Cultivating Community Through Student Behaviour Management: An Exploration of Restorative Practice

by

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A thesis submitted in partial fulfillment of the requirements for the Education Doctorate in Education Leadership

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Abstract

Nonacademic student behaviour management in higher education has been an evolving practice over the past several decades. Recently, restorative practice has become a prominent approach to navigating community harms. But what does it mean to be restorative? And how can this approach be maximized? This dissertation-in-practice explores how the Department of Residence Life (DRL) at a university in Ontario can redevelop its restorative approach to nonacademic student conduct. Restorative justice and restorative practice are discussed, followed by an in-depth analysis of the organization that unveiled several strategies the DRL could employ to transform its approach. The evaluation of these strategies led to the recognition that change will be required at both the structural and individual levels. Transformative and shared equity leadership will be used to navigate the organizational landscape while being attentive to social justice as a central value. The restorative change framework is introduced to guide the change initiative through three phases, which is reflected in the change implementation, communication, and evaluation plans. The vision is to create stronger communities that prioritize student humanity and dignity alongside policy and process using restorative practice.

Keywords: restorative practice, student conduct, residence life, restorative justice, leadership

Executive Summary

Postsecondary campuses have been hubs of student learning and development since their inception (Brule, 2020; Glick & Haug, 2020). The relationship between institution and student has been evolving, transitioning from the institution acting in loco parentis, to the student being an independent person (Hannah & Stack, 2015). This transition is also reflected in how institutions hold students accountable when they act in a manner that contradicts expectations (Glick & Haug, 2020). Traditional approaches to nonacademic student misconduct have become antiquated and rarely address harms in the larger community (Schrage & Giacomini, 2009). This is particularly relevant in residence life programs where students live in a congregate setting on campus. The Department of Residence Life (DRL) at a mid-sized comprehensive university in Ontario, University X (a pseudonym), has been trying to find a balance between the traditional approach to conduct that prioritizes policy and individual students with a more restorative approach that prioritizes accountability and the collective community. This problem of practice (PoP) explores how the DRL can redevelop its restorative approach to student conduct work to better meet student and community needs.

Chapter 1 begins with my personal and professional leadership journey and how my own experiences have shaped my beliefs in collaboration and teamwork to advance social good. I remain steadfast in my belief that restorative practice (RP) can transform communities yet acutely aware of the complexities that come with adopting a practice rooted in Indigenous histories and applying it to colonial institutions. The organizational context of the DRL at University X is discussed and colonial systems that further support structural functionalism are unpacked. The incongruence between RP and how it is practiced within the DRL is explored, introducing the challenges of accountability and relationships, the punitive tendencies that inherently exist, and mixed institutional support that shaped the challenges with the initial implementation plan. Bolman and Deal's (2021) four-frame model is used in conjunction with an ethic of justice, critique, care, profession, and community (Furman, 2004; Shapiro

& Stefkovich, 2022; Wood & Hilton, 2012) to further frame my PoP and explain the value of a restorative approach. The discussions in Chapter 1 all build towards my vision of transforming the way University X approaches student conduct within the DRL from approaches that often prioritize policy to ones that prioritize people and community.

Chapter 2 situates my leadership approach within transformative and shared equity leadership theories, each contributing strengths to navigating change within the DRL. Leadership is an ethical practice (Starratt, 1991) that requires awareness of how power is used (Northouse, 2016) to challenge or support those within the organization. The concepts of organizational learning and systems thinking begin to build the foundation of my restorative change framework. Senge's (2006) five disciplines of a learning organization, supplemented by Kania et al.'s (2018) six conditions for systems change introduce change at a structural, relational, and transformative level. Deszca et al.'s (2020) change path model and Stroh's (2015) systems thinking for social change model are discussed with similarities contributing towards my restorative change framework. The framework is completed with Asadullah's (2021) and Kirkness and Barnhardt's (1991) contributions towards a series of critical reflection questions explored at each stage. Deszca et al.'s organizational change readiness scale is used to evaluate the DRL's readiness for change and the need to explore leadership as an ethical practice is discussed. Chapter 2 culminates with the evaluation of four strategies to redevelop the DRL's restorative approach to student conduct. The combining of two strategies, one focused on individual change and the other focused on structural change, was selected.

Chapter 3 discusses my change implementation, communication, and evaluation plans. The restorative change framework developed in Chapter 2 is used for my change implementation plan (CIP), applied in three phases over a series of 3 years. My CIP transitions from strategic guidance and pointed leadership towards the empowerment of staff to take ownership over its direction and implementation. A communication and knowledge mobilization strategy is discussed, with particular focus on how the

DRL can share its story of change. A robust monitoring and evaluation plan utilizes the plan-do-study-act cycle (Pietrzak & Paliszkiewicz, 2015) as a tool to support the continuous monitoring of success.

This dissertation offers a theoretical foundation along with the practical strategies required for the DRL to implement lasting restorative change throughout the organization. By integrating insights from organizational theory, systems thinking, and restorative justice, this dissertation positions student conduct as an opportunity to cultivate community and build relational accountability. The restorative change framework underscores the importance of aligning individual mental models with structural transformation. In doing so, this dissertation contributes to a broacher reimagining of student nonacademic misconduct—one that moves beyond policy compliance and towards a human-centred approach to living and learning.

Acknowledgements

This dissertation represents the ultimate labour of love. I am so grateful for the opportunity afforded to me to engage in this work and none of it would have been possible without the love and support of my friends, family, and colleagues. To my parents, Faye and Daryl, I would not be where I am in life without you. Your unconditional love and support means so much to me and I rest easy knowing you are my biggest cheerleaders. To my EdD cohort, your endless support, constant motivation, and persistent humour made this journey so much easier. From the Review Crew (you know who you are) to strengthened personal relationships, no degree can adequately capture our bonds. To Danielle Gardiner-Milln and Lara Hof, thank you for helping me wordsmith, edit, and brainstorm while keeping me motivated during the last leg of my journey. Last, to the many professors and advisors who helped guide this dissertation – Dr. Erin Courtney, Dr. Lee Ann McKivor, Dr. Phillippa Myers, and many others – thank you for your guidance, support, and empathy as I navigated hurdles along the way.

I am walking away from this dissertation with a heightened awareness and appreciation for my privilege. Growing up on the ancestral land of the Chippewa, Odawa, and Potawatomi peoples was something that was never talked about in my youth. I later moved to an area protected by the Dish With One Spoon Wampum agreement. This agreement stands for the sharing of resources, only taking what one needs, and collective responsibility for the environment. The principles from this Wampum agreement remain relevant today, particularly when discussing restorative justice and its application in colonial institutions. I have respect and gratitude for those who have lived, learned, and worked on this land before me and for those who continue to work to create spaces that integrate the voices of those so often silenced.

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List of Acronyms

CIP	Change Implementation Plan
CPM	Change Path Model
DiP	Dissertation-in-Practice
DRL	Department of Residence Life
KMb	Knowledge Mobilization
MEP	Multiple Ethical Paradigms
OCH	On-Campus Housing
PDSA	Plan, Do, Study, Act
PoP	Problem of Practice
RJ	Restorative Justice
RP	Restorative Practice

Glossary of Terms

Restorative Justice: Represents the formal and informal reactive processes taken to bring justice to an individual or community when harm has been caused (Karp, 2015; Karp & Sacks, 2014; McMahon et al., 2023). This harm is a violation of people and relationships over policy (Goldblum, 2009; Llewellyn, 2012). Rooted in Indigenous histories and worldviews (Davis, 2019; Karp, 2024; Valandra & Hokšíla, 2020), it requires individuals to take active accountability for harms caused and voluntarily participate in a resolution (Davis, 2019; Goldblum, 2009; Karp, 2015; Karp & Sacks, 2014; McMahon et al., 2023).

Restorative Practices: An umbrella term representing the formal, informal, reactive, and proactive processes and philosophies an organization uses to build community and address harm (Karp, 2024; McMahon et al., 2023; Pointer, 2019; Wachtel, 2016; Wachtel & Wachtel, 2012; Waltman-Spreha, 2013). This includes all practices that may be categorized as restorative justice.

Student Behaviour Management: A broad process that includes managing situations that may or may not amount to policy violations but still cause harm to communities. This process may consist of supporting and following up with students whose mental health is cause for concern (Anderson et al., 2018) or who are involved in conflict on campus (Schrage & Giacomini, 2009), as well as managing risk, threat assessment and behaviour intervention processes (Adams, 2020). Student behaviour management includes student conduct processes.

Student Conduct: A process by which a student is held responsible for violating a policy (Taylor & Varner, 2009). Often grounded in legal theory (Taylor & Varner, 2009) and natural justice (Smith & Usick, 2016). Traditional student conduct processes are often retributive and punitive (Goldblum, 2009).

Chapter 1: Problem Posing

Present-day approaches to student behaviour management on postsecondary campuses have been a growing field of study since the civil rights era in the 1960s (Glick & Haug, 2020). Institutions are responsible for fostering an environment of mutual respect and accountability on their campuses to ensure safe and respectable living and learning environments for all students. Over the past two decades, a philosophical shift has occurred in how institutions address student behaviour (Schrage & Giacomini, 2009). Including restorative practice (RP) in student behaviour management work has challenged the traditional model of student conduct that remains prevalent in Western approaches to punishment (McMahon et al., 2023; Waltman-Spreha, 2013). In the broadest sense, RPs represent a holistic field of study that looks at strengthening relationships between people and within communities (Wachtel, 2016).

This Dissertation-in-Practice (DiP) will uncover how the Department of Residence Life (DRL) at a mid-sized comprehensive university in Ontario (University X; a pseudonym) can better utilize RPs to build community when nonacademic misconduct takes place. I begin Chapter 1 by discussing my personal leadership philosophy, followed by an overview of the DRL at University X. I then introduce and further examine my problem of practice (PoP), ending with a discussion on my vision for change. I hope that my DiP helps reground the DRL in an approach to student behaviour management focused on bringing people together instead of pushing them apart while acting as a tangible guide for other institutions wishing to do the same.

Leadership Position, Positionality, and Lens

Leadership can have a transformative effect on an organization (Holcombe et al., 2023; van Oord, 2013). Understanding how one leads, one's leadership philosophy, and how one's beliefs and values impact others is essential to organizational success. My beliefs about what leadership is and is not is prevalent in both my personal and professional lives and has shaped my approach to my DiP. My

personal and professional leadership lenses will be discussed, followed by a framing of restorative justice (RJ) and RP.

Personal Leadership Perspective

Leadership can be a deeply personal journey that requires ongoing self-reflection and a commitment to personal accountability in the pursuit of learning and growth (Holcombe et al., 2023). As a leader, I believe in approaching situations and people with curiosity, listening to others, creating a culture of participation and belonging, and doing what is right—not easy. This requires adaptability, teamwork, communication, and an acute awareness of the social structures around me.

My leadership approach is influenced by colonialism. I am a white, cis-gendered, neurodivergent female who is a settler on this land. My experiences have made me who I am; however, I am not without my flaws. The lens through which I see the world is one of considerable privilege. I have had the opportunity to continue my education, grow up with a loving and supportive family, and live comfortably within my means. These opportunities are afforded to me by the social structures that favour some individuals over others; they are unearned privileges (Nixon, 2019).

I believe in a constructivist approach to education, teaching, and learning. What we know becomes evident when experiences are cultivated to bring that knowledge into awareness. I align with Piaget's (1964) approach to constructivism in education in that what is known to be true is a product of subjective reality (Larochelle et al., 2007). Piaget utilized the word *schemas* to describe the mental models through which people view the world. These mental models are highly dynamic, contextual, and dependent on an individual's experiences with the world around them. Piaget's work has formed the basis for many contemporary constructivist development theories in postsecondary education (Jones & Stewart, 2016.

I tend to mix Mezirow's (1991) theory of transformative learning with Freire's (1970/2009) idea of critical consciousness as praxis, emphasizing the importance of critically reflecting on assumptions.

These assumptions can get in the way of practicing leadership for social change. Mezirow discussed perspective transformation as a process required for transformative learning. Perspective transformation requires critical reflection and revision of one's beliefs and values and a commitment to act on these changes. It is a conscious process influenced in part by Freire's work on critical consciousness (Fleming, 2022). I recall the first time I read *Pedagogy of the Oppressed* (Freire, 1970/2009). It was a difficult read that challenged the way I thought about the role of education in society. The influence of critical consciousness, dialogue, and praxis are three lessons from Freire I continue to carry with me that have influenced the direction of my DiP.

I try to reconcile the incongruence I feel about restorative justice (RJ) in postsecondary education. RP grew out of the use of RJ as a response to community harm in the criminal justice system (Karp, 2015; Zehr, 2002). Formal contemporary RJ practices include restorative conferences, restorative circles, and restorative boards which all have roots in Indigenous worldviews (see Appendix A for a full description of each). There is a real risk of appropriating RP in a way that meets colonial Western ideals. What does it mean, as a settler, to believe in and use an approach influenced by Indigenous ways of life? How do I go about this in a way that does not further appropriate this practice? If I genuinely want to practice restorative work, I must commit to strengthening my understanding and appreciation of the Indigenous histories from which RP has grown. I have done my best to approach my dissertation in a way that demonstrates this commitment, yet I also recognize that anything I do is through my worldview. This DiP is my attempt at doing better and being better, and I own any misrepresentations or inaccuracies in how I have chosen to frame it. It is part of my continuous learning journey, not a destination.

Professional Leadership Perspective

The value of informal education that takes place outside of the classroom has been transformational in my own educational journey. My involvement as a student leader on campus has

fostered my belief that student learning outside the classroom is just as critical, if not more, than the learning that occurs in formal classes. My conviction for this work has transformed into a career. I am the associate director for the DRL within the unit of On-Campus Housing (OCH). I lead and oversee a team of over 20 professional staff and 200 part-time student staff. This includes the DRL's student conduct and wellness portfolio, encompassing all policies, protocols, approaches, training, and campus partner relationships required for student behaviour management and support. We welcome a new group of over 4,000 residence students to University X each year (University X, 2023a). The program the DRL designs and delivers supports student success while holding the importance of relationships and community at its core.

Without my team, I cannot meet our organizational mission and deliver a superior student experience. I see my management team as any sports team I have been a part of. We all have different roles and responsibilities, yet one position is not more important or valuable than another; all are needed to play the game. This requires open communication, collaboration, support for one another, and a constant ebb and flow as new situations arise for the team to tackle.

Working in residence life can present complex challenges as my team and I navigate communal living environments with thousands of young adults. Situations require a balance of individual student support, collective community care, navigating policies and procedures, and solving issues without easy answers. Decisions require an acute awareness of the ethical implications for students, the community, and the institution.

Piaget (1964), Mezirow (1991), and Friere (1970/2009) have influenced my professional life much in the same way they have influenced my personal one. How I lead is a reflection of my lived experiences, the meaning I make from those experiences, and the interactions I have had with others. Leadership is a socially constructed process (Eacott, 2018; Uhl-Bien, 2006; Uhl-Bien & Marion, 2009). To lead for social change means navigating a world that was built to privilege some people over others. It

means finding ways to challenge processes to help advance equity in residence and creating space for true collaboration, understanding, and connection. I tend to see these connections as an interplay of various systems moving in their own direction, and my role as a leader is to help identify how these systems and the people within them relate to one another to help advance the student experience. The experience becomes constructed through this interaction of people, processes, and policy.

In Relation to Student Behaviour and RP

An essential element of any residence life program is an organization's approach to addressing student behaviour that does not align with expectations. This is typically called the field of student conduct; however, I prefer to refer to it as student behaviour management. Student behaviour is becoming more complex; there are often underlying unmet needs students have that impact their choices that can manifest from, or into, mental health concerns (M. Anderson et al., 2018). This shift towards more complex behaviour not always captured by student conduct terminology establishes my preference for the more holistic term of student behaviour management. Despite my personal opinions, the terminology of student conduct remains prevalent in higher education vernacular. The terms student conduct and student behaviour management will be used interchangeably throughout this dissertation to refer to any approach to addressing nonacademic behavioural concerns that fall within and outside of policy and process.

There are various perspectives on what constitutes RJ. Some authors have defined it broadly as any approach or action that builds community (McMahon et al., 2023; Pointer, 2019; Waltman-Spreha, 2013). These authors see it as both a process and philosophy that can be proactive, reactive, formal, or informal. Others have framed RJ as only reactive to harms caused in a community (Karp & Sacks, 2014; Schrage, 2014) and instead use RP to capture proactive restorative efforts (Pointer, 2019; Wachtel & Wachtel, 2012). The more RP strategies are used to proactively build community, the less likely it is that reactive and more formal restorative strategies will be required to address harms (Wachtel, 2016). The

application of the word “justice” in proactive restorative efforts leaves me with the question of for whom justice is being sought when harm in a community has not occurred. As such, I tend to see RJ as reactive to community needs and RP as the all-encompassing term that captures all proactive and reactive strategies to strengthening social ties and cultivating community, including RJ’s justice orientation when harm is caused.

My choice of terminology throughout this DiP is not without its critiques. Brooks (2024) called on non-Indigenous practitioners to use caution to avoid cultural appropriation when doing restorative work. The use of RP terminology in my DiP could detract from the centrality of Indigenous RJ practices. Ethical restorative practice requires a full understanding of the cultural practices upon which colonial Western interpretations have grown (Davis, 2019), deep critical reflection of positionality and power (Valandra, 2020), and a commitment to seeing possibility instead of problems (Brooks, 2024).

Last, I believe that authentic and fully restorative forms of RJ are not always practical within postsecondary institutions. RJ requires institutions to absolve themselves of the power to make decisions about a situation and instead place it in the hands of the community (McMahon et al., 2023), something that often conflicts with an institution’s perceived legal responsibilities. There is often resistance in shifting power away from the institution and towards the community; most institutions wish to maintain some control over conduct decisions. This stifles any institution’s ability to implement fully restorative processes in response to student behaviour concerns. What is more palpable is taking an approach to behaviour management that is rooted in restorative philosophy and practices. This is where I see the utility of RP as a more holistic and realistic approach that meets institutions where they are while acting as a gateway towards deeper transformative change.

Organizational Context

Postsecondary institutions are microcosms of larger society (Schrage & Giacomini, 2009; Waryold & Lancaster, 2020). Issues that exist in local communities also exist on postsecondary

campuses. Understanding social forces establishes the context needed to situate my PoP. The DRL will be contextualized by discussing the macro-, meso-, and micro-level forces influencing the organization as well as the various spheres that I influence. Maco-level influences focus on University X as an organization. Meso-level influences focus on OCH as a unit within University X. Last, micro-level influences focus on the DRL within OCH.

Macro: University X

University X is a mid-sized comprehensive postsecondary institution in Ontario (University X, 2023a). It is home to over 30,000 students with over 80% of first-year students who choose to live in residence each year. The campus community is known for its collaborative and community-oriented culture. A Board of Governors and Senate comprise the bicameral governing bodies responsible for the institution's governance. Both governing bodies and their various committees receive operational and administrative support through the Secretariat Office (University X, 2024e), which is also responsible for student conduct work on the larger campus (University X, 2024d). The Board of Governors approves University X's central student conduct policy and procedures, referred to as the Student Code.

The University X Act (University X, 1964) gives the institution the authority to govern itself and its operations as it sees fit. Campus Security or local police address most criminal behaviour on campus and resolve it through formal criminal justice systems and processes. All other nonacademic student behaviour on campus is addressed through the Student Code or supplemental institutional administrative processes housed within individual units (University X, 2024e). The DRL requires strong relationships with campus partners, such as Campus Security, as well as support services such as Student Counselling, Student Accessibility, and Student Life.

