage this from my lower level?" Organizational actor: 2) Branch manager and director: 2) "If faculty need training, they need to show an improvement in performance. How do we motivate disengaged faculty?" 	Emphasize shared responsibility	1) "This issue involves a shared responsibility. How could you, along with our colleagues, contribute to the mutual benefit of our teaching performance?" 2) "This matter is a shared responsibility. How can we encourage a joint start-up initiative for better teaching performance?"
Non-negotiable demand	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: 1) "Why are you asking me to waste my time in unnecessary meetings when I am not getting paid?" 	Revival as an aspiration	1) "Your time is money. Therefore, your teaching practices could be improved by this CoP, and you would gain more free time by implementing best teaching practices".
Too vague awareness	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: 1) "Students are never interested in improving their performance. How can I even address their challenges if I do not know them?" Organizational actor: 3) international students: 3) "My instructors have no idea what I am struggling with in my studies in HE". 	Make it more specific by sharing the matrix of IS' academic challenges to create awareness.	1) "What are three specific barriers that you have seen in your IS? Compare them to the broader matrix of academic challenges". 3) "Name three specific barriers you have faced in HE. Compare them to the matrix of academic challenges".
Too specific situations	<ul style="list-style-type: none"> Organizational actor: 1) Faculty: "I do not need any CoP because I teach a very specific subject. How could it help me?" 	Connect their situation with prior research evidence on all subjects.	"This is very interesting, so I will help you integrate your topic into the effective practices for teaching IS that we will study in our CoP. So, you will gain".

Note: This chart has been adapted from Gurney, P. J. (2023). Increasing support and collective teacher efficacy of part-time English-language instructors in a Japanese university, p. 134. [Doctoral dissertation Western University - UWO]. <https://ir.lib.uwo.ca/oip/370>

Appendix E: Knowledge Mobilization Plan (KMP) for OESBC

KMP's phases	Stages of Kotter's Model	Purpose and mobilization tactics to move the learning	Actors / Channels
Phase 1: Actions to communicate the change.	STAGE 1: Creating a Climate for Change. <u>Step 1:</u> Establishing sense of urgency	a) Purpose: awareness. b) Tactic: by developing the knowledge synthesis and previous research evidence about the PoP (Knowledge Institute, 2023) c) Tactic: by sharing knowledge through shared documents in the cloud - communication channels (Gurney, 2023)	1) Formed change team: DiP facilitator, involved faculty, manager, and director of OESBC. 2) Communication channels: - Direct interpersonal channels (Lewis, 2019), such as: - face-to-face conversations - 1:1 meetings via Zoom - electronic communications via e-mail - institutional newsletter - online discussion forums - focus groups - shared documents in the cloud.
	<u>Step 2:</u> Creating a guiding coalition. (Timeline: 3 months).	a) Purpose: partnerships/networking. b) Tactic: by workshops and creating new or extending existing networks (Campbell et al., 2014).	
	<u>Step 3:</u> Develop a vision and strategy. (Timeline: 3 months).	a) Purpose: Accessibility to learning, and engagement. b) Tactic: Gathering and divulging information via a literature review and by sharing information with key actors via communication channels (Campbell et al., 2014).	
Phase 2: Integration.	STAGE 2: Engaging and Enabling the Organization. <u>Step 4:</u> Communicate for buy-in. (Timeline: 6 months).	a) Purpose: engagement. b) Tactic: by disseminating through the communication channels, the existing research evidence on the expected outcomes to obtain meaningful engagement (Knowledge Institute, 2023)	
Phase 3: CIP's research evidence, and Phase 4: Persuasive communication	<u>Step 5:</u> Enable action. (Timeline: 6-9 months).	a) Purpose: capacity building. b) Tactic: mobilize the change team to apply learning by workshops and exchanging best practices on teaching IS (Knowledge Institute, 2023) c) Tactic: by knowledge shared through faculty interaction in the interpersonal channels (Gurney, 2023)	
	<u>Step 6:</u> Create short-term wins. (Timeline: 6-9 months).	a) Purpose: organizational support. b) Tactic: by sharing evidence of short-term through institutional channels – institutional newsletter and direct emails (Knowledge Institute, 2023)	
Phase 5: Monitor the effectiveness of communication	STAGE 3: Implementing and Sustain the Change. <u>Step 7:</u> Consolidate change.	a) Purpose: implementation support. b) Tactic: by sharing the learning through workshops and 1:1 meetings to mentoring other faculty to use the results in a strategic way to address challenges and make improvements (Knowledge Institute, 2023) c) Tactic: by providing a faculty kit of means with the matrixes.	
	<u>Step 8:</u> Make it stick. (Timeline: 9-12 months).	a) Purpose: Implementation support. b) Tactic: by disclosing the learning facts, best practices, clear and useful results, and conclusions to replicate.	