University X is structured like many postsecondary institutions, built from a structural functional epistemology (Capper, 2019). Within structural functionalism, knowledge is objective, and change errs towards regulation. Organizations are bureaucratic, top-down, and well-established in a colonial

normative society. Power is attributed to those up the hierarchy, and most things are dualistic—there is a right and a wrong, and one either does or does not have power. This can be observed in the Student Code, which currently focuses on punishment and deterrence. Recent institutional plans show a desire to redevelop the Student Code based on restorative philosophy and process, though these plans have yet to be actualized (University X, 2024b). This desired change in conduct approach better aligns with the institution's strategic plan which places the student experience and transformation through a focus on equity and social justice as two strategic priorities and goals (University X, 2022).

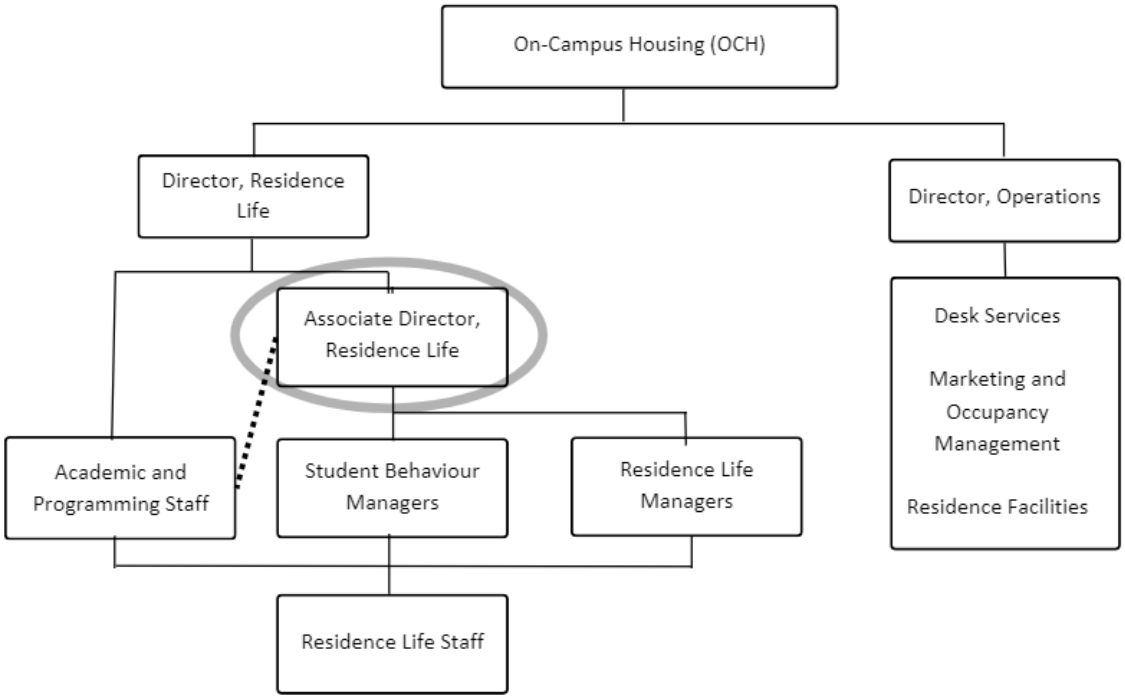
Meso: OCH

The Division of Student Affairs supports student success outside of the classroom (University X, 2024c) and includes the DRL within the OCH unit. The Division of Ancillary Services is a collection of financially self-sufficient units (University X, 2024a). The remainder of the departments within OCH, including all financial and human resource elements within the DRL, report directly to Ancillary Services. OCH is nearing the end of a recent restructuring of its senior leadership, operations, and institutional reporting structure.

The revised structure of OCH includes several departments: the DRL, Marketing and Occupancy Management, Residence Facilities, and Desk Services. These units work closely together to ensure collaborative and efficient operation of all residence buildings. The departments under Residence Operations, overseen by the Director of Operations, focus on recruiting students and maintaining residence buildings. Overseen by the Director of the DRL, the DRL focuses on the student's experience once they live on campus. Operationally, the DRL dually reports to the Vice Provost, Students and to the Associate Vice President, Ancillary Services. Figure 1 depicts this revised reporting structure.

Figure 1

Situating the DRL Within OCH



Note. For simplicity, additional reports to all identified roles were omitted. My position as associate director has been circled.

Micro: Residence Life

The director of the DRL primarily advances the programmatic and academic functions of the unit. As the associate director of the DRL, I oversee all student conduct and behaviour management concerns in residence. All professional staff positions in the DRL form my team of managers, who are responsible for drafting all policies and procedures, following up on student behavioural issues, and training professional staff and student staff. Student staff, frequently referred to as Residence Life Staff, are University X students employed to assist in building relationships with students living in residence while fostering communities of care and accountability.

Within residence life, events are planned, relationships are formed, and support is provided to students with the end goal of helping them succeed academically and personally. This success can take many forms—learning to do laundry for the first time, cooking healthy meals, or practicing new self-management strategies. It can also come from meeting new people with different values, navigating interpersonal relationships, addressing conflict, or learning to take accountability for personal actions when mistakes happen. The DRL has set expectations, called the *Residence Community Standards* (University X, 2023b), that help establish an environment conducive to student living and learning. This document provides guidelines to students on what their rights are by opting to live on campus and what their corresponding responsibilities are in helping to uphold the rights of others (University X, 2023b). Issues such as noise, substance use, or interpersonal conflicts are expected in any residence environment. When problems do occur that negatively impact other community members or violate the *Residence Community Standards*, student staff are responsible for attempting to engage in a restorative conversation with students and documenting the situation as a written report. Professional staff may then follow up with students to bring a resolution to the incident that occurred.

Over a decade ago, RP was introduced into the DRL's approach to student behaviour management (University X, 2012) in an effort to prioritize harm to relationships when incidents occur instead of violations of policy. The approach prior to this was more punitive and sought retribution when students behaved in a manner inconsistent with institutional expectations. With the initial RP implementation, more flexibility was included in student conduct processes to resolve incidents in a manner to best meet the needs of the student(s) and the community. The strategies in the RP plan included: the redevelopment of the *Residence Community Standards* (University X, 2023b); the use of restorative conferences and circles in response to issues; the development of a restorative team to facilitate circles and conferences; student conduct process changes that saw the inclusion of community resolutions and restorative agreements to resolve low-level conduct violations; and, the use of a board

of students to hear more complex cases and appeals. Few of the initial RP implementation strategies are evident today; the only remaining strategies include the continued use of an adaptation of the redeveloped policy and the use of community resolutions and restorative agreement documents. I was not employed within the DRL at the time of the original RJ implementation, yet I remain one of the only individuals trained to facilitate response circles and restorative conferences.

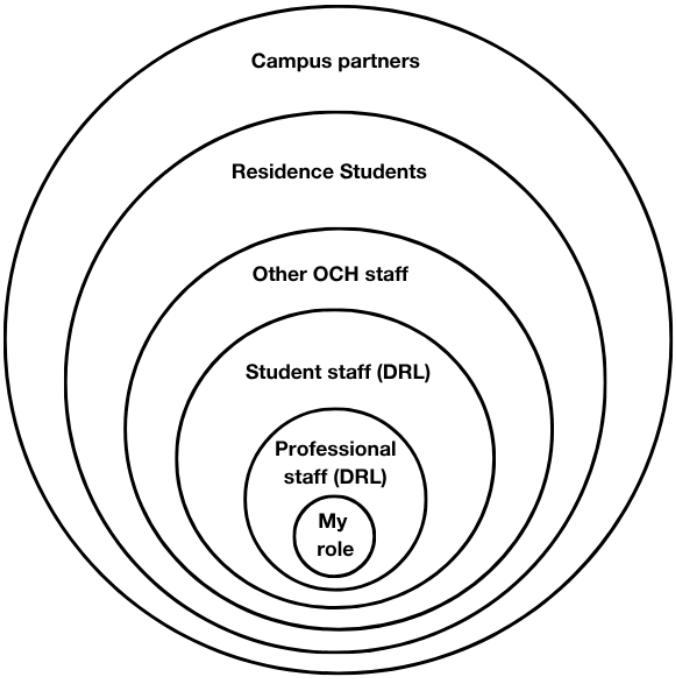
Spheres of Influence

Figure 2 depicts the various key partners relevant to my DiP with whom I have a degree of influence. The center sphere is my professional staff team who report directly to me. These individuals assist with the operations of all functions within the DRL. The middle sphere captures student staff within the DRL who report directly to my professional staff as well as other employees within OCH. I have considerable influence over the work of these individuals, as I work with a team to set the strategic direction for OCH. The outer sphere captures the remainder of the University X community. Students become impacted by the culture established within the DRL, and campus partners are essential to the supports provided to students. Campus Partners refers to relationships with other student support services on campus, such as Student Counselling, Student Accessibility, identity-based student services, and Campus Security.

Organizational change is a lengthy and convoluted process that can easily fail (Kotter, 2007). While the original RP plan worked to motivate hundreds of employees over the past decade to center their practice on relationships, care, and understanding, there are some demonstratable gaps in how restorative work is practiced within the DRL today.

Figure 2

Spheres of Influence



Leadership Problem of Practice

The way the DRL at University X has engaged with RP in recent years is incongruent with promising practices within literature (see Karp, 2024; McMahon et al., 2023). Over the past decade, people, practices, processes, and policies have shifted, and alignment with a restorative ethos has not always been maintained. This DiP answers the question of how the DRL can redevelop its restorative approach to student conduct work. I will discuss the barriers to RP in the DRL and explore the challenges with the initial implementation plan from 2012 to redefine the future of RP in residence life.

Barriers to RP in the DRL

The DRL has been inconsistent with the adoption of RP. There is a desire to be so relational that there is limited accountability when behavioural concerns arise or individual punitive tendencies take over, and variable institutional support for restorative work impacts the sustainability of RP.

Student Accountability

The DRL holds relationships between students and staff as foundational to its mission. Efforts are made to emphasize this in training programs, conversations, programming, and meetings. It is these connections that strengthen the DRL's program.

Within the DRL, a relational approach to student conduct work centres on the students involved. It is about getting to know them as an individual, understanding their motivations, and how they came to be involved in a situation that potentially violated the *Residence Community Standards* (University X, 2023b). Professional staff must balance their relationship with students who cause harm while holding them accountable for their actions. In certain instances, professional staff have forgone appropriate accountability for students causing harm in the name of maintaining the relationship with the student. The impact of this is a lack of accountability for the student and a decrease in trust in the DRLs conduct process by community members. The relationship with the individual student is, at times, being prioritized over repairing harm to relationships with others in the community.

Punitive Tendencies

We are all products of the social system around us (Schrage & Giacomini, 2009). These social systems impact our values, beliefs, and the lens through which we understand the world. Punitive measures are often used as retribution for misgivings, such as a speeding ticket for not following the speed limit or a library fine for not returning a book on time (Hof, 2023). A rule or expectation was broken, and thus a comparable outcome must be given as a form of punishment. It is not surprising that this mentality permeates within higher education as well.

University X is no different. The campus culture focuses on deterrence and punishment and does not always trust a restorative approach leads to behaviour change. A structural functional epistemology is evident in policies and procedures throughout campus. Conduct on campus is resolved through the hierarchical application of policy and procedure that sees sanctions in the form of fines and

othering from community (University X, 2024d). When incidents take place on campus, threats of punishment are often seen as an effective means to discourage future behaviour, aligning with deterrence instead of active accountability and learning (Karp, 2015; Schuck, 2017).

The DRL operates under the larger institutional umbrella and thus remains a product of this punishment-based culture. There is a value misalignment in conduct philosophy between the DRL and the campus at large that limits the ways in which RP can be practiced. This misalignment is a common barrier in restorative work (Schrage, 2014). RP aligns with a poststructural epistemology that considers emotions, experience, and relationships as fundamental elements (Capper, 2019). Context matters as everyone's experience matters; thus, an individual's meaning of the world is a matter of perspective. Things are not black and white but rather grey. Instead of a deficit view, poststructuralism sees individuals as a valuable part of the community, an approach that helps to amplify marginalized voices.

Time and capability are two other factors supporting punitive tendencies (Schrage, 2014). RP work requires an investment of time that individuals do not always have. It is often perceived as easier to revert to a traditional conduct approach than it is to truly invest in resolutions that meet everyone's needs (Miele & Hamrick, 2019). Staff do not always have the requisite time, training, skill, or confidence to apply a restorative approach to their work (James & Hetzel-Riggin, 2022; McMahon et al., 2023; Pointer, 2019).

Variable Institutional Support

The University X community response to RP aligns with critiques often found in the literature. RP is perceived as not being harsh enough on students (James & Hetzel-Riggin, 2022; Schuck, 2017; Waltman-Spreha, 2013), a problematic perspective rooted in power, authority, and beliefs that punishment must come with shame (Braithwaite, 1989; Waltman-Spreha, 2013).

A successful RP strategy must have support from executive leadership, legal counsel, campus partners, and those responsible for doing the work on the ground (Schrage, 2014). A campus community

must be willing to openly state that formal policy violations are not the only mechanism to resolve issues on campus (Schrage, 2014);there are other ways to resolve behavioural issues.

The University X community is one that centres on students and espouses an educational mandate. Yet, when complex situations arise it is the punitive approach that takes precedence. Campus partners and community members are quick to judge a student, state they wish for them to be evicted from residence or expelled from the institution, or seek retribution instead of learning and growth. What is shared as a value of the institution is not always reflected in the actions taken by individuals.

Second to this is the misunderstanding key campus partners demonstrate around RP. I have observed campus partners, such as Campus Security, blame repeat student behaviours in residence on the lack of effectiveness of RP. Or speak about restorative work in an overly authoritative way. This reflects a misunderstanding in what being restorative is and how it can benefit a campus community. RP is not intended to be a solution to all behavioural issues, nor is it appropriate to utilize in all circumstances (McMahon et al., 2023).

Challenges With the Initial Implementation

The initial shift towards RP as an approach to student behaviour management took place in 2012 (University X, 2012). This implementation saw a shift from a traditional approach to behavioural concerns to one that sought to engage students and their communities in solutions to issues in residence. Training was provided to the professional staff and student staff responsible for establishing restorative norms, and campus partners were educated on the shift in approach.

Over the years, the intentional and strategic focus on RPs has waned. Several changes in leadership brought various understandings and commitments to the value of restorative work, training of professional staff was not adequately maintained, external communication around restorative work was not prioritized, continuous assessment and evaluation were not implemented, and the effects of COVID-19 forced a punitive approach to conduct that made it difficult to reestablish restorative norms.

These factors resulted in inconsistent understandings and applications of RP at all levels in the operation. Last, the proactive benefit of RP was not fully realized. RP is not only a response to behavioural concerns but also represent a series of proactive strategies to help build social capital in communities (Wachtel & Wachtel, 2012; Wachtel, 2016).

Framing the Problem of Practice

To best understand this PoP, both my PoP and the DRL as an organization need to be unpacked. I begin by using Bolman and Deal's (2021) four-frame model to expand upon the DRL as an organization. I then layer in multiple ethical paradigms (MEPs; Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) to support the value of RPs when compared to traditional conduct practices.

Organizational Analysis: Four Frames

Bolman and Deal's (2021) structural, human resources, political, and symbolic frames are used to depict the various mental models through which leaders can view organizational problems. They posit that seeing one's organization through each frame can help to deepen understanding and uncover issues otherwise masked.

Structural Frame

The structural frame focuses on helping organizations meet their goals and objectives through the application of set policies, procedures, rules, and job tasks (Bolman & Deal, 2021). RL is structured hierarchically with guidance from some policies and few procedures. Policies and procedures are in place, but they are not always written down. They are assumed to be known and passed down through historical knowledge and informal onboarding practices. This is true of RP; a restorative approach is discussed in the *Residence Community Standards* (University X, 2023b) and elements of it exist in training programs, yet job tasks and strategies built into the residence curricular approach do not explicitly name RP.

Professional staff are mostly permanent with a few on annual contracts, and student staff are all temporary on eight-month contracts. The contractual nature of some positions within the department means staff must be frequently hired and trained and there is less continuity in people, limiting the validity of relying on historical organizational knowledge. Integrating RPs into the structure of the organization can help maintain its efficacy over time.

Human Resources Frame

The human resources frame emphasizes the relationship between organizations and the people within them (Bolman & Deal, 2021). This frame includes employee motivation, morale, skill, and emotions. Professional staff engage in comprehensive training each summer where student conduct and RP are discussed, though the inclusion of specific skill-building is often an oversight. Student staff receive 2 weeks of intensive training in late August followed by ongoing training opportunities throughout their contract period. Some staff live restorative values, many revert to punitive tendencies, and others demonstrate a misalignment between their desire to be restorative and the actions they take. This misalignment between what people think they know and what they actually know is referred to as *subjective confidence* (Bolman & Deal, 2021). RP requires a certain skill set. Competencies such as emotional intelligence, empathy, and cultural awareness (Schuck, 2017) are all required for restorative work. Investments in building competency in these areas can in turn help foster more restorative communities.

Political Frame

The political frame was built on the premise that organizations are coalitions of individuals with varying values and beliefs that often collide (Bolman & Deal, 2021). Power is then used to create common interests. Power is not necessarily bad or destructive, it can be used for good. Coercion, for example, is often misconstrued as manipulation (Bolman & Deal, 2021; Northouse, 2016), yet Wachtel (2024) has mentioned that coercion is almost always present in restorative work to some degree. This is

particularly true with student conduct work where a student's involvement is often driven by the institution. The political frame is ever present in how restorative work is supported and negotiated outside of the DRL. It is a constant game of education and explanation about RP in student conduct work and often negotiation between the fundamental values of RP and their alignment with campus partner expectations and institutional policy. Last, doing restorative work can be resource intensive and negotiating time, resources, and energy towards this work can be difficult when balancing other job demands.

Symbolic Frame

The symbolic frame captures an organization's essence (Bolman & Deal, 2021). This includes an organization's values, myths, stories, rituals, and culture. Bolman and Deal did not use the word *community* in their symbolic description, but all their descriptors point towards the same shared understanding of people and place. This frame is where the people, policies, and procedures within an organization converge to create a sense of meaning and community. Within the DRL, the values of relationship, community, belonging, and equity is evident. Staff don uniforms, share in establishing a sense of residence pride, use cheers to garner excitement, and create new sets of norms on their team each year. These actions represent the use of proactive RPs. The cyclical nature of residence life means we start building from the ground up each year as students and student-staff come and go. Much effort goes into recognizing and addressing behavioural issues with students when they arise, yet little intention goes into recognizing positive community contributions.

Multiple Ethical Paradigms

Bolman and Deal's (2021) four frames are well situated within a structural functional epistemology. Their model is helpful in viewing an organization through various lenses, but the frames were not built with equity and social justice in mind (Capper, 2019). The application of MEPs (Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) to student conduct work can help uncover

additional perspectives. Traditional and restorative conduct processes will be explored through an ethic of justice, critique, care, profession, and community (Furman, 2004; Shapiro & Stefkovich, 20022; Wood & Hilton, 2012).

Traditional student conduct models operate primarily through an ethic of justice. This ethic focuses on set rules, policies, and procedures to determine fairness and justice (Wood & Hilton, 2012). Traditional approaches to student conduct are based on punishment as a form of accountability (Ashley & Miller, 2022; Karp & Sacks, 2014; Schrage, 2014; Waltman-Spreha, 2013), tend to be adversarial, and focus on quick sanctions (Ashley & Miller, 2022; Schrage, 2014). Sanctions can take the form of a fine, exclusion from the community that was harmed (Karp & Sacks, 2014) or mandated education. The decision-making rests with the educator, and the community impacted is typically not included (Schrage, 2014). There is alignment with the structural frame with set rules and regulations that help to define work and the political frame in that vertical hierarchy defines power. The larger University X community operates through this ethic. Conduct is seen as an issue to be managed through the application of policy and fairness is determined by its consistent application. This approach has utility when a student disagrees with allegations made against them and an investigation is required to determine responsibility.

Missing from the ethic of justice is the consideration for context and recognition that policies can cause disproportionate harm to some groups (Wood & Hilton, 2012). When applying an ethic of critique to student conduct, educators must question whether the policy and process genuinely serve the best interest of the students and the community (Wood & Hilton, 2012). Most postsecondary institutions in Canada are well established within colonial systems (Cote-Meek, 2020). The institution defines acceptable behaviour and using a traditional approach to student conduct places educators in positions of power to decide whether a policy violation occurred and what the sanction should be. Most institutions shy away from the transformative change required of systems and structures to move away

from tradition (Gaudry & Lorenz, 2018) as it requires absolution of power in the decisions related to the institution (Cote-Meek, 2020). This ethic aligns with the political frame in that both concepts center around the use of power. Where the political frame references the use of power to create common interests (Bolman & Deal, 2021), the ethic of critique references the use of power to disrupt structures that cause harm to equity-denied groups (Wood & Hilton, 2012). The use of RP within the DRL must leverage both forms of power—political power by creating buy-in and excitement around RP with campus partners, and critique power by advancing RP as a form of social justice.

An ethic of care brings individual compassion and understanding to a situation (Wood & Hilton, 2012). This ethic is relational and centers on caring and concern for individuals, not out of obligation but out of a genuine desire to make a difference (Furman, 2004). Through this ethic, students' emotional and developmental needs are considered. This is where consideration for mitigating factors such as mental health, previous trauma, or systemic failures change the context of a situation. This ethic aligns with the human resources frame in that it provides a holistic understanding of perspectives and experiences someone might have. Within the DRL, this can be seen in how professional staff often prioritize individual students over the collective community.

The ethic of profession looks at the personal values and professional standards that shape how one goes about their work (Wood & Hilton, 2012). Professional organizations that guide student conduct work at postsecondary institutions, such as the Canadian Association of College and University Student Services (2020), the Council for Advancement of Standards (2019), and the Association for Student Conduct Administration (2021) all have established documents that outline competencies and standards required of student conduct educators. A common theme among these resources is the necessity to use ethical and moral judgment when making decisions that impact students. Both the structural and human resources frames are evident in this ethic. Professional standards of practice inform how job tasks should be carried out and recommend areas of individual training and skill development. This ethic

reinforces the importance of ensuring ethical decision-making within the DRL is guided by both professional standards and personal values.

Last, an ethic of community centers decision-making on the community's needs (Furman, 2004; Wood & Hilton, 2012). Leading through an ethic of community utilizes collaborative and participative decision-making that prioritizes the community's needs above those of an individual (Furman, 2004). This can increase students' sense of belonging and strengthen relationships, collaboration, and communication. This ethic more closely aligns with the human resources frame, with its priority on relationships, interdependence, and healthy conflict, the political frame, with its focus on forming new coalitions and the distribution of power among others, and the symbolic frame, with a focus on shared values and understanding. The DRL seeks to bring people together to build spaces in residence that foster a sense of belonging. Decision-making is often done in collaboration with others and feedback on operations is actively sought and acted upon.

The Value of RP

Traditional student conduct processes prioritize an ethic of justice, care, and profession, leaving an ethic of critique and community as secondary considerations. Practicing student conduct in a truly ethical manner requires the consideration and integration of all ethical paradigms, specifically in residence life, where the community is central to operations. Table 1 presents a comparison between traditional and restorative conduct approaches. The voluntary nature of RP in response to student conduct means it is not appropriate to use as a formal resolution process in all situations. RP can be practiced in ways that make it fully, partly, or minimally restorative (see Appendix A), including using elements of it in a traditional conduct model.

There are many benefits of RP over a traditional approach to student conduct. RP helps to serve the educational mission of postsecondary institutions (Pointer, 2019) by focusing on student learning and community (Karp & Sacks, 2014). Student conduct processes that are less litigious help to develop a

student's sense of self-authorship (Glassman & Lewis, 2022; Karp & Sacks, 2014; Schrage, 2014; Schuck, 2017), critical thinking, active listening (James & Hetzel-Riggin, 2022), and communication skills (Pointer, 2019). RP allows students to see themselves as involved in the resolution rather than impacted by it (Schrage, 2014).

Table 1

Traditional and Restorative Conduct Approaches: A Comparison

Aspect	Traditional approach	Restorative approach
Epistemology	Structural functionalism	Poststructuralism
Power	A university administrator makes a finding of responsibility about a student's involvement in an incident on campus. Power structures are maintained.	All individuals impacted by a student's behaviour have a voice. Power sits with the community.
Violation	Problematic behaviour is identified by a policy violation.	Problematic behaviour is identified by harm caused to relationships or community.
Worldview	Dualism—there is one right.	Pluralism—there are many rights.
Language	Punitive (e.g., punish, responsible, sanction).	Restorative (e.g., learning, accountable, harm, repair).
Approach	Individualistic, focused on the student who violated a standard.	Collective, focused on all those impacted by a student's behaviour.
Historical knowledge structures	Colonized and Eurocentric	Indigenous
Participation	Mandated	Voluntary
Questions asked	What rules have been broken? Who is responsible? What do they deserve?*	Who has been hurt? What are their needs? What can be done to repair the harm and address the needs of those hurt?*

Note. Questions marked with an asterisk are adapted from "Living Justly: How Restorative Justice Nurtures Communities," by D. Vaandering, 2015, *Newfoundland Quarterly*, *107*(4), p. 38. Copyright 2015 by Academia.

Conduct processes built from a restorative lens offer resolution to situations based on the needs of the individuals involved instead of the institution's needs. This allows for the informal resolution of incidents, which is more beneficial for students from equity-denied communities where context and relationships are often favoured more than in colonial Western communities (Arao, 2017; McMahon et al., 2023). This community-based approach challenges undertones of power and inequity inherent in traditional conduct approaches (Anderson Wadley & Hurtado, 2023).

Guiding Questions Emerging From the Problem of Practice

Framing the PoP has revealed several guiding questions that I address throughout this dissertation. These questions emerge from the identification of larger themes prevalent within the DRL. The first is a need to strengthen the alignment between RP as both a philosophy and practice to enhance the social justice mandate of the department. The second is how the department's RP imperative is communicated to campus partners. And third, the need to integrate RP strategies into all levels of the DRL operation. The questions are as follows:

1. How can RP be used to challenge the structural functionalism within the DRL? RP directly challenges normative operations. A true RP approach actively seeks ways to challenge the status quo to find opportunities to increase belonging and strengthen relationships (Morrison & Vaandering, 2012; Pointer, 2019). Understanding how RP's critical approach to learning and accountability challenges structural functionalism will allow for an approach to change that strategically adapts to these differences.
2. How can buy-in be cultivated within the campus community? The integration of RP must be approached holistically. The DRL is one unit of many at University X and understanding and buy-in from the campus community is needed to support long-term success. How the change initiative within the DRL is understood and communicated to those within the DRL and external to it will impact its adoption (Deszca et al., 2020).

3. How can RP be successful within the DRL? I am seeking long-term sustainable integration of RP within the DRL. The original implementation plan made some progress on RP integration, but the approach faced many barriers as well. This DiP will look to learn from the first attempt and infuse an approach that will lead to lasting restorative change within the organization.

These guiding questions will be referred to throughout the course of my dissertation. The answers to them will help strengthen the collective understanding and my approach to change to help find balance between relational approaches and accountability in conduct work. I see restorative work situated within a moral and ethical imperative with equity and social justice as its core. This work cannot be done within the DRL in isolation; it will require support and understanding from others in the campus community.

Leadership Vision for Change

RP presents an opportunity to transform residence life. RP strategies can be used proactively to help build community and strengthen relationships between students and staff (Pointer, 2019; Wachtel & Wachtel, 2012) or they can be used in response to student behavioural concerns (Karp, 2015; Karp & Sacks, 2014). The DRL is positioned to learn from the challenges with its initial RP implementation and strengthen its commitment to restorative work.

I am on a personal mission to reinvent how campus communities think about student conduct practice. Too often, traditional approaches are relied upon as the best determinant of behaviour change yet little research supports the efficacy of this (Karp & Sacks, 2014). I envision a residence life program that prioritizes humanity and dignity alongside policy and procedure. One that invests in proactive relationship building, curiosity, empathy, and a desire to amplify learning opportunities for others. This requires adaptations in policies, enhanced training for staff, and strengthened communication between the DRL and campus partners.

The Student Experience

A restorative approach can have lasting impacts on students and their learning. Research shows that RP better supports student development, citizenship, emotional intelligence (Karp & Sacks, 2014), and atonement within the community (Karp, 2015) when compared to a traditional approach. The following scenario sets the stage for a comparison between a traditional and restorative conduct approach:

> *Avery is a first-year student at University X. They were trepidatious about their move into residence in late August; they come from a small town and have been missing family and friends back home. They have been struggling to make new friends on campus and are starting to feel lonely and homesick. In late September, Avery is studying in a common lounge in residence when a group of students from the building approach. They invite Avery to hang out with them. Avery accepts the invitation and offers to have them over in their room. What started as a friendly hangout grows into a party when Avery's new friends invite more people over to Avery's room, many of whom choose to start drinking. Avery's neighbours begin to get frustrated with the noise. Eventually, residence staff show up to address the situation. Avery has never been in trouble before and now is unsure whether they should even be at University X.*

A traditional approach to conduct would support the residence staff's focus on the violations of the residence contract; in this case likely noise, guests, and parties. Their approach would likely be transactional as they shut down the party and escorted everyone out. A written report highlighting the policy violations would be sent to Avery. Avery would be invited to a meeting with a professional staff member. In this meeting, the professional staff member would do most of the talking as they shared the policy violation, explained how what Avery did was wrong, and set clear expectations for the future. They would educate Avery on appropriate conduct and would apply a sanction such as a fine or mandated education. With this approach, Avery would leave the meeting with a good understanding of

how to prevent the same situation from taking place in the future but would feel embarrassment and resentment towards University X because they were only trying to make friends.

A restorative approach would ensure that Avery had already met the residence staff at events throughout their first month on campus, so everyone would be familiar with one another when staff attended Avery's room. The residence staff would speak with Avery using restorative questions such as what is going on, what is the impact on others, and how can we work together to make things right (Vaandering, 2015). Avery would agree that the party was starting to get out of hand and work with staff to help get everyone out. A written report would be sent to Avery, highlighting the impact the situation had on the community and Avery's willingness to help deescalate the situation. Avery would be invited to meet with a professional staff member. In this meeting, the staff member would get to know more about Avery and their experience on campus. Avery might open up about their struggle to make friends and take responsibility for how the evening unfolded. The professional staff member could use restorative questioning to identify, with Avery, what to do next. Avery might mention not knowing their neighbours and being worried about what others will think of them now. Avery could, for example, go door to door to apologize to neighbours for the noise from the party to take responsibility but also to get to know them better. Avery and the staff member might discuss other ways Avery could make friends and host people responsibly in the future or engage in a restorative circle to speak to their peers directly and show amends. Avery, who has never been in trouble before and was anxious about this meeting, would leave the meeting feeling that they can contribute more positively to the community and have better awareness about resources and supports on campus.

In this scenario, an incident takes place in residence that violates one or more policies. The first approach follows a traditional model of student conduct that prioritizes the policy. The second approach takes a restorative approach that centres on the harm caused within the community and actively engages the student in discussions on how to resolve the situation. Both approaches address the policy

violation, but the second does so in a human-centered way that builds relationship and strengthens community. This is just one example of a restorative approach to student conduct that can help to transform the student experience.

People and Policy

For scenarios like the one involving Avery to be successful, there must be supporting policy and procedures to guide the work of professional staff. Similar to other universities, University X has been provided with the authority from the government through the University X Act (University X, 1964) to govern business on its campus as it sees fit. There is a complex web of laws that intersect with institutional functioning, including statutory, constitutional, administrative, tort, and contract (Hannah & Stack, 2015). The creation of institutionally specific policies and procedures help support the educational mission of the institution and when present should be followed as written to ensure the utmost compliance with communicated standards. This means that how professional staff resolve student behavioural issues must follow their established policy. If the policy does not provide flexibility to use formal RP strategies, such as restorative circles or conferences, then practitioners are limited to simply modifying their approach to meetings in an attempt to satisfy restorative goals.

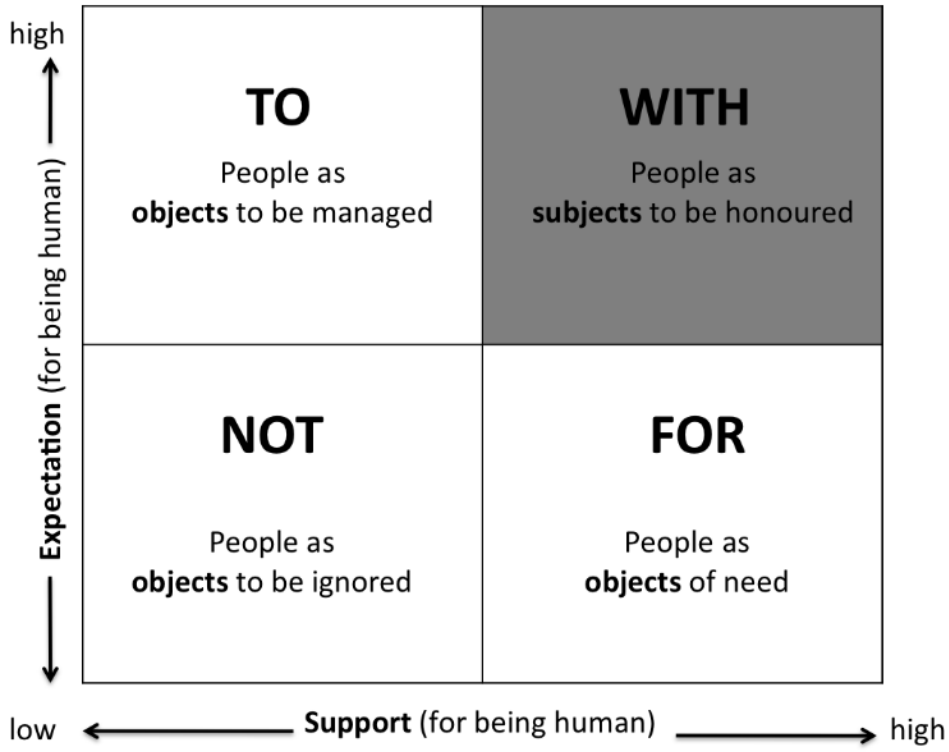
There is an emphasis on procedural fairness in all campus processes (Hannah & Stack, 2015), but it often overshadows other components of a fair process, such as relational fairness (Smith & Usick, 2016). Relational fairness looks at how a student was treated throughout a situation. The ethics of justice, critique, care (Starratt, 1991) converge to create a student's perception of what is fair. The application of policy and procedure without consideration for the humans impacted may not meet relational components of justice, nor does it support Starratt's (1991) description of the ethic of care required to support the moral imperative of educational leaders. Policies and procedures can also have a disproportionate consequence on equity-denied persons (Arao, 2017; Schrage & Giacomini, 2019) as

they often work to uphold social norms and are applied in a manner to control behaviour instead of cultivating mutual respect and care.

The social discipline window, developed by McCold and Wachtel (2003), is a foundational element to the theory of RP. The window depicts four quadrants along the axes of behavioural control and individual support, demonstrating the difference between being neglectful, permissive, punitive, and restorative. Vaandering (2013) utilized a critical theory lens to interrogate the social discipline window (McCold & Wachtel, 2003) and presented an adapted relationship window, as seen in Figure 3, that centres on humans as subjects to be engaged instead of objects to be managed.

Figure 3

The Relationship Window



Note. Adapted from "A Window on Relationships: Reflecting Critically on a Current Restorative Justice Theory," by D. Vaandering, 2013, *Restorative Justice, 1*(3), p. 325. Copyright 2013 by Taylor & Francis.

The relationship window challenges notions of power and encourages educators to dismantle barriers to true reciprocal and collaborative relationships. Applied to the example of Avery, the traditional approach was applying a policy to Avery to manage their behaviour. The restorative approach was attempting to work with Avery to navigate community expectations with care and support for them as a human being. The difference may be nuanced for some, but it is essential for engaging in true restorative work.

Past Practices and Moving Forward

As previously discussed, strategies from the initial RP plan within the DRL were met with variable success. Restorative circles, conferences, and boards are no longer a practice frequently used in response to harm within communities. The implementation of community-based resolutions, restorative agreements, and intentional one-on-one conversations are still practiced; however, work can be done on training staff on how to use them properly. The redeveloped *Residence Community Standards* (University X, 2023b) have been adapted to ensure relevancy but still maintain much of the same essence that was originally developed. Table 2
Initial and Current RP Strategies summarizes some of the initial RP strategies identified by the DRL and which strategies remain in use (Appendix A contains descriptions of common RP strategies).

This comparison identifies several gaps in the current state of RP. Many of the initial strategies to resolve community issues, such as circles and conferences, are no longer in use. Of the practices that are used today, there remains an opportunity to strengthen their implementation through enhanced training and alignment with restorative goals. The initial plan did not include opportunities for on-going training, skill upgrading, or knowledge mobilization outside of the DRL.

Table 2

Initial and Current RP Strategies

Strategy	Initial plan	Current state
Circles	The use of response circles to address community concerns.	Limited to no use of circles.
Conferences	Formal conferences to address more significant community issues.	No formal conference use.
Community resolutions	Procedure modified to allow for informal resolution of conduct issues by student staff.	Continued use but not all staff use these resolutions correctly.
Restorative agreements	Procedure modified to allow for formal resolution of conduct issues by professional staff.	Continued use but not all staff use these agreements correctly.
Intentional one-on-one conversations with students	Each student staff member intentionally builds relationships with each student.	Still part of the structure, though accountability with implementation could be strengthened.
Updated *Residence Community Standards*	Restorative language integrated throughout, restructured to focus on harms rather than violations.	Continued use of an adapted document.
Residence Integrity Board	Desire to create a restorative board of peers to address higher-risk conduct concerns and manage appeals.	Residence Integrity Board no longer exists.

Cementing the DRL's use of RP will require leadership buy-in. I must leverage my relationships with my supervisor, staff team, and campus partners to advocate for the need to enhance practices. This will require a shared understanding of how RP supports the DRL's and University X's mission and strategic mandate to encourage commitment to the change. University X has a mission statement that emphasizes collaboration, truth, critical inquiry, and active learning in a diverse and student-centered community (University X, 2015). This mission is actualized through University X's (2022) strategic plan that places prominence on the student experience and institutional transformation through

Indigenization, equity, diversity, and inclusion. A restorative approach to conduct emphasizes the alignment between the institutional mission and strategic plan and student accountability. Over the past few decades, leadership theories have moved from a trait-based approach that focused on individuals as leaders to a more collective understanding of leadership as a process focused on relationships between leader and follower (Northouse, 2016). A similar observation can be made of traditional and restorative conduct approaches. A traditional approach is focused on an individual in a position of power who uses institutional policy to persuade a student to align their behaviours to institutional expectations. A restorative approach centres on the relationship with the student and taps into their motivation to modify behaviours because of the harm caused to themselves or others in the community. The driving motivator is not transactional, it is transformational. Achieving restorative change will require an adaptable approach to leadership rooted in collaboration, community, and transformation.