Note: This table is the author's own elaboration of the KMP (Bartunek, 1987; Campbell et al., 2014; Cooper, 2014; Lavis et al., 2003; Palmer et al., 2021) in comparison with the stages of Kotter's Model.

Appendix F: Monitoring Plan for the Organizational Change at OESBC

1- PDCA / Kotter's step / Frequency	2- Outcomes for Monitoring	3- SMART Goals	4- Measurement: Indicators	5- Monitoring Information Sources	6- Responsible / Actions
<u>PDCA: Plan / Kotter:</u> Steps 1, 2 & 3: Create Urgency; Build Coalition; & vision / <u>Frequency:</u> Short-term (3 & 6 months).	a) Urgent need to communicate the change. b) * Validate the strategic vision for change.	a) 8-10 faculty members b) join the CoP team. c) 60 of 158 IS are indirectly involved.	<u>Engagement:</u> a) Number of teaching staff willing to be part of the process. b) Number of IS indirectly involved.	a) Faculty records. b) Surveys. c) Informal conversations. d) Feedback forms.	1) DiP facilitator. a) Arrange the participation of the key organizational actors. b) Identify topics to collect answers.
<u>PDCA: Do / Kotter:</u> Steps 4 & 5: Communicate for buy-in; & Enable action / <u>Frequency:</u> Short- & Mid-term (3, 6 & 9 months)	a) Communicate the progress of the CoP. b) Pilot project is operationalized. c) Barriers are removed, and the action of the CoP is promoted.	a) 3 or more initiatives defined by month 3. b) The first initiative of CoP is executed with at least 8 faculty members. c) Successive initiatives have the same or greater participation in month 9.	<u>Efficiency:</u> a) Identified information collection processes and means needed. b) Number of initiatives operationalized. c) Number of faculty who continue in CoP.	a) Faculty feedback. b) Focus groups. c) 1:1 meetings. d) Documents in shared cloud storage. e) Informal conversations.	1) DiP facilitator: a) Leverage learning from faculty's best practices. b) Monitor the CoP's progress. c) Consolidate the progress info. 2) Participants of the CoP: a) Share learning, experiences, and knowledge.
<u>PDCA: Check / Kotter:</u> Step 6 Create short-term wins / <u>Frequency:</u> Mid-term (9 months).	a) Info supplied by members of the CopP and their IS in HE. b) Comparison of the real progress Vs. plan's milestones.	Achieve short-term results by month 9 to ensure the legitimacy and continuity of the CoP at OESBC.	<u>Efficacy:</u> a) Identified instances or resources to better support faculty and IS. b) 100% short-term wins survey completed. c) Survey info analyzed by month 10.	a) Surveys forms. b) Faculty feedback. c) Focus groups. d) 1:1 meetings. e) Documents in shared cloud storage. f) Informal conversations.	1) DiP facilitator: a) Consolidate info of short-term wins of the CoP. b) Disclose the results with the CoP and senior leaders. 2) Participants of the CoP: a) Provide feedback on challenges and short-term wins.
<u>PDCA: Act / Kotter:</u> Steps 7 & 8:	a) Conflict resolution.	a) Consolidate the CoP pilot project by month 12.	<u>Attainment:</u> a) Completed pilot project.	a) Surveys forms. b) Faculty feedback. c) Focus groups.	1) DiP facilitator: a) Monitor the change process.

Consolidate change & make it stick. <u>Frequency:</u> Long-term (9 - 12 months).	b) Results-oriented performance of the CoP. c) Empowerment of the CoP	b) 4 or more success stories communicated to the target audience in months 9 and 12. c) Consolidate institutional support for the long-term continuity of the CoP.	b) Documented the best practices for addressing the academic challenges of IS in HE. c) Documented shared learning.	d) 1:1 meetings. e) Documents in shared cloud storage. f) Informal conversations.	b) Document all conclusions, shared learning, and best practices on the PoP. c) Disclose results with the CoP and senior leaders 2) Participants of the CoP: a) Share their achievements, lessons, contributions, and info.
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Note: Adapted from Andrushenko, 2023, p. 75; Billingsley 2022; and Markiewicz and Patrick, 2015, p. 127.