Referring to my sphere of influence (see Figure 2), I must leverage a complement of leadership approaches focusing on collaboration, shared goals, active participation, and critical reflection to effect lasting change. I will need to be adaptable to internal and external factors, which will require an astute understanding of the systems around me (Northouse, 2016). The micro sphere in the center of Figure 2 refers to those within my immediate sphere of influence, professional staff within the DRL. Leadership within this sphere must be collaborative and team-oriented to cultivate the investment and buy-in required to cement change within institutional memory (Kezar & Holcombe, 2017). Shared leadership in this way will still require support from above (Holcombe & Kezar, 2024), which may be sought in more direct and hierarchical ways. The next sphere, meso, captures student staff within the DRL and other staff within the OCH. I maintain considerable influence over this sphere as those within it formally or informally report to me. Leadership in this sphere will be diffused through my professional staff team and begin to lean more into relationships and trust-building. The outer sphere, macro, includes campus partners, students, and the wider University X community. Within this sphere, success will be found

through a relational approach. This will be maximized by understanding shared needs and fostering trust among campus partners.

RP is a relational approach to strengthening connections and community (Wachtel, 2016); thus, a change process centered on a relational approach is needed. If policies and processes reflect the campus culture (Anderson Wadley & Hurtado, 2023), and the University X campus culture reflects a punishment philosophy (University X, 2024d), then utilizing RP in a culture that does not always espouse the same values will create tension. There must be a psychological and structural readiness for change at both the individual and organizational levels (Khan et al., 2014). Personal beliefs of what constitutes punishment and deterrence must be reframed in tandem with policy and process changes.

Chapter 1 Summary

Chapter 1 has introduced the groundwork required to understand RP in the DRL. The need for change is clear; RP is better aligned with the institution's strategic mandate, student learning, and community repair. The initial implementation plan has lost its efficacy and must be reinvigorated to best meet the needs of the institution and the students. My personal and professional perspectives on leadership were used to frame my approach to leadership and beliefs around student conduct, behaviour management, restorative justice, and restorative practices. The four-frame model (Bolman & Deal, 2021) and MEPs (Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) were used to analyze both the organization and RP to uncover the complexity of interacting forces that brought the DRL to where it is today. Chapter 2 identifies various leadership theories required to mobilize change and introduces various solutions to help strengthen RP. The vision is to establish the DRL as a leader in RP while transforming residence communities along the way.

Chapter 2: Planning the Path to Change

Chapter 1 has provided a foundation to understand how the DRL can redevelop its restorative approach to student conduct work. Chapter 2 explores the theories and models that will help drive change forward. Transformative and shared equity leadership are discussed within the context of my dissertation. The concept of a learning organization, in tandem with systems theory, is integrated into the restorative change framework. The Department of Residence Life (DRL) is analyzed for its readiness for change, and ethical considerations are discussed. This content builds towards the selection of one of four strategies to help redevelop a restorative approach within the DRL.

Leadership Approach to Change

A multitude of leadership theories can help advance the reintegration of restorative practices (RPs) within DRL. It is important to stay true to my participative and collaborative leadership beliefs while adapting my approach to meet the organization's needs. A restorative approach centers on the community's needs (Karp, 2015). It is about seeing a situation through the lens of multiple perspectives and incorporating the context of a problem into the response. It centers on relationships, enhancing social networks, active accountability when situations cause harm, and a willingness to see beyond oneself (Karp, 2015; Waltman-Spreha, 2013). Change within the DRL must be responsive to individual and organizational needs to support the long-term success of my change vision. Transformative and shared equity leadership are two approaches that will meet people where they are, encourage individuals to shift their mental models, and challenge social norms.

Transformative Leadership

Transformative change is required to disrupt the social norms of any institution (Gaudry & Lorenz, 2018). Encouraging transformative change will require transformative leadership, which places social justice at its core (Shields, 2010; Shields & Hesbol, 2020). Other leadership approaches may lend

themselves to accomplishing organizational transformation; however, according to Shields (2010, 2011, 2023), it is not transformative leadership unless the following tenets are present in the approach:

- acknowledging power and privilege,
- articulating power,
- new knowledge frameworks,
- balancing critique and promise,
- effecting deep and equitable change,
- transforming schools, and
- demonstrating moral courage and activism.

These tenets were built from two overarching principles in transformative theory (Shields 2010, 2011, 2023). First, if someone feels unconditional respect and value for who they are, their performance will increase. Second, that a balance between individual accomplishment and collective good enhances social and civic responsibility. Shields (2010) referred to this work as “deep democracy” (p. 2). The voices and opinions of those frequently oppressed through upholding the status quo have their voices acknowledged, included, and amplified. Social justice and equity must be explicitly named, and people’s mental models reconstructed, as involved parties continue to engage in new relationships that challenge attitudes and beliefs (Shields, 2010; Shields & Hesbol, 2020). Transactional leadership is often seen as the opposite of transformative leadership (van Oord, 2013). Transactional leadership is akin to a traditional approach to student conduct that focuses on punishment and deterrence to motivate behaviour change. Both transactional leadership and the traditional conduct approach dehumanize the people receiving the punishment and harm relationships.

Transformative leadership is different than transformational leadership (Shields, 2023; van Oord, 2013). Both are human-centered approaches, but transformational leadership is criticized for being rooted in traditional organizational models that see leadership as a position within an organization

that is often static (Shields, 2011; van Oord, 2013). Shields (2011) shared that leadership evolved from simple exchanges in transactional leadership to shared goals in transformational leadership, to global outcomes in transformative leadership. Transformative leadership adds social critique and advocacy to transformational leadership that seeks to advance equity as it advocates for new ways of being and doing. It focuses on the person as the catalyst for change and values collaboration and participative decision-making (van Oord, 2013).

The transformative approach is at odds with the neoliberal institution. This approach to leadership is required to lead towards a poststructural epistemology that sees power as decentralized and leadership as critically oriented (Capper, 2019). Postsecondary institutions are shifting towards education as a business, a degree as a product, and the student as the customer (Hannah & Stack, 2015; Mintz, 2021). These neoliberal processes value efficiency and doing more with less in a manner that maximizes financial gains while delivering a product. The challenge then becomes how to make space for processes that are seen to be less efficient based on time and human resources but more efficient when it comes to student learning and strengthening the community. Transformative leadership can help to answer this challenge by centering my approach on creating space where people are prioritized over policy and challenged to envision a residence program that balances affect and efficiency.

The principles of RP come from Indigenous Knowledge Systems and have been adapted over time to meet the needs of colonial Western practitioners (Valandra & Hokšíla, 2020). Valandra and Hokšíla (2020) further assert the concept of restorative work is becoming prevalent in institutions across the country and is at risk of becoming further colonized. It is essential to elevate the equity and social justice focus that restorative work was built upon (Davis, 2019; Valandra & Hokšíla, 2020), and thus, any leadership approach to change must share these same goals.

Individuals within the DRL and University X need to be challenged to see beyond themselves, particularly in the face of adversity. It is quicker and easier to rely solely on policy and process when

situations occur that cause harm instead of sitting in the discomfort of human emotion that comes with people-centered work. Transformative leadership is aptly positioned to help address complex social issues (Shields & Hesbol, 2020), such as advancing restorative work in organizations that are not centred on restorative ethos.

Shared Equity Leadership

Central to transformative work is participative decision-making (van Oord, 2013). This leadership approach can be enhanced by integrating shared equity leadership. Shared equity leadership was born out of shared leadership theory, which advocates for creating the structures that allow for the distribution of power and authority to multiple individuals within an organization (Kezar & Holcombe, 2017). Leadership becomes part of the process instead of being centralized with one individual. When applied to equity work, Holcombe & Kezar (2024) suggest this approach helps increase accountability, builds capacity, and shares emotional labour as change becomes embedded within individuals and organizations. The premise rests on distributing responsibility for equity-based change amongst many to create a critical mass that empowers a collective response and aids in accountability that slowly shifts organizational culture.

RP is a trauma-informed and anti-racist practice that seeks to elevate the voices of the community in equitable ways (Brooks, 2024; Davis, 2019). According to Brooks (2024), for RP to be transformative, it requires Indigenous perspectives and strengths-based approaches. The weaving of relationships over space and time will contribute to restorative organizational change. Relationships exist in the space between individuals and their shared experiences (van Oord, 2013). Within this space, power is created (van Oord, 2013) and distributed to others (Uhl-Bien, 2006). Not only are relationships a protective factor for mental health (M. Anderson et al., 2018), but they are also required if one subscribes, as I do, to a constructivist approach to knowledge acquisition. With this lens, relationships are also how individuals learn (Uhl-Bien, 2006).

Individuals are more likely to embrace change when included in the change journey (Errida, 2021). Shared equity leadership brings people together to collectively chart a path forward. Despite the distribution of leadership, success still requires acknowledgment of hierarchical structures and approvals from those in positions of authority (Holcombe & Kezar, 2024). This approach recognizes how equity work still operates within a structural functional paradigm and must work within the confines of this system while advocating for change.

Reframing how individuals perceive RP will require meeting individuals where they are and using their perspectives and experiences to challenge their creation of new realities. This will require an ability to see the big picture while being attentive to the needs of individuals (Northouse, 2016). Those inclined to be more resistant to RP are more likely to be won over by focusing on shared goals (Deister, 2019). Identifying and leveraging these shared goals will require a relational approach matching individual motivation for change.

Summary of Leadership Approach to Change

Change processes within the DRL will require integrating people, processes, and policy. A leadership approach that can transcend boundaries and challenge individuals while advancing the social justice mandate central to restorative work is required. Together transformative and shared equity leadership support Capper's (2019) assertion that social justice must be at the core of organizational change, integrate ethics of critique, care, and community (Furman, 2004; Wood & Hilton, 2012), align with the goals of RP as a process to bring people together and encourage deep listening (Karp, 2015; Waltman-Spreha, 2013), and support my own beliefs in leadership as a participative process that requires critical reflection, open dialogue, collaboration. This approach moves away from the traditional vision of a leader being in a position of authority (Northouse, 2016) towards a relational approach that builds trust, encourages individuals to see beyond themselves, and adapts to challenges along the way.

Framework for Leading the Change Process

Leading a change process within the DRL focused on RP will require a flexible framework that considers change at multiple levels. First, I focus on the question of what to change. Senge's (2006) learning organization and Kania et al.'s (2018) six conditions of systems change are discussed as frameworks to understand the scope of change. Deszca et al.'s (2020) change path model (CPM) and Stroh's (2015) systems thinking for social change model provide a foundation for the development of a restorative change framework to guide my change implementation process.

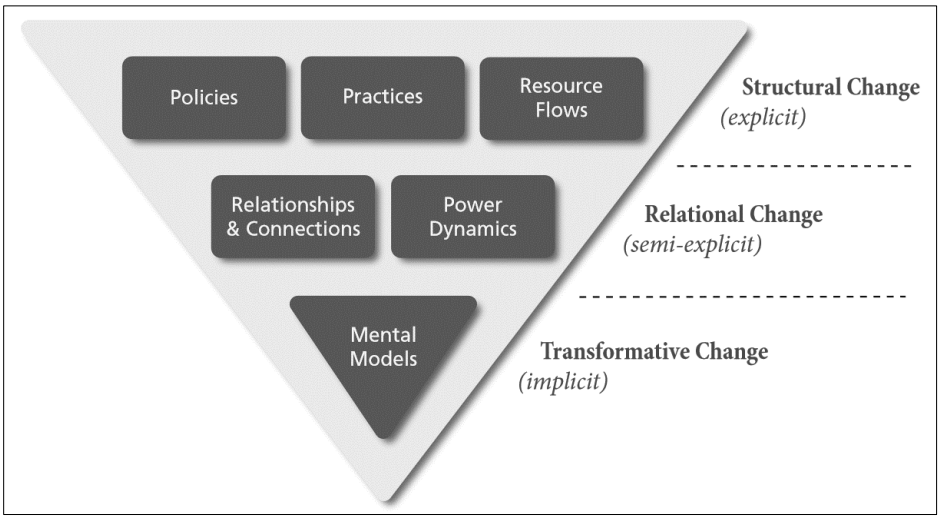
A Learning Organization

The implementation of RP will involve learning, relearning, and skill development related to restorative values. Senge (2006) described five disciplines that underpin a learning organization: mental models, team learning, shared vision, personal mastery, and systems thinking. All five disciplines must be present for organizations to learn. The fifth discipline, systems thinking, is further explained to include six conditions for systems change (Kania et al., 2018). According to Kania et al., effective systems change requires consideration of the individual, group, and organization. Figure 4 illustrates these six conditions: structural changes at the organizational level being the easiest to influence, relational changes at the group level in the middle, and the transformative change of mental models at the individual level being the most difficult.

Structural changes are the easier wins—they are the most tangible and visible within an organization. Examples of structural change within the DRL may include adopting alternate resolution pathways when incidents occur, redeveloping written policies and procedures with RP in mind, hiring new positions, or changing current job tasks to help advance restorative work. They also reflect the structural modifications required to implement formal restorative justice (RJ) processes such as restorative circles or conferences. These are all structural and tangible changes that are easier to envision.

Figure 4

Six Conditions of Systems Change



Note. From "The Water of System Change," by J. Kania, M. Kramer, and P. Senge, 2018, *FSG,* https://www.fsg.org/resource/water_of_systems_change/. Copyright 2018 by FSG.

Relational and transformative change are harder to grasp. Herein lies the intangible forces of systems change. Relational change speaks to the connections within an organization and the existing power dynamics within community (Kania et al., 2018). Examples of change within this level may include a shift in organizational leadership approaches from hierarchy to collaboration, new initiatives that seek to enhance collaboration on projects, social opportunities that allow co-workers to get to know one another, ensuring employees have opportunity to contribute to decisions by leaders, opportunities to leverage colleagues' strengths, or the use of community building circles. Transformative change focuses on individual mental models, beliefs, and philosophies that influence behaviours (Kania et al., 2018). Examples of change within this level may include identifying personal values, critical reflection on personal positionality, or the integration of alternative lenses into one's worldview. It requires individuals to sit in uncomfortable spaces where their assumptions and biases about the world around

them are challenged. This level requires change to see beyond RP as only structural and relational and to truly develop a personal restorative worldview. This is what I aspire to create the conditions for and is required to adopt RP as a philosophy that spans beyond process.

Bartunek and Moch's (1987) work discusses first, second, and third-order change. First-order change reinforces current understandings and operations; it seeks small changes within existing structures and operations. Second-order change looks at mental models in a manner that fits within the current organizational structure. Last, third-order change illuminates the awareness of mental models and the ability to change them in a manner that challenges the organizational structure. These three orders of change can be roughly transposed onto Kania et al.'s (2018) work, as both describe the increasing complexity of change as it moves from small initiatives within organizational structures to the more complex work of transforming worldviews.

Senge's (2006), Kania et al.'s (2018), and Bartunek and Moch's (1987) work reflect both processes built into an organization's system and a philosophy adopted by individuals. Individuals require a shift in their mental models and personal mastery of the praxis of RP. These disciplines converge to support a system-thinking approach that considers explicit and implicit needs in the change process. As helpful as this body of literature is at identifying scopes of change, it does not provide an adequate model for how that change might occur.

The CPM

The CPM (Deszca et al., 2020) recognizes the complex interactions between various organizational systems. The process provides a road map to help guide change while being adaptable to barriers and bumps along the way. Deszca et al. (2020) developed the CPM from the work of Lewin (1947). Lewin's (1947) unfreeze, change, refreeze model is well-established in change management literature, yet it is often criticized for being too simple and not providing change leaders with enough structure to envision implementing change (Deszca et al., 2020). Other models, such as Kotter's (1996,

2014) eight-step change model, are critiqued for being too linear and prescriptive in their application, leaving little room to adapt to organizational context. The CPM provides a balance while integrating elements of these previous change theories.

The four stages of the CPM are awakening, mobilization, acceleration, and institutionalization (Deszca et al., 2020). The first stage, awakening, is where an organization becomes enlightened by the need for change. An organization's readiness for change is evaluated, a shared understanding of the need for change is recognized, gaps are identified between the current and desired states, and a clear vision for change is established. The awakening stage also allows change leaders to identify and understand their values, beliefs, perspectives, biases, and potential impact on the change process. The second stage, mobilization, is where the scope of change is defined as it relates to formal organizational elements and human contributions. Organizational culture and power dynamics must be analyzed, change recipients identified, and individual and organizational strengths leveraged to support the change vision. This includes the identification and implementation of specific change strategies. The third stage, acceleration, is where momentum is generated and the change initiatives come to fruition. A change leader helps others identify new knowledge, opportunities for skill development, and shared mental models that support the change. Achievements are celebrated along the way, and adaptations are made to the change plan based on observations. Last, institutionalization is when change initiatives become embedded into the norms of an organization (Deszca et al., 2020). The change initiative is routinely monitored and evaluated, and results are used to inform modifications to the change plan.

Centering on a single change leader and linearity are two limitations of the CPM (Deszca et al., 2020). The model includes power and cultural dynamics; however, it does so from the perspective of leaders choosing where they do or do not coerce others to believe change is needed. This is problematic when discussing change related to RP, given its focus on shifting who holds power from educators to the community (Karp, 2015) and is at odds with shared equity leadership theory. It reflects the imperfect

social systems that we operate in. The CPM (Deszca et al., 2020) is linear yet based on complexity; the change process within the DRL will need to be consistently reapplied, given the cyclical nature of operations. There is also a risk that the model becomes oversimplified if it is assumed that any one system exists in isolation (Deszca et al., 2020).

Systems Thinking for Social Change

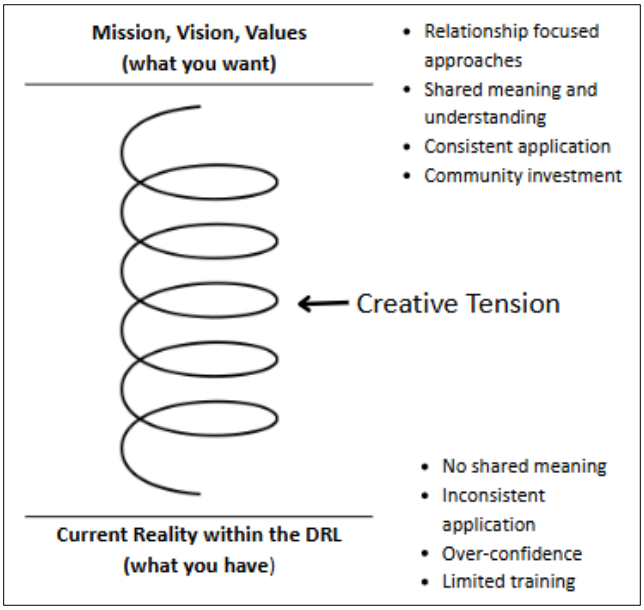
RP is all about relationships within the community (Karp, 2015), so change related to RP must come with critical questions about the community around me, who is included in it, and how this change process can serve a larger purpose. Analysis of Kania et al.'s (2018) steps to systems change and Deszca et al.'s (2020) CPM reveals that they were created through a structural-functional epistemology (Capper, 2019) that does not critique the systems in which they operate. The CPM must be adapted to reflect better the desired change in individual worldviews and relating structural and relational elements. Stroh's (2015) systems thinking for social change model can help attend to this gap by elevating voices within local communities and bringing them together to address social issues.

Stroh's (2015) systems thinking model originated from Senge's (2006) creative tension model, shown in Figure 5. The tension between the current reality and what one wants is where change is possible. Stroh advocated for producing collective alignment between what people want to see and why they want to see it to help drive shared responsibility for the change process. Stage 1 of his four-stage model is building a foundation for change that includes engaging key stakeholders, creating a shared vision, and building collaboration capacity. Stage 2 encourages individuals to face the current reality by understanding its history, analyzing the factors that might help support or deter from the vision, identifying mental models, and encouraging deep conversation and awareness. Stage 3 encourages people to commit to a choice by understanding the status quo, the cost and benefits of change, and identifying solutions. Stage 4 completes the model by implementing interventions to address the problem based on community input. Despite being numbered, the process is not linear, and each stage

may initiate a feedback loop to the previous stage. How Stroh's and Deszca et al.'s (2020) models support each other is further described in Appendix B.

Figure 5

Creative Tension Model Adapted to the DRL



Note. Adapted from "Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results," by D. Stroh, 2015, p. 73. Copyright 2015 by Chelsea Green Publishing.

Stroh's (2015) model is strong in designing change initiatives based on the collective identification of a complex problem with the end product of a change plan built to represent community voices. It is a process that takes time (Stroh, 2015), and the leader's role is that of a facilitator, not an independent change initiator. This approach aligns with my beliefs around collaboration and community but loses its utility when applied to my DiP, which requires explicit change leadership. As such, Deszca et al.'s (2020) CPM will act as my primary change model but will be adapted to integrate lessons from

Stroh's (2015) systems thinking for social change model to create the restorative change framework used to guide change within the DRL.

Restorative Change Framework

There remains one final critique of the change models presented thus far. Neither adequately integrates opportunities to stop, pause, and engage in critical thought about the trajectory of the change. Lessons from Indigenous scholars have laid the groundwork for identifying critical questions to embed into my change process. Kirkness and Barnhardt (1991) identified the 4R framework of respect, relevance, reciprocity, and responsibility to help guide colonial institutions to meet the needs of Indigenous students better. Asadullah (2021) introduced their decolonizing tree to incorporate Indigenous voices into RJ efforts. Their vision of the tree's roots represents the foundations of trauma-informed and anti-oppressive practices. The trunk represents the community and leadership within. The branches represent positive practices in other contexts and organizations. Last, the fruit represents the practice of RJ. Asadullah's perspective is that to practice RJ, one must build their practice from the ground up and ensure it is a true reflection of the needs of the local community.

The wisdom above represents how Indigenous worldviews challenge colonial Western ways of thought. All represent elements of what Bartlett et al. (2012) named two-eyed seeing—the practice of taking strengths from both Indigenous and Western perspectives and integrating them into how one sees the world. I often revert to process while seeking efficiency and require intentional and strategic moments to pause and reflect. The inclusion of checkpoints in the restorative change framework will encourage critical reflection on three critical questions during the transitions between stages to ensure opportunities for self-reflection and community accountability. Supporting literature for each question can be found in Appendix C. The three critical questions are as follows:

1. Who will this stage serve?
2. What relationships need attending to?

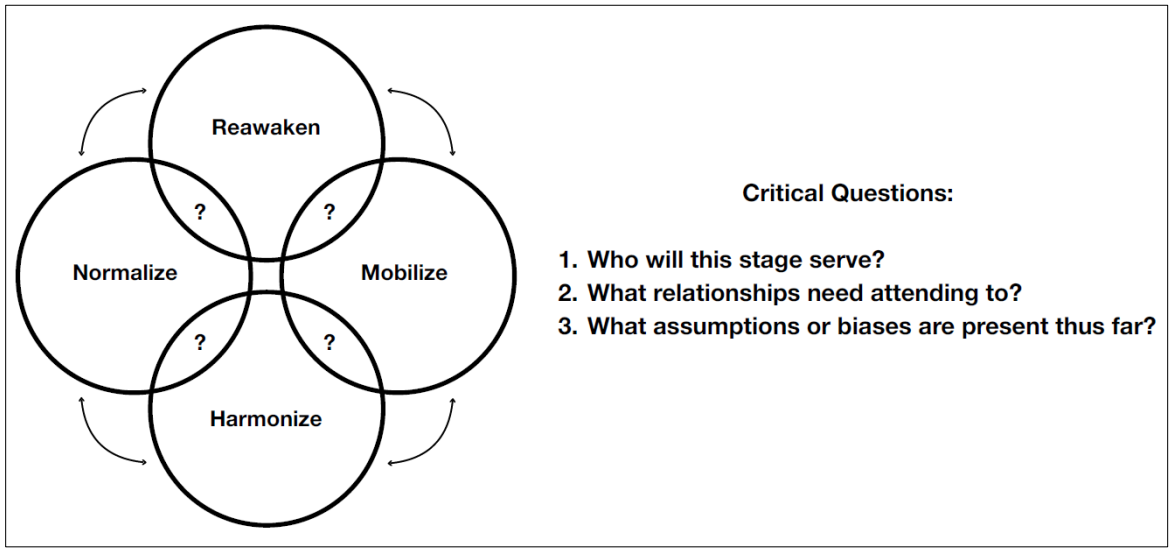
3. What assumptions or biases are present thus far?

If responses to these questions do not suffice, the previous stage should be adapted and reapplied before proceeding with the change process. These critical questions also encourage responses to the guiding questions presented in Chapter 1 focused on challenging structural functionalism, creating buy-in within the campus community, and establishing the long-term success of RP.

The final product becomes the restorative change framework (see Figure 6) that best reflects the needs of the DRL while centring on restorative values and community. The stages of reawaken, mobilize, normalize, and harmonize were crafted from Deszca et al.'s (2020) and Stroh's (2015) stages and positioned in a circle to reflect the ongoing and continuous change process required. A full comparison of each model can be found in Appendix B, Tables B1 and B2. Each transition passes through a checkpoint to encourage me to ground my approach in community.

Figure 6

Restorative Change Framework



Note: The question mark symbol represents the checkpoints during the transition between stages where the critical questions are explored.

The framework is intended to be adaptable, cyclical, and encourage deep reflection. As much attention should be given to the transition periods between stages as the stages themselves. Each stage is explained further below.

Reawaken

This stage focuses on using data and oral histories to identify the strengths in past restorative strategies. Individuals at various levels throughout the organization are identified and invited to share their experiences and their hopes for the future. This helps to inform a vision for change that addresses realistic gaps between current and future states. Space for critical reflection on power, bias, and assumptions are evident throughout. Awareness of the need for change and the change vision are communicated outwardly.

Mobilize

Those positioned to support the change are invited to develop collaborative change capacity together. Individual strengths are utilized to help drive change forward while creating frequent opportunities for insights and feedback from those not actively involved in the change process. Change strategies are identified and adapted based on the response of others invested in the change, though the change vision remains constant. Awareness of the benefits of change and the change strategies are communicated outwardly.

Harmonize

People and systems are brought together to amplify the alignment between all change strategies to date. A systems perspective is utilized to identify gaps while being attentive to resistors and early adopters of the change. New strategies are utilized to respond to individual and organizational needs. Momentum is generated through this stage, open space to talk about the change is created, and successes and key milestones are celebrated and communicated along the way.

Normalize

The change slowly becomes part of the new culture of the organization. It is engrained into systems and structures and reflected in individual actions. These new norms continue to be identified and celebrated through continuous monitoring and evaluation. Insight is continuously sought from those impacted by the change and reflected in updated change strategies. A revised change vision is identified, and the framework reapplied.

In summary, the restorative change framework reflects the strengths of Kania et al.'s (2018) conditions of systems change, Deszca et al.'s (2020) CPM, Stroh's (2015) systems thinking for social change model, Kirkness and Barnhardt's (1991) 4R's, and Asadullah's (2021) decolonizing tree adapted to meet the specific needs of the DRL. These needs can be further understood by analyzing organizational and individual readiness to change.

Organizational Change Readiness

Readiness for change takes place at both the individual and organizational levels (Deszca et al., 2020; Errida & Lotfi, 2021). Organizational change readiness refers to an organization's ability to see and be ready to act on the misalignment between the current state and future change vision (Deszca et al., 2020). Individual change readiness refers to an individual's capacity and desire to accept or resist the change (Deszca et al., 2020; Rafferty et al., 2013). In this section, the results of Deszca et al.'s (2020) organizational change readiness scale is considered, followed by a discussion on the implications of individual change readiness.

Organizational Readiness

The change readiness of the DRL was assessed using Deszca et al.'s (2020) organizational change readiness scale to help identify how ready the organization is for continued change. The responses to each question are based on my own interpretation of the DRL. The full results of the assessment are available in Appendix D. According to Deszca et al., the higher the score, the more ready an organization

is for change. A score can range from −10 to 35, and the DRL sits at 20, meaning the organization is primed for change. The categories of change readiness that are strong include credible leadership and change champions and openness to change. The areas requiring more effort are controlling perceptions of previous change, generating executive-level support, generating rewards for change, and measures for change and accountability.

Previous Change Experience

The DRL experienced a change process focused on the implementation of RP years ago. Elements of this change were successful, but various internal and external factors had an impact on the momentum behind the change initiative (see Chapter 1 for a full analysis). There needs to be education and awareness around the need for change and alignment with the organizational mission. Understanding the current state and how the DRL can strengthen its approach will help minimize resistance. Evident in conversations with leadership, some also believe that the DRL practices RP well, yet this belief is based on limited knowledge of restorative philosophy and practice. This subjective confidence (Bolman & Deal, 2021) can be addressed through strengthened communication and education before the change initiative occurs.

Generating Executive-Level Support

There is a difference between supporting the theoretical underpinnings of change and supporting the actions required to sustain it. My experience has found overwhelming support for RP as a philosophy. There is buy-in and belief in the core principles of relationships and community. Making decisions that align with those beliefs is where I find the disconnect. Individuals are willing to state a belief in something but struggle to align their actions with their beliefs. Engaging executive leadership in critical conversations about organizational values and providing tangible examples of how those values can be reflected in decision-making will help unveil the extent to which individuals are willing to act restoratively.

Credible Leadership and Change Champions

The largest strength within the DRL is the shared appreciation for the value relationships bring to our work. This can be evident in how onboarding and training are structured, how meetings are organized, and the repeated emphasis on the people in the organization. There is trust in senior leaders even amidst change processes, and efforts are made to engage employees in conversations related to their work. The proposed change will be seen as appropriate and valued within the DRL; however, there will be more resistance in garnering support from those outside the department, including other departments within the unit of On-Campus Housing (OCH) and the campus community.

Openness to Change

The DRL tries to improve operations continually. Change towards strengthened RP will see the most support from those working within the DRL. The largest barriers will be uncovering current knowledge constructs, relearning RP, and perceptions of time and whether individuals can invest what is needed in the required change. These are reasons why slow and incremental change will yield better results and help identify and respond to challenges that emerge with measured purpose.

Rewards for Change

There must be an alignment between individual goal setting and the long-term advancement of the organization. Most goal setting and coaching with professional and student staff within the DRL focus on individual passions, and the connection to long-term organizational goals is only sometimes evident. Individual rewards are unlikely to be built into the change strategy but recognition for contributing towards the vision will ensure the longevity of the change.

Measures for Change and Accountability

The DRL grounds its approach in learning outcomes and goals. Work must be done to standardize these across the department and ensure alignment with the organizational mission, vision, and values. Regular assessment practices are utilized, and data is used to inform future work; however,

there remains room to strengthen strategic assessment practices across the organization. This will become particularly important when RP-related change is implemented as skeptics and refuters alike seek to reinforce beliefs that RP does not work. Communicating wins and clearly demonstrating alignment with larger operations will help provide gradual evidence of success of the new RP implementation plan.

Individual Readiness

Change typically requires employees on the ground to implement it; thus, focusing on their commitment to the change is essential for success (Errida & Lotfi, 2021). Individual affect (emotional aptitude for and towards change) is important (Rafferty et al., 2013). Change leaders must show empathy and understanding towards individual emotions (Rafferty et al., 2013). They must be willing to meet individuals where they are and amplify congruence between individual emotions and the change initiative.

Prior attempts at change can also cause resistance to future change efforts (Deszca et al, 2020; Schultz, 2014). The DRL has been through a past change process focused on RP. While most within the department have left since the initial implementation, I should anticipate individuals who either do not believe in RP at all or who question why a need to refocus on it exists. Rafferty et al. (2013) speak to the importance of properly managing communication throughout the change process to avoid the creation of informal networks that generate speculation and rumours about the change. Ensuring the need for change is clearly communicated throughout the DRL will create awareness of the underlying issues and help generate acceptance of the change strategies.

Education is key to overcoming resistance to change (Kotter & Schlesinger, 2008; Schultz, 2014). Schultz's (2014) work identifies four overarching readiness themes prevalent in change readiness: people, previous experience, preparation, and perspective. These themes converge around the concept of learning within an organization. Their work supports that of Senge's (2006) concept of a learning

organization and applies it toward change readiness, asserting that continuous learning is a requirement for organizational readiness for change (Schultz, 2014).

Summary of Organizational Change Readiness

Evaluating change readiness will be a change process in and of itself (Deszca et al., 2020). I introduced my sphere of influence when discussing the organizational context in Chapter 1. Preparing the DRL for change is within my direct sphere of influence. Communication and learning opportunities will be leveraged to build awareness and buy-in on the change initiatives. The DRL operates within the larger unit of OCH. I maintain indirect yet significant influence with other departments within OCH and can use this influence to help shape overall awareness of RP and its benefits. Campus partners are also crucial to the DRL's success. For this DiP, my change initiatives will focus solely on the DRL, and how the change is communicated outwardly will impact individual perceptions around restorative work. These perceptions have acted as a barrier to adoption in the past and so will become an important focus moving forward.

In summary, individual and organizational change readiness is an essential step in the change process. Deszca et al.'s (2020) organizational change readiness scale was used to analyze organizational readiness. A discussion on individual change readiness highlighted the need to focus on communication and learning. Change readiness also includes shaping individual and organizational beliefs and managing emotions (Rafferty et al., 2013) as leaders utilize power and control to influence others (Northouse, 2016), thus making the ethical considerations of change essential.

Leadership Ethics in Organizational Change

How leaders behave and the choices they make are influenced by their ethics (Northouse, 2016). Leaders should use their abilities to elevate followers, advocate for those not represented, and eloquently combine organizational and individual needs. This also means focusing on the student experience as a primary driver of change within postsecondary institutions. This section discusses ethics

in leadership while returning to the multiple ethical paradigms (Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) introduced in Chapter 1.

Ethical Leadership

All approaches to leadership are built upon a set of values—some of those values are more likely than others to support ethical change (Burnes & By, 2012). Someone taking a transactional approach is likely to lead in a way that maintains the status quo, supports hierarchy, and limits empathy (Northouse, 2016). Transformative and shared equity leadership inherently include ethical dimensions because of their focus on social justice and complex social issues. Northouse (2016) defined ethics as being "concerned with what leaders do and who they are" (p. 330). He discussed ethics from two principles, one of conduct and one of character. He argued that leadership conduct is most ethical when it focuses on utilitarian consequentialism (that is, doing the best for the most people) and duty (whether the action was good in and of itself). Leadership character incorporates a leader's virtues, such as courage, fairness, or self-control. It is the melding of these principles that define ethical leadership. Ermine (2007), on the other hand, described ethics as existing in the space between two entities. Applied to the divide between Indigenous and Western worldviews, he argued that ethics exists in knowing what "harms or enhances the well-being of sentient creatures" (p. 195). With this definition, ethical leadership is also about relationships and dialogue that show respect, reciprocity, relevance, and responsibility (Kirkness & Barnhardt, 1991). With these two definitions, ethical leadership can be seen as incorporating a personal dimension (who a leader is) and a relational dimension (how they interact with others).

In Relation to my PoP

The multiple ethical paradigms (Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) were introduced in Chapter 1 as a guide to help understand traditional and restorative approaches to student conduct. They were initially developed as a model for ethical leadership. An ethic

of justice, critique, care, profession, and community (Furman, 2004; Shapiro & Stefkovich, 2022; Wood & Hilton, 2012) can be used as guiding beacons in the change process. Ethical leadership should evaluate situations through each paradigm to ensure one meets one's obligations as a leader. Absent from these paradigms is a focus on leaders knowing themselves. Critical self-reflection, awareness of bias, and emotional astuteness are crucial to recognizing the power inherent in leadership roles (Shields & Hesbol, 2020). A transformative leadership approach and the use of critical questions in my restorative change framework help to address this gap.

An ethic of justice encourages me to reflect on the rules, regulations, and policies that guide my work (Shapiro & Stefkovich, 2022). These include those central to University X. The DRL must remain aligned with University X, even if the conduct philosophy is based on punishment instead of accountability. An ethic of critique challenges me to question whom my change plan is intended to serve (Shapiro & Stefkovich, 2022). The DRL exists to serve students living in residence, and the priority must be on cultivating community and belonging, not punishment and shame. This will include challenging the status quo and ensuring opportunities for others to have a voice. An ethic of care must consist of compassion and empathy for others, elements that Northouse (2016) identifies as important in ethical leadership. This is where consideration of human emotion in the change process is important. An ethic of profession incorporates the professional standards and guidelines that shape ethical work in my field (Shapiro & Stefkovich, 2022). And last, an ethic of community pushes me to ask whose community we are trying to build. This last ethic brings together the previous four to focus on the greater good in alignment with the definition of ethical leadership provided above (Furman, 2004; Wood & Hilton, 2012).

Burnes and By (2012) stated that the more directive the change initiative is, the less ethical it becomes. Ethical change then requires active participation from those the change will impact and transparency throughout to ensure it meets ethical obligations. This reinforces the importance of a

change process that is reflective and adaptable to the needs of the community. It also requires remaining open to the possibility that once the voices of others are included, new ideas will emerge that will change my trajectory. The use of transformative and shared equity leadership as underlying leadership theories ensures my approach to change is guided by these ethical considerations.

The reflections noted above are a critical component of my DiP. I feel compelled to lead in a way that supports a restorative ethos. To adequately argue that the DRL must shift towards incorporating RP across all levels of operation, I must also demonstrate how these practices can be reflected throughout the change process. I view this alignment as a final ethical consideration as I consider the tangible strategies to be used in the change process.

Strategies for Change

Change involving RP requires a systems approach to analyze the various structures, people, and thought processes contributing to the DRLs' culture and operations. Change must be integrated into all facets of the operation. The DRL has experienced this change once before; some of the restorative change strategies were maintained while others dissolved as external and internal demands took precedence. The desired state would see the prioritization of humanity and dignity over policy and procedure, proactive relationship building across the organization, and a genuine desire to amplify learning opportunities for others while ensuring accountability when harm is caused. I discuss several considerations that went into the development of my strategies. Four strategies are then introduced to answer the question of how the DRL can redevelop its restorative approach to student conduct work. Each strategy is evaluated against a set of criteria, and the chosen strategy is identified.

Change Considerations

Some actions that take place within the DRL can help advance my change plan. These actions, commonly referred to as change drivers, consist of activities and behaviours that help to facilitate change (Whelan-Berry & Somerville, 2010). Drivers of change within the DRL include a change vision

accepted by all and clear and consistent communication amongst the organization. A change vision that everyone can see as relevant to their role will ensure individuals find value in the process. Frequent and strategic communication will be needed to ensure transparency and engagement and to help clarify how the change reinforces the organization's mission and values. Aligned practices will bring consistency to the change to see it integrated into all human resource and structural components.

One of the challenges with the original RP implementation plan was that there was too much change too quickly. This led to resistance, a change outcome reinforced by Kotter and Schlesinger's (2008) observations of change processes that exceed an organization's capacity to implement them. To be successful, each strategy will require a slow and incremental approach to change. The final consideration, like many institutions nationwide, University X is under considerable financial pressure (Harrison, 2023). All proposed strategies require minimal financial resources to ensure each could be realistically implemented.

Strategy 1: Shifting Worldviews

Transformative leadership is explicit in its focus on transforming individual mental models and worldviews (Shields & Hesbol, 2020). As Johnson (2008) stated, "what separates successful leaders from unsuccessful ones is their mental models or meaning structures, not their knowledge, information, training, or experience per se" (p. 85). Strategy 1 focuses on change at the individual level by introducing a series of workshops and training opportunities to challenge the innate ways in which individuals view the world around them. Critics of current colonial renditions of restorative work often cite its appropriation into colonial institutions in a way that reinforces white dominance and existing power structures (Davis, 2019; Valandra & Hokšíla, 2020). The origins of the underpinning philosophy of RP become lost and at risk of being diminished to only policy and procedure.

Adopting restorative work requires deep critical reflection and awareness of biases (D. Anderson, 2020). In a study identifying resistance to RP, Deister (2019) found that internal and external

factors impacted individuals' ability to act in a way that aligned with their restorative beliefs. When faced with resistance, individuals must understand restorative philosophy and feel equipped to speak to their restorative values and why they hold importance for the work they do.

Gentile (2017) developed a giving voice to values curriculum to equip individuals to identify and communicate the values important to them. Initially developed for postsecondary business students, the model has been adopted by scholars and practitioners to help strengthen values-based decision-making in the workplace. This model would include a framework to build a series of workshops adaptable for staff and students. Primary implementation would focus on those within my direct sphere of influence, professional and student staff, with the goal of growing outreach to students and campus partners.

The strength of this model is its flexibility (Gentile, 2017). It could be used in full or adapted for the audience. The largest investment would be time; it would require training facilitators, developing content, and coordinating logistics. The DRL is a cyclical operation; each year a new group of students and student staff cycles through the organization. The application of this strategy would need to be continuous and embedded into regular operations to be successful.

Strategy 2: Social-Emotional Learning

K–12 schools have integrated restorative work into their school communities for some time (Richardson, 2022). A focus for many educators in this sector is student social-emotional learning (SEL) in the classroom. The approach is that focusing on developing key competencies related to SEL (e.g., listening, respect, problem-solving (Richardson, 2022), self-awareness, self-management, social awareness, relationship, and responsible decision-making (Vaandering, 2013) develops the skills required for students to act restoratively. This strategy would see the development of a set of core competencies that could be used to create a series of learning experiences for students and staff

delivered over a year. The focus would not be on the open advertisement of restorative work but rather on the required skills and competencies.

Critics of combining SEL and restorative work identify the philosophical difference between SEL and RP (Nguyen, 2024; Vaandering, 2013). SEL focuses on skill-building and behavioural compliance and does not integrate the relational component core to restorative work. However, I offer this as a strategy that utilizes what Griffiths (2012, as cited in Brown, 2014) described as the submarine approach to change. This approach seeks to make change inexplicit by strategically integrating it into preexisting processes and structures, much like how Bartunek and Moch (1987) described first-order change or Kania et al.'s (2018) descriptors of structural change. There is already some resistance to RP within the DRL, and these preconceived notions will hinder the change process. Strategy 2 does not overtly advance restorative work but provides a mechanism to build community capacity in utilizing its core skills. It is situated within the structural-functional epistemology (Capper, 2019), which Higgins (2023) argued may be a more practical and effective way to bring people together to advance restorative change than a more critical epistemology because it is meeting people and organizations where they are.

Similar resources to those discussed in Strategy 1 would be applicable. The financial investment would be minimal, but the time investment into the human resources required to implement it would be high. The cyclical nature of the DRL would require the continual reapplication of this strategy.

Strategy 3: Restorative Network

Strategy 3 proposes the establishment of restorative teams of individuals, within and outside of the DRL, who are specifically trained in formal RP, such as restorative conferencing, circles, and the overarching philosophy. This team would act like a community of practice with several purposes. First, they would be equipped to assist in resolving more complex community issues when they arise. Second, they would help to cultivate a learning organization for RP within the DRL. It would be facilitated by

taking a participative action research approach that mobilizes collective knowledge to identify areas of continued restorative growth (Del Tufo & Gonell, 2023). With professional staff, individuals from across the DRL would be invited to join and would be provided enhanced training opportunities on RP. A separate team focused on student staff would also be established, and individuals would be invited with the purpose of creating collective buy-in and awareness on how RP can be enhanced throughout their roles. The scope of training provided to professional and student staff would differ.

Decisions would need to be made about how existing roles are modified to create capacity for individuals to dedicate time to this endeavour. Outcomes would be hard to define, as aside from providing training to the group, specific actions would depend on the collective contributions of those involved. The strength of this approach is in the advancement of networks and relationships between individuals who have an interest in restorative work.

Strategy 4: Structural Integration

Given the cyclical nature of the DRL, it becomes even more essential to integrate RP into all levels of the operation to ensure longevity and success. The DRL has already adopted some RP strategies into the organization during the original implementation plan yet there remains lots of room to deepen the impact of restorative work within the operation. Strategy 4 would see the implementation of several smaller strategies focused on first-order change (Bartunek, 1987) at the structural level (Kania et al., 2018):

- Expansion and clear identification of RP into the curricular approach to learning.
- Training and integration of restorative community-building and response circles into student communities and staff meetings.
- Review of language use in documents to ensure it is reflective of RP.
- Enhancement of all hiring and performance coaching processes to focus on restorative competencies.

- Development of key resources and guides on how to practice restorative work.
- Updated job descriptions.
- Development of peer support teams.

These strategies support the notion that restorative work should have a strong proactive community building element to create capacity to utilize reactive strategies when harms occur (McMahon et al., 2023; Wachtel & Wachtel, 2012; Waltman-Spreha, 2013). This requires full system integration into all structures of an operation. This strategy would be more extensive than the others proposed, requiring more time and human resources, but its outcomes are more tangible and easier to evaluate.

Evaluation

I developed a decision matrix to evaluate my strategies against a set of criteria to identify a viable option. Each of my four strategies will be assessed on a scale from high to low against my three guiding questions, the financial and human resources required, and their alignment with the core function of restorative work. High, with a score of 3, signifies strong alignment between strategy and criteria. Medium, with a score of 2, signifies alignment in some areas, and low, with a score of 1, signifies little to no alignment. When evaluating financial and human resources, the score of the scale is inverted, with low representing minimal resource investment as the desired outcome; thus, low is given a score of 3, medium a score of 2, and high a score of 1. The higher the total evaluation, the stronger the strategy is. Table 3 depicts the results, which show a two-way tie between Strategy 1 and Strategy 4.

Table 3

Evaluation of Change Strategies

	Strategy 1: Worldviews		Strategy 2: SEL		Strategy 3: Networks		Strategy 4: Structures	
Criteria	Rating	Score	Rating	Score	Rating	Score	Rating	Score
Guiding Q1	High	3	Low	1	Low	1	Medium	2
Guiding Q2	Medium	2	Medium	2	Medium	2	Medium	2
Guiding Q3	Medium	2	Low	1	Medium	2	High	3
RP alignment	High	3	Low	1	Medium	2	Low	1
Financial	Medium	2	Medium	2	Low	3	Low	3
Human	High	1	Medium	2	Medium	2	Medium	2
Total		13		10		12		13

Note. SEL = social-emotional learning; RP = restorative practice. The guiding questions introduced in Chapter 1 were (1) How can RP be used to challenge the structural-functionalism within the DRL? (2) How can buy-in be cultivated within the campus community? (3) How can RP be successful long-term within the DRL?

Integrated Strategies

Each strategy is viable in its own way and can help redevelop the DRLs restorative approach to student conduct work: Strategies 1 and 4 score highest against my evaluation criteria. Because strategy 1 focuses on individual change, the frequency at which the strategy will need to be reapplied may present additional challenges. Strategy 1 is best if the desired outcome is focused on enhancing understanding and awareness of the philosophical underpinnings of RP. Strategy 4 focuses on structural change, directed towards enhancing and modifying existing policies and procedures. It is a stronger strategy if the desired outcome is change within the organization's structure.

My change plan will integrate elements of both strategies. Strategy 1 will be supplemented by easier-to-accomplish actions within Strategy 4. These will include integrating restorative language into existing documents, challenging individuals leading larger portfolios to seek opportunities to align approaches with a restorative mindset, and reintroducing restorative community-building circles into operations.

Chapter 2 Summary

This chapter has built upon the foundation provided in Chapter 1 by introducing transformative, adaptive, and relational leadership as theoretical underpinnings of my change process. Senge's (2006) and Kania et al.'s (2018) approach to systems change helped identify what might need to change, and Deszca et al.'s (2020) and Stroh's (2015) models offer tangible ways to identify the steps of change. This review led to the development of the restorative change framework, which will be used to drive my chosen strategy forward. Organizational readiness was evaluated using the organizational change readiness scale (Deszca et al., 2020). Ethical considerations were unpacked, followed by the presentation of four strategies to help address my PoP. A strategy that integrates Strategies 1 and 4 was selected to encourage change in individual values related to RP while simultaneously enhancing the systems and structures that support longer-term restorative change. A robust implementation and communication plan will be essential to the success of my chosen strategy. This plan is further detailed in Chapter 3.

Chapter 3: Implementation, Communication, and Evaluation

In Chapter 2, two overarching strategies were identified to redevelop the Department of Residence Life's (DRL's) restorative approach to student conduct at University X (a pseudonym). Chapter 3 expands upon these strategies and discusses practical applications within the DRL. The restorative change framework (see Figure 6, Chapter 2) is used as a model through which various change strategies will be planned over three phases, each with a specific focus. A strong communication plan will be essential to success, which is presented alongside a monitoring and evaluation plan. I conclude this chapter by outlining next steps and future considerations for restorative practices (RP) within the DRL.

Change Implementation Plan

To be successful, restorative change within the DRL will require intentional scaffolding of strategies over time to become engrained within the organization's culture. Developing a robust change implementation plan (CIP) will ensure that change initiatives align with my problem of practice focused on redeveloping the DRL's restorative approach to student conduct work. My CIP will integrate elements from Strategy 1, focused on shifting worldviews and understanding of RP, and Strategy 4, focused on structural integration to build a holistic approach that supports change at both the individual and organizational levels.

Restorative Change Strategies

The restorative change framework includes the stages of reawaken, mobilize, harmonize, and normalize to structure the change process. Each stage is intended to overlap, be flexible, and encourage deep critical reflection. The use of checkpoints throughout the model encourages intentional pauses to ensure all actions adequately reflect diverse community needs. Checkpoints occur during the transition between stages, where reflection on the critical questions introduced in Chapter 2 will occur.

The introduction of RP within the DRL years prior is both a blessing and a curse. There already exists an awareness of restorative work and some strong beliefs about its benefits and drawbacks. One

drawback is that it can be more resource intensive, and not all staff have the capability to utilize RP (James & Hetzel-Riggin, 2022; Karp, 2024; Miele & Hamrick, 2019; Schrage & Giacomini, 2009). Yet the benefits far outweigh the obstacles with proper support and resources: RP move towards community and connection over control and punishment, are known to increase student learning and accountability (Karp & Sacks, 2014), are a less adversarial approach to conflict resolution (Ashley & Miller, 2022; Schrage & Giacomini, 2009), are better aligned to the educational mission of postsecondary institutions (Pointer, 2019), and allow for resolutions to harms that better support equity-denied students (Arao, 2017; McMahon et al., 2023). I can leverage the positive preexisting understandings about RP while tailoring efforts to help individuals unlearn and relearn what it means to live restoratively. A slow, intentional, and tailored approach will help yield lasting results. This approach is contrary to the original implementation plan, during which the DRL implemented lots of change over a short period.

My CIP will include three phases over approximately three years, with each phase intentionally overlapping and interrelating. It will begin with heavy guidance from my change vision while slowly creating space and capacity to empower others to contribute to and modify strategies. Phase 1 aligns with the reawaken stage of the restorative change framework and will focus on learning, unlearning, and education around RP, with my professional and student staff within the DRL as the primary target audience. Phase 2 aligns with the mobilize stage and will prioritize structure and policy changes while continuing the momentum from Phase 1. Phase 3 integrates both the harmonize and normalize stages and will focus on expanding initiatives beyond the DRL to include students, other employees within the on-campus housing unit, and campus partners alike. At the same time, work in Phase 3 will ensure integration with all aspects of the DRL's operations while identifying additional gaps and opportunities. Table 4 provides a summary of each phase and associated timelines. Appendix E outlines the strategies related to each phase in more detail.

Table 4

Timeline Summary of the CIP

Implementation phase	Restorative change framework stage(s)	Primary focus	Timeline
1	Reawaken	Education	May–August 2025
2	Mobilize	Structure/policy	January–August 2026
3	Harmonize and normalize	Community	January–August 2027

Phase 1: Reawaken

During Phase 1 of implementation, the goal is to focus on RP reeducation and shifting mental models of professional and student staff. The specific strategies include: (a) establishing a partnership with University X's Indigenous supports; (b) delivering a workshop on RP; (c) delivering a workshop on individual value identification; and (d) aligning all student staff training material with RP. This phase will serve to disrupt current understandings of RP, establish buy-in, and create the groundwork and momentum required to support continuity of RP in the years to come.

Establishing a sense of urgency is a frequent approach within change initiatives (Deszca et al., 2020; Kotter, 1996), as it motivates others to see the immediate need for change. Many great things came from the initial restorative plan implemented within the DRL years ago. This initial plan exposed the organization to the basics of RP; initiated change in processes that included alternate resolution methods in student conduct, such as using restorative circles; and started to infuse the value of restorative work on the University X campus (University X, 2012). Although not all initial changes are reflected within the DRL today, the momentum generated by the original initiatives can be amplified through the reawakening stage. The urgency for change within the DRL will not be found in establishing a brand-new idea or approach to student conduct work but instead in explicating the possible benefits of RP and how the current approach is not producing those benefits.

The first strategy in this phase involves my own partnerships with Indigenous supports within the University X community. Gaudry and Lorenz (2018) advocated for moving beyond Indigenous inclusion towards reciprocal relationships that challenge Eurocentric beliefs and challenge structural functionalism to find balance between Indigenous and Eurocentric worldviews in the hopes of creating a new way of existing within the academy. These relationships take time to develop and, to be truly reciprocal, must invite opportunity to cultivate meaningful two-way relationships. These relationships must start from the beginning of the CIP so there is an opportunity for the DRL to work in unison with community partners. I wish to move away from a simple invitation into the DRL to help implement a preexisting strategy and towards a true collaboration that honours contributions and changes paths based on shared experiences.

The second strategy focuses on delivering a workshop and learning opportunity to professional staff on RP. This will act as a launch session for my immediate team and lay the foundation for reenvisioning RP and seeing its potential beyond conduct. Johnson (2008) argued that "what separates successful leaders from unsuccessful ones is their mental models, not their knowledge, information, training, or experience" (p. 85). Transferring information to others may support learning in an organization but it does not result in transformation (Johnson, 2008); that requires change at the individual level (Holcombe & Kezar, 2024; Kania et al., 2018). All workshops throughout the CIP will be developed based on lessons from Mezirow's (1991) work on transformative learning. Mezirow asserted that transformative learning requires a disruption that disorients the way one thinks which encourages an individual to critically reflect on their underlying behaviours and assumptions to create a new understanding of the world around them. This moves beyond individual behaviour change towards the cognitive redefinition required to sustain change (Schein, 2016). Elements of Stroh's (2015) systems thinking for social change model will be integrated through this strategy as I move the team towards an understanding of, and willingness to, share responsibility for this work.

Karp (2024) and Pointer (2019) have written about the concept of restorative universities, emphasizing the value of pedagogical approaches that match those of RP. All training and education will be designed to move expertise from the facilitator to the learners in a manner that amplifies the strengths of shared equity leadership. This first workshop will include training on restorative conversations for professional staff, the use of affect and critical questions, and brainstorming areas within the DRL operations where restorative philosophy could be further integrated. Buy-in on the change vision will be generated, and the CIP will be shared to help clarify the aspirations for the DRL in the years to come. Ultimately, this team of professional staff will start to drive the CIP forward in Phase 1.

The third strategy will implement the giving voice to values (Gentile, 2017) series to professional staff to encourage deep, critical reflection on personal values while developing individual strategies to speak to those values when challenged. It is sometimes easy to identify one's values, but they can get lost when navigating systems and structures that are not aligned with those values, such is the case when moving from a traditional conduct model towards a restorative one. Gentile's (2017) approach will equip individuals to speak to their values about these structures to create more equitable communities and identify alignment between their values and the change vision. Professional staff will also receive training on how to deliver this workshop series to their student staff teams. This cascade approach to education, or train-the-trainer model, utilizes existing relationships to infuse change, is low cost as it leverages readily available resources, and builds capacity amongst staff (Harper et al., 2024).

The final strategy in Phase 1 is to align all student staff training materials through a restorative lens. The professional staff responsible for the student staff training program will complete this review, and specific areas to align will be identified in the RP workshop delivered to professional staff. Student staff training occurs asynchronously in a virtual format in July and August and in person for 2 weeks in late August. This training will include an introduction to RP, the delivery of the giving voice to values

(Gentile, 2017) workshop series, and the development of any resource guides to aid staff in understanding how to practice RP. The focus for this review will be on seeking opportunities to disrupt mental models and encourage critical reflection (Mezirow, 1991) that can help student staff identify how RP can be infused in their work.

This first phase will slowly shift from me as the primary change agent towards empowering my professional staff team. This team is responsible for all the hiring, training, performance coaching, student support and behaviour management conversations, conflict resolution, and relationship building within all residence halls. They will be the primary catalysts for change, so preliminary efforts must begin with them and filter through to student staff. I will deliver all workshops in this phase to professional staff. Once buy-in has been cultivated, professional staff will use similar approaches with student staff. Within this phase, professional staff will be trained to deliver training sessions to their staff teams based on the workshops offered. This train the trainer method of teaching and learning creates opportunity for further individual reflection and adaptation to the workshops based on feedback.

By the end of Phase 1, the intention is threefold: that all professional and student staff: (a) will have an acute awareness and appreciation of the underlying philosophy of RP; (b) can adequately delineate the difference between restorative and traditional approaches to student conduct work; and (c) feel confident in their ability to utilize RP at a basic level. Professional staff are key to Phase 1 successes. Important milestones will be celebrated, and lessons learned will be used to modify the approach to Phase 2.

Phase 2: Mobilize

The success of change initiatives is defined by when and how they are enacted (Kang, 2015). Thus, the scaffolding of initiatives must be intentionally planned and thoughtfully implemented. The goal during Phase 2 is to strategically focus on structural changes, aligned with the explicit structural change stage of Kania et al.'s (2018) six conditions of systems change (see Figure 1, Chapter 2). The

strategies implemented in this stage include: (a) the launch of a restorative working group; (b) policy, protocol, and job description review; (c) restorative circle training; and (d) the development of peer-based response and conflict coaching.

The first strategy in this phase is establishing a specific group of passionate professional staff to participate in a restorative working group. The formation of this group will invite interested parties to contribute towards change success while also providing practical experience and exposure to conversations that will continue to shift individual mental models. This is a strategic approach to continue to drive change within the DRL while amplifying and reinforcing learning and critical reflection within individuals (Johnson, 2008). The format and structure of this group will follow Stroh's (2015) systems thinking for social change model, where the priority is on creating a shared understanding of the barriers to RP, excitement about its potential, and alignment with work completed to date and desired for the future. I will hold monthly meetings with this group to provide guidance and support on their work.

A complete policy, procedure, and job description review will be the focus of the second strategy in Phase 2. This review will be led by the restorative working group, with participation from key professional staff with expertise and responsibility for policy development and human resources. A cursory review of all material will help prioritize policy, procedures, and job descriptions that require more comprehensive reviews. These reviews will emphasize the need to use restorative-focused language, identify specific jobs responsible for participation in the restorative working group to ensure students and the community are a core focus, and place restorative conversations and affective language throughout. Policy and procedure modifications and student staff job descriptions will be brought forward to myself and the director of residence life for review and approval. Professional staff job descriptions will be updated and approved using established human resource processes at the institution.

The third strategy in Phase 2 is to provide restorative circle training for professional staff. The aim is that this training can be delivered in partnership with the campus partner relationships cultivated in Phase 1. Circles can be used proactively to build community (Pointer, 2019) or reactively in response to harm to an individual or community (Zehr, 2002). This circle training will emphasize its community-building potential and how the approach can be used throughout the DRL in all facets of operations. Opportunities include team building, team meetings with student staff, community meetings with students, or ad hoc opportunities when there is a desire to bring a group of people together to share their experiences.

The final strategy in Phase 2 is to develop peer-based responses and conflict coaching positions for student staff. The DRL already employs student staff who focus on student behaviour management work. This strategy will adapt preexisting roles to better position them to provide intentional conflict coaching to students in residence. It will require a complete analysis and rewrite of their current job description, which is part of the second strategy in Phase 2. This group of student staff will receive targeted training on RP, circles, and restorative conversations to help students in residence build their confidence and skill in resolving conflict independently. The design and hiring for these positions will take place in Phase 2, with implementation taking place in Phase 3.

Phase 3: Harmonize and Normalize

Phase 3 encompasses the harmonize and normalize stages of the restorative change framework. This phase aims to expand educational efforts to students and campus partners while reinforcing initiatives undertaken in the first two phases. This phase provides guidance on several strategies but is anticipated to change as voices from the Restorative Working Group and residence community become established within the change process. Specific strategies include: (a) implementing student-focused workshops; (b) implementing peer-based supports; (c) expanding the reach of the restorative working group to include others within On-Campus Housing (OCH) and campus partners; and (d) identifying

further change opportunities. By this point, my role as change leader will have fully shifted to the restorative working group. Phase 3 builds upon the successes of Phases 1 and 2 and expands the target audience to students, other staff within OCH, and campus partners. The educational workshops utilized in Phase 1 will be adapted for students living in residence. The restorative working group will utilize Phase 2 feedback and data collected through ongoing monitoring and evaluation to identify additional opportunities to explore in Phase 3.

The first strategy in this stage sees the expansion of the workshops utilized in Phases 1 and 2 delivered to students living in residence. These workshops will be delivered once each semester by professional staff or at the request of student leaders whose communities may benefit from learning together. The workshops will also be made available to other staff across University X. The second strategy includes implementing peer-based supports developed throughout Phase 2. These new positions will provide coaching and support to students living in residence looking to help resolve issues in their community. This helps to grow the communities' capacity to utilize RP approaches to harms independently and without reliance on institutional policy or staff.

The third strategy involves evaluating the composition of the restorative working group to ensure it remains reflective of the voices within the community. This may include the expansion of whom the working group serves or the addition of members to ensure perspectives from students or campus partners are reflected in the next steps. The restorative working group will be empowered to establish a new change vision based on the successes and barriers in Phases 1 and 2. Successes from the first two phases will be celebrated and built upon, whereas a gap analysis will help the working group identify areas where additional education, training, coaching, or resource development are needed. A continued systems perspective will seek to bridge individual mental models with organizational structures, an approach that supports lasting change (Kania et al., 2018).

The fourth strategy is intentionally flexible and focused on identifying future change opportunities and next steps that must reflect the community's vision. The implementation plan will continue to be monitored and evaluated, and the working group's goals will continue to adapt to community and organizational needs.

Change Plan Limitations and Considerations

The CIP described above is a response to one priority within the DRL. It will be accomplished alongside all other elements of DRL operations. Kang (2015) cautioned on the risks of suboptimization when parts of a system become optimized at the expense of disharmony in other parts. Restorative change does not take place in a vacuum, and unintentional impacts should be expected. The amount of attention and energy given to this plan will fluctuate throughout the year. Operationally, my team focuses on big-picture thinking and structural changes from April to early August. Training for all student staff takes place in late August, and from late August to April, the focus is on day-to-day operations. Due to this cadence, the ideal time to change structure, policies, or processes is between May and August each year. My 3-year CIP reflects this cyclical timing. Change strategies will be implemented alongside other operational initiatives outside this dissertation's scope, reinforcing the benefit of small incremental steps implemented over time that require fewer resources and approvals.

Second, this change plan reflects my values and aspirations and will require adaptation as more voices are integrated. Restorative work should strengthen relationships, encourage curiosity, and cultivate community. It focuses on the community's needs, wants, and aspirations (Karp, 2015; Waltman-Spreha, 2013). It remains important to me to ensure this meaning is infused throughout all change strategies. My leadership approach to change, focused on transformative and shared equity leadership, and my values, focused on constructivism and collaboration, will come to fruition through this implementation plan. A challenge will be issues with power structures within the DRL, between people, and within policy. Transformative leadership will ensure that the focus remains on elevating the

voices of the community, seeking opportunities to critique mental models, and challenging power structures. The collaborative and participative decision-making inherent in transformative leadership (van Oord, 2013) will also be strengthened by integrating shared equity leadership approaches. Shared equity leadership is evident in the design of my CIP with the increasing desire to create investment in the change vision and mobilize the community and the restorative working group to infuse RP change strategies throughout the organization. The revisiting of the critical questions during each stage transition will allow me and the team to modify the approach and the change plan to meet emerging needs. Transformative and shared-equity leadership requires a relational approach that focuses on the space between individuals and their shared experiences (van Oord, 2013) and will enhance the community-oriented approach of my Dissertation-in-Practice (DiP). Leveraging the trust and respect I have already built with those internal and external to the DRL will help establish shared goals amongst those who challenge the need for change (Deister, 2019).

Change within the DRL must be an iterative and ongoing process integrated into operations. Although my CIP reflects the first 3 years, RP should become so ingrained into the DRL that it becomes a regular part of operations. Creating a restorative working group, implementing continual training, and evaluating policy and protocol will ensure sustained change. The success of this plan is heavily dependent on a strong communication plan. Awareness and understanding cannot just stop within the DRL; it must be generated and shared amongst the larger University X community. Strategic communication and knowledge mobilization (KMb) are the focus of the next section.

Plan to Communicate the Need for Change and the Change Process

Communication and KMb are integral to organizational success. The two terms share some similarities and have some distinct differences. Both terms focus on the sharing of information (Beatty, 2015); communication is more holistic in its reference to all types of information, whereas KMb focuses more specifically on research and mobilizing it into action to build a community's capacity to understand

and digest it in a meaningful way (Haynes et al., 2020). KMb is synonymous with knowledge translation, dissemination, transfer, or sharing (Morton Ninomiya et al., 2022). In practice, it can be integrated throughout the research process, such as with participatory action research, or utilized at the end of research to share findings and their relevancy (Kerr, 2022). The strategies associated with KMb are diverse and adaptable, varying based on the KMb goals. In traditional academic environments, strategies may include publications (Cain et al., 2018), presentations (Morton Ninomiya et al., 2022), toolkits (Morton Ninomiya et al., 2022), websites, or media (Lavis et al., 2003; Morton Ninomiya et al., 2022). In nonacademic environments, the strategies used may reduce academic jargon (Cain et al., 2018; Morton Ninomiya et al., 2022) or use pictures or charts to simplify content (Morton Ninomiya et al., 2022).

What, how, when, why, and to whom information is shared can impact how information is interpreted and, in turn, how it gets used (Lavis et al., 2003). Lavis et al. (2003) provided a framework with five questions posed that, when answered, contribute to a KMb strategy:

1. What should be transferred (the message)?
2. To whom should knowledge be transferred (the target audience)?
3. By whom should the knowledge be transferred (the messenger)?
4. How should the knowledge be transferred (the medium)?
5. With what effect should the knowledge be transferred (evaluation)?

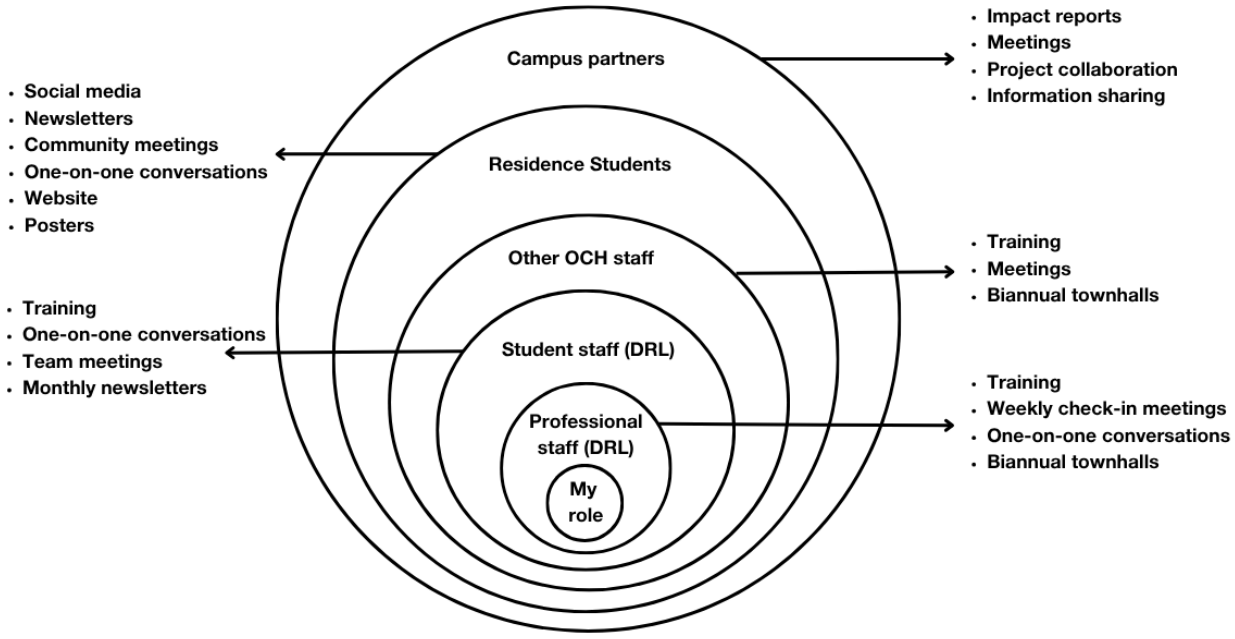
These five questions form the basis of my KMb plan. My KMb plan centers on working specifically with professional and student staff to mobilize knowledge in phase 1. With professional staff, I begin as the messenger with a transition to the restorative working group in phase 2. The message shifts from creating awareness and understanding to the development of a shared definition and meaning associated with RP. I will maintain frequent contact with professional staff so I can utilize various touchpoints to reinforce messaging and share updates, such as one-on-one meetings, team meetings, and training sessions. With student staff, professional staff become the facilitators of

knowledge. They will be empowered to create spaces to bring student staff together to generate awareness of RP and its benefits while encouraging learning from other experiences. Lavis et al.'s (2003) questions contribute towards a summary of my KMb plan displayed in Appendix F.

Knowledge must be communicated to match the audience's needs and how they learn (MacGregor & Phipps, 2020). A restorative strategy within the DRL interacts with many interested parties. Figure 2 (in Chapter 1) shows my spheres of influence, expanded in Figure 7 to include communication strategies for each key participant. The inner circle represents those with whom I have direct interaction and influence, the middle circle represents those with whom I have secondary influence, and the outer circle represents those with whom my influence rests on relationship. Each group of individuals will require a unique set of strategies specific to that audience.

Figure 7

Spheres of Influence With Associated Communication Strategies



Note. OCH = On-Campus Housing; DRL = Department of Residence Life.

The DRL has well-established working relationships with many individuals across campus who interact and work with the staff regularly. To maximize understanding, generating a shared sense of the DRL's goals and objectives will help create a shared understanding of the changes required to get there. This will be accomplished through the curating and sharing of stories and data collected through monitoring and evaluation efforts that demonstrate implementation successes. Regular updates will be provided through external and internal newsletters, impact reports, and meetings which will highlight key contributions from the community. These strategies will be initiated by me during Phase 1 and will transition to the restorative working group in Phases 2 and 3.

Storytelling can be an effective KMb strategy that moves beyond reliance on only quantitative data (Morton Ninomiya et al., 2022). Traditional academic environments foster an atmosphere of individual ownership and protection of information (McGowan et al., 2020). This milieu contrasts with Indigenous ways of acquiring and sharing knowledge, which are rooted in local community engagement, orality, reciprocity, and place-based knowledge systems (Hutchinson et al., 2023; McGowan et al., 2020; Morton Ninomiya et al., 2022). KMb is a Eurocentric concept favouring colonial ways of knowing and being in the world (Morton Ninomiya et al., 2022). RP is rooted in collaborative dialogue and storytelling that advance relationships, increase communication, and create opportunities for engagement (Green et al., 2013); these practices all have heavy ties to Indigenous influences on KMb and support transformative and shared-equity leadership approaches. An emphasis on storytelling and qualitative information will help to balance University X's overreliance on quantitative data as a representation of program success.

How the DRL told its story about the use of RP within its operation was identified as a barrier to success with the original implementation plan. This insight makes the development of strong communication and KMb plans essential. Deszca et al. (2020) introduced four elements of a successful communication plan: pre-change, developing the need for change, midstream change and milestone

communication, and confirming and celebrating the change success. These four elements will be applied to my change framework, roughly related to each phase, as shown in Table 5 and expanded upon in Appendix F.

Pre-Change

Pre-change focuses on convincing others that change is needed (Deszca et al., 2020). This element encompasses my evaluation of the DRL's readiness for change in Chapter 2 along with my overall vision for change. My focus in this part of the communication plan will be on confirming support from my supervisor that the time, energy, and resources required to implement my change plan are valuable investments. The pre-change stage is where I have been operating for the past several years. I have been slowly advocating for a need to reevaluate what the DRL does and why we do it with my team through informal conversations and one-on-one coaching.

Table 5

The Restorative Change Framework and Stages of Communication

Restorative change framework phase	Stages of communication
Reawaken	Pre-change, developing the need for change
Mobilize	Midstream change and milestone communication, confirming and celebrating change success
Harmonize	Midstream change and milestone communication, confirming and celebrating change success
Normalize	Confirming and celebrating change success

Note. The stages of communication are from *Organizational Change: An Action-Oriented Toolkit* (4th ed.), by G. Deszca, C. Ingols, and T. Cawsey, 2020, p. 350. Copyright 2020 by Sage Publications.

Conversations with my immediate supervisor have already generated an awareness and shared understanding of my problem of practice. This support is essential in ensuring that adequate time and resources can be dedicated to the CIP. Professional staff within the DRL will receive an introductory email, drafted by me, followed up by discussions in person that focus on the need to unlearn and relearn their understanding of RP and sharing on how it can be practiced. This is reflected in the second strategy of Phase 1. This messaging will challenge the team to reflect on their current practices and seek opportunities to enhance RP. Student staff will receive written communication in the summer months as they prepare for their employment on campus come September.

Developing the Need for Change

In this part of the communication plan, awareness about the need for change is explained in a clear and compelling way (Deszca et al., 2020). Deszca et al. have advocated for establishing a sense of urgency around the change to ensure it is prioritized amongst all other operational needs. Aligning my proposed change with University X's (2022) strategic plan and the DRL's operational goals will provide my best justification for the required change.

Professional staff within the DRL will participate in a launch session with the focus of creating shared meaning around RP and the CIP. This session will encourage deep reflection and active participation, and ideas generated from it may modify my initial plans. This launch session will also help reignite the passion for RP in those who are already well acquainted with the philosophy and help enlighten those who do not see its transformative potential. Professional staff will also build from the launch session and revisit key topics during weekly team meetings. Those external to the DRL will receive information through team meetings, townhalls, and newsletters.

Midstream Change and Milestone Communication

This communication stage is where training often takes place, feedback is obtained, communication becomes focused on helping others understand new roles or structures, and

misconceptions around the change are understood (Deszca et al., 2020). Individuals want to understand the specific elements of change and how the change process might impact them. Deszca et al. have examined the use of push and pull tactics in communication. Push tactics push information onto individuals to persuade them to change. Pull tactics are more inspirational and based on value propositions; they appeal to people's self-concept and are often more successful (Falbe & Yukl, 1992). This alignment with values and beliefs is a larger predictor of buy-in than the sharing of data and facts. It invokes emotion and affect, allowing individuals to relate to the human experience. Inspirational appeals and consultation are two effective pull tactics that will be utilized (Falbe & Yukl).

By this point in the change process, professional staff will have a well-established understanding and appreciation for RP and will continually seek ways to maximize its impact in their day-to-day work. The restorative working group will have been formed with participants from this team who will help to lead the KMb plan. Focus groups, team meetings, and one-on-one conversations will be used to continue to explore possibilities, ensure new processes are understood, and clarify any misunderstandings. Student staff will participate in skill sharing sessions and focus groups, facilitated by professional staff, to encourage conversation on the successes and challenges experienced in their roles and encourage shared meaning making.

Confirming and Celebrating the Change Success

This stage of communication will take place continuously throughout my CIP. This stage emphasizes the need for two-way communication (Deszca et al., 2020): I might be delivering messaging, but I also need to be willing to receive it. This is pivotal in the development of reciprocal and trusting relationships and the development of a transformative and shared leadership approach to change. Milestones throughout the change plan will be celebrated to help generate momentum and excitement for progress. Both professional and student staff will discuss monthly challenges and successes with RP in structured team meetings. The information sharing mechanisms described above will be used to

include messaging about successes experienced and to celebrate key milestones. The focus will be on learning through the experience of others and leveraging storytelling and opportunities to build connections.

Intentionally planning my communication and KMb strategies will ensure it does not become overbearing at the beginning or lacking content and consistency by Phases 2 and 3 (Beatty, 2015). Lavis et al.'s (2003) five questions and Deszca et al.'s (2020) stages of communication contribute towards a communication and KMb plan to support the implementation of RP throughout the DRL. The use of repetition through differing mediums and focus on how the DRL is already supporting change success will ensure professional and student staff can see how they are already able to contribute to this work (Beatty, 2015).

Change Process Monitoring and Evaluation Plan

Whereas communication and KMb pertain to managing the meaning individuals attribute to the change effort (Heide et al., 2018), monitoring and evaluation strategies pertain to the mechanisms to collect information that contribute to communication and KMb (Markiewicz & Patrick, 2016) to determine change success. Monitoring and evaluation allow for key milestones to be celebrated, enable modifications to the change plan, and ensure the overall goals of the CIP are met.

Monitoring is a subset of evaluation, and its data are often used in evaluation (Markiewicz & Patrick, 2016). Monitoring is continual and often focused more on facts and trends, using quantitative data that are easy to pull regularly. Evaluation can be formative or summative and is more in-depth and less frequent, using qualitative or mixed methods that can be more tedious to collect. Evaluation looks at the quality of an initiative, the value it holds, why or how something occurred, and whether desired results were achieved. An evaluation plan builds from a monitoring plan by establishing a summary of monitoring activities with ties to evaluation efforts; both are integral elements of a planning process. The results from my monitoring and evaluation efforts will help demonstrate the impact of RP, celebrate

milestones and successes, keep individuals and the DRL accountable, and provide information that can be used to modify change strategies.

Plan-Do-Study-Act Cycles

The CIP is an opportunity for people in the DRL to learn as individuals and as an organization. I am seeking to create the conditions where individuals start to question their values and assumptions around RP and become curious about other ways of navigating their work. This process is akin to Agryis and Schon's (1978) concept of double-loop learning or Kania et al.'s (2018) systems change at the individual level. These concepts include more than just changing systems and processes. Rather, they focus on shifting the beliefs and values those systems are created upon in an effort to transform organizations. This requires a commitment to learning as individuals and as an organization. The plan-do-study-act (PDSA) cycle (Pietrzak & Paliszkiewicz, 2015) is aptly positioned to help monitor and evaluate my CIP.

The iterative nature of my CIP aligns with the cyclical nature of the PDSA cycle. The PDSA cycle consists of four stages—plan, do, study, and act—that allow for the testing of smaller changes (Pietrzak & Paliszkiewicz, 2015). In the plan stage, change participants identify the aim or desired change and how improvement will be noticed. In the do stage, the plan is implemented, and data can be collected that support or challenge the change. In the study stage, these data are analyzed and compared to the aim in the plan stage, and lessons learned are identified. In the final stage, act, suggestions from the previous stage are implemented to inform the planning for the next iteration of a PDSA cycle.

The PDSA cycle should be applied to small scale changes that build to larger trials as more data are collected and modifications made (Barr & Brannan, 2024). This strategy is particularly useful in evaluating the success of the training initiatives implemented for professional and student staff. These initiatives will first run for professional staff (Phase 1) where feedback collected, and lessons learned will be used to adapt the workshop for delivery to student staff (Phase 2) and students (Phase 3). Each year,

this workshop will be delivered to new staff and students, so the continued application of a PDSA cycle ensures it remains relevant and impactful.

Monitoring Plan

Monitoring takes place consistently throughout the duration of an initiative, using key objectives and indicators for success (Markiewicz & Patrick, 2016). My CIP is intended to be iterative and imperfect. I have a clear vision for what I want to accomplish yet am acutely aware that my approach and strategies will continually shift in response to the feedback and input of others. This remains a reality for my monitoring and evaluation plans as well. As my CIP evolves, so too will these methods. Each change strategy identified in my CIP has a corresponding monitoring plan, as seen in detail in Appendix G, supported through the application of one or more PDSA cycles (Pietrzak & Paliszkiewicz, 2015).

Training initiatives, such as the implementation of the giving voice to values series (Gentile, 2017), RP workshops, and circle training, will focus on participant attendance, satisfaction, and evidence of attitudinal and behavioural changes to monitor progress. The results of this monitoring will be used to adapt these workshops for replication with student staff (Phase 2) and students (Phase 3). These workshops are intended to run annually given the cyclical nature of the DRL operation and will continue to be enhanced as more monitoring data are collected.

CIP strategies that include updating policies and procedures focus on task completion as the chosen monitoring mechanism. Not all policies and procedures can be reviewed at the same time, so monitoring focuses on the prioritization of key documents and the completed review of five by the end of Phase 2. Phase 2 strategies continue into Phase 3, where monitoring indicators can be reviewed and expanded. Similarly, updates to job descriptions will use task completion as the monitoring indicator. All job descriptions will be updated to use consistent restorative-based language and specific roles will be identified and job descriptions updated to reflect their participation in the restorative working group.

The individuals responsible for each monitoring mechanism will correlate to the individual or group responsible for implementing it. I will be responsible for most monitoring initiatives through Phase 1, with responsibility shifting to the restorative working group once it is established in Phases 2 and 3.

Evaluation Plan

Evaluation will be less frequent and include more complex methods of acquiring data. Both formative and summative evaluation processes will be used to ensure a comprehensive plan. Summative evaluation will take place near the end of each phase, drawing upon participant interviews, focus groups, document reviews, and surveys as evaluation methods. Appendix H depicts my evaluation plan in full detail.

During Phase 1, a benchmarking survey will be completed using Orsini et al.'s (2022) four-factor critical consciousness scale. This tool was developed from Freire's (1970/2009) concepts of critical consciousness and praxis. The authors sought to create a tool to evaluate initiatives focused on social change, and in doing so established the factors of passive adaptation, emotional engagement, cognitive awakening, and intentions to act as evaluative survey categories (Orsini et al.). This tool will be used at the start of Phase 1 as well as at the end of each phase as an opportunity to evaluate growth and understanding related to RP at the individual level. It will be applied to each new target audience introduced through the CIP.

Phases 2 and 3 will utilize many of the same evaluation mechanisms as Phase 1. Phase 2 will include the implementation of several smaller strategies, so formative evaluation will be used mid-phase to complete a mini evaluation of each strategy's individual success. A process analysis will help evaluate how some of the structural changes are supporting the adoption of RP within the organization, whereas case reviews and document analysis will provide specific information related to each change initiative. A series of face-to-face qualitative strategies will also be implemented using preestablished questions and

processes to help generate participant feedback. This information will inform how continued efforts through Phase 3 will be approached.

Phase 3 remains intentionally flexible. The change initiatives from Phases 1 and 2 continue through Phase 3, with any additional initiatives developed based on the contributions of the restorative working group and results from previous monitoring and evaluation efforts. I will be involved in evaluation efforts throughout all phases, working closely with professional staff in Phase 1 and the restorative working group in Phases 2 and 3. Benchmarking surveys, focus groups, interview questions, and observation criteria will be developed with identified professional staff.

The monitoring and evaluation plans will ensure that progress made towards my CIP is meeting established goals and having the intended impact. It will also generate data and information that can be shared internally within the DRL and externally to campus partners to demonstrate change success. The PDSA cycle (Pietrzak & Paliszkiewicz, 2015) will provide the structure to monitor small changes while the four-factor scale (Orsini et al., 2022) will help evaluate the impact of social change. Frequent staff check-ins, focus groups, participant interviews, and document reviews will also contribute towards the overall evaluation plan.

Next Steps and Considerations

This DiP has presented a plan to help the DRL redevelop its approach to RP in residence life. RP is a philosophy and process that can challenge the normative way of addressing behaviour concerns (McMahon et al., 2023; Pointer, 2019; Waltman-Spreha, 2013). It advances the notion that accountability is built through community. There is much potential in centering an approach on people instead of policy. This section explores future considerations for the DRL while briefly touching on my hopes for the next stages in the change process.

First, my CIP represents my specific change vision. It is an accumulation of strategies developed from a thorough organizational analysis of the DRL. The benefits of a more restorative approach are

clear, yet change will continue to be an uphill battle because it challenges the status quo. The small and incremental steps must be intentionally maintained and prioritized amongst competing organizational needs. The restorative change framework is intended to be continuously applied. The CIP is designed to continue in perpetuity, with leadership from the restorative working group, as new ideas and strategies emerge within the DRL. Potential future opportunities may include the following:

- Developing intentional and expanded training for the specific roles responsible for contributing to the restorative working group to help further develop their skills and competencies.
- Expanding the peer-based student roles discussed in Phase 2 with professional staff.
- Seeking to establish a community of practice within University X to help grow support networks and expand opportunities beyond the DRL.
- Establishing a travelling roadshow where the DRL shares its successes with other departments.
- Promoting professional staff hiring practices that emphasize collaboration, teamwork, community, and restorative-based competencies.

With the slow approach to change recommended with my CIP and the groundwork established through Phases 1–3, the suggestions above will become more palpable and easier to implement.

Second, a limit of secondary research is its ability to truly reflect the ideas and perspectives of those impacted by the change. The actual implementation of this DiP would benefit from taking a participatory action research approach. Participatory action research seeks to unite researchers and participants to work together to seek solutions to social justice issues (Del Tufo & Gonell, 2023). It is well aligned with Stroh's (2015) systems thinking for social change model and maximizes the tenets of shared-equity leadership. This approach will likely generate new strategies beyond those described in this DiP that are even more reflective of the community's needs.

I see a future within the DRL and University X where the primary reaction to student behaviour concerns focuses on cultivating community and connection over control. This change in individual thought and organizational culture has the potential to permeate throughout the organization and influence other elements of the operation. The DRL can demonstrate the value of a student- and community-focused approach and become an example for other departments within University X wishing to do the same. There are many lessons to be learned if individuals stop and listen to those around them instead of resting on assumed practices and policies. Critiquing why people do what they do, and who their actions are meant to serve, are the only things leading to true transformation.

Chapter 3 Summary

Chapter 3 introduced a CIP based on the restorative change framework. To develop my CIP, I chose an approach that includes individual transformation alongside systems change. Numerous strategies were identified over three implementation phases focusing on transformative, relational, and systems change (Kania et al., 2018). They include workshops and training opportunities; policy, procedure, and resource reviews; and creating a restorative working group to see the continuity of RP in the years to come. How the DRL communicates about the change and chooses to mobilize knowledge will impact the success of the change plan. Communication and KMb strategies will change based on the target audience to ensure information relevance. The change plan will be continuously monitored throughout its adoption, with intentionally placed evaluation plans throughout the three phases. Finally, I discussed several additional opportunities to further infuse RP, hoping to influence lasting organizational change for the DRL and University X.

Narrative Epilogue

My understanding and appreciation of restorative justice (RJ) has continued to evolve throughout the writing of my DIP. I remain conflicted about the place of RJ on postsecondary campuses. It encompasses so many promising practices that align with my own personal values, and I believe the

values that many institutions aspire to cultivate on their campus. However, I remain steadfast that taking this approach requires a deep commitment to understanding and appreciating Indigenous practices, a commitment to challenging the colonial norms that form the foundation of student conduct work, and deep critical self-reflection to do it justice.

Too often, student conduct work focuses on students as individuals who violate a policy (Lodi et al., 2021). This work is about much more than this. A student is part of a larger community and if we want to cultivate global citizens, we need to take a holistic approach to working with them to chart a path forward. We also need to consider the collective needs of the community; what are their wants, desires, or needs for how to move forward? Standalone policies and procedures do not do much to serve the larger social good.

RP should not be adopted as an approach to student conduct work without consideration for how its philosophy can be engrained throughout all elements of operations. My CIP takes a broad approach at integrating RP principles throughout operations, from the training provided to staff, how it is reflected in policies, procedures, and job descriptions, the creation of the restorative working group who can continue to adapt to community needs, or the use of critical questions in the restorative change framework. Successful RP requires permeation in all aspects of an organization, not just one part of it.

My hope is this DIP provides the impetus to drive the continued adoption of RP within the DRL forward, while demonstrating how other departments at University X and within the sector can do the same. The postsecondary sector is at a turning point with limited financial resources, challenges to enrollment, and the never-ending need to do more with less (Mintz, 2021). The result is a shift towards neoliberal institutions that amplify colonial tendencies, see students as customers, and focus merely on efficiency. RP are required to challenge this cultural milieu and ensure institutional processes remain student- and community-centered.

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Appendix A

Examples of RP in Residence Life



Community Building	Curricular Approach	Affective Statements and Questions	Impromptu Circle	Restorative Board	Restorative Circle	Restorative Conference
Strategies include strengthening social ties, fostering a sense of belonging, group decision making, celebration, or showing gratitude.	Strategies include embedding RP into departmental learning outcomes, lessons plans, and the overall curricular approach.	Strategies include the use of "I" statements to evoke affect or restorative questions to learn more about a person or situation.	Impromptu circles can be used for community building, group reflection, debrief, or to strengthen relationships. They may be used proactively or in a response to a community issue.	A restorative board can act as an intermediary between victim and offender (Karp, 2015). A group of individuals meet with a student to take a restorative approach to resolving a conflict or incident. This can be used to discuss harm to a community or to explore steps to make things right. This process is based on the South African Truth and Reconciliation Commission (Karp, 2015).	A restorative circle brings together people in a community to share opinions or perspectives. Circles may be used in many ways, including peacemaking, sentencing, healing, or community building. They make use of a talking piece and circle keepers to facilitate the process (Zehr, 2002). The process originated from Indigenous communities in North America.	A restorative conference brings together a student who has caused harm and those in the community impacted by that harm (Karp, 2015). This may include other students, custodians, residence staff, or campus partners. The contemporary scripted process originated from Australia based on resolution processes used by the Maori peoples in New Zealand (Karp, 2015; Zehr, 2002).

Note. Adapted from "Restorative Justice in Everyday Life," by T. Wachtel and P. McCold, 2000, in J. Braithwaite and H. Strang (Eds.), *Restorative Justice in Civil Society*, p. 21. Copyright 2000 by Cambridge University Press.

Appendix B

Comparison of Change Models

Table B1

Where Each Stage Is Reflected in the Restorative Change Framework

Restorative change framework	Change path model	Strategic thinking for social change
Reawaken	Awakening	Build a foundation, see reality
Mobilize	Mobilization	Make a choice
Harmonize	Acceleration	Bridge the gap
Normalize	Institutionalization	N/A

Note. Change path model adapted from *Organizational Change: An Action-Oriented Toolkit* (4th ed.), by G. Deszca, C. Ingols, and T. Cawsey, 2020. Copyright 2020 by Sage Publications. Strategic thinking for social change adapted from *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*, by D. Stroh, 2015. Copyright 2015 by Chelsea Green Publishing.

Table B2

How Each Stage Is Reflected in the Restorative Change Framework

Restorative change framework	Change path model	Strategic thinking for social change
Reawaken: Understand past restorative strategies. Use data and storytelling to identify needs. Articulate the gap to establish a vision for change. Critically reflect on personal power and bias.	Awakening: Identify a need for change through use of data. Articulate the gap between present and future state, create awareness of the gap. Develop a vision for change. Share the vision and why it is needed (through multiple communication channels)	Building a foundation for change: Identify and engage stakeholders. Establish common ground. Develop collaborative capacity.
Mobilize: Generate awareness about the need for change. Bring together change leaders to develop collaborative capacity. Leverage individual strengths to drive change forward. Adapt change strategies (but not the vision) in response to collective input.	Mobilization: Leverage systems and structures to reach the change vision. Assess power and cultural dynamics and put them to work to better understand dynamics. Build coalitions that support the change. Communicate the need for change and manage change recipient reactions. Leverage change agent positionality, knowledge, and strengths.	Seeing reality more clearly: Gather and organize information for a systems analysis. Readiness for change.

Restorative change framework	Change path model	Strategic thinking for social change
Harmonize: Bring people and systems together to harmonize the change process. Use affect to attend to the emotional needs of others. Seek alignment between individual and organizational change vision. Celebrate wins.	Acceleration: Continue to engage and empower others to support the change initiative. Help develop new knowledge, skills, and abilities in others. Build momentum, accelerate, and consolidate progress. Manage the transition, celebrate wins.	Choosing what is most important: Build support for the outcome of the systems analysis. Shift from blame to responsibility. Engage people to develop their own analysis. Surface the mental models that influence how people behave. Create catalytic conversations that stimulate awareness, acceptance, and alternatives.
Normalize Cultivate new community norms. Monitor and evaluate success. Modify strategies in response to needs.	Institutionalization Track the change using measures. Make modifications as needed to mitigate risk. Develop and deploy new structures, systems, processes, knowledge, skills, and abilities as needed. Seek stability in the transformed organization.	Bridging the gap between aspirations and current state Choose the purpose the system should accomplish. Compare a case for change and a case for status quo. Shared visioning. Acknowledge the sacrifice the vision entails. Identify leverage points and establish a process of continuous learning.

Note. This table is intended to compare the stages in each model, not to imply that the stages are related. The change path model is adapted from *Organizational Change: An Action-Oriented Toolkit* (4th ed.), by G. Deszca, C. Ingols, and T. Cawsey, 2020, p. 350. Copyright 2020 by Sage Publications. Strategic thinking for social change adapted from *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*, by D. Stroh, 2015. Copyright 2015 by Chelsea Green Publishing.

Appendix C

Supporting Literature for Critical Questions

The three critical questions introduced in Chapter 2 were developed to supplement the restorative change framework. Intentional critical reflection is a core component of personal learning and growth (Schrage, 2014; Shields, 2024). It is also required to move towards decolonizing and trauma-informed practices (Asadullah, 2021). Leaders must be in tune with their own values, beliefs, and worldviews before they can appreciate how their personal perspectives influence the change process (Deszca et al., 2020).

The first question asks, “Who will this stage serve?” This question aims to uncover the people and processes the change stage impacts and how it serves the larger community. Any change can have unintended consequences (Deszca et al., 2020), and when those consequences impact others, relationships can become damaged, decreasing trust or respect. Taking stock of the key participants involved in or impacted by the change allows further exploration of how the change initiative is building community. RJ is rooted in local community (Asadullah, 2021) that requires multiple viewpoints and perspectives, not just those of the change leader (Deszca et al., 2020). Ultimately, change for social good depends on bringing all those together who have investment in the change (Stroh, 2015).

The second question builds on the concept of community to ask, “What relationships need attending to?” Llewellyn (2012) applied a relational theory of justice to RJ that situates harm as “the existence of inequality of relationship between and among individuals, groups, and communities” (p. 95). This inequality should force the question of which relationships then need attending to. I expand upon the definition above to include relationships between systems and processes. Asadullah (2021) presented his approach to decolonizing RJ to include the principle of do-no-harm, requiring active listening and consultations with the communities in which one operates. He encouraged a relational approach to justice that situates the change maker as part of community and not separate from it.

Kirkness and Barnhardt (1991) also called for reciprocal relationships in postsecondary institutions. Although their work is specific to the experience of Indigenous students, the concept of reciprocity and prioritizing two-way processes for teaching and learning are lessons that can be applied to the CIP.

The last question asks, “What assumptions or biases are present thus far?” This question encourages the reflection and identification of personal and group values and beliefs driving the CIP, the interrogation of power, and how power may be used or established throughout. Understanding how personal mental models influence behaviour can increase understanding and acceptance around the change process (Stroh, 2015). These processes utilize structural elements such as policies and procedures that enact power through language use and application (Anderson Wadley & Hurtado, 2023). Not only does this question challenge mental models, but it also encourages consideration of the redistributing power, a key tenet of transformative leadership (Shields, 2011, 2023, 2024) that can be accomplished through collaboration and dialogue (Capper, 2019). This question also helps identify gaps in data or information that can be used to inform the next stage of the restorative change framework.

Appendix D

Organizational Change Readiness Scale

Readiness dimensions	Readiness score	The DRL score (personal observations)
	Previous change experience	
1. Has the organization had generally positive experiences with change?	If yes, Score +1	1: Though not all change has led to positive experiences, the general sentiment towards change is positive.
2. Has the organization had recent failure experiences with change?	Score -1	0: No.
3. What is the mood of the organization: upbeat and positive?	Score +1	1: Generally upbeat.
4. What is the mood of the organization: negative and cynical?	Score -2	0: The mood errs on the positive side more than the negative.
5. Does the organization appear to be resting on its laurels?	Score -1	-1: The organization is more conditioned to predictably move forward than change.
	Executive support	
6. Are senior managers directly involved in sponsoring the change?	Score +2	1: There is general support for the change with variable direct involvement.
7. Is there a clear picture of the future?	Score +1	0: There is a clear picture of the desired change in the future, but it will occur amongst other organizational changes, making its place more uncertain.
8. Is executive success dependent on the change occurring?	Score +1	0: No, there is no direct tie between executive success and this change.
9. Has management ever demonstrated a lack of support?	Score -1	0: No, management has always been supportive.
	Credible leadership and change champions	
10. Are senior leaders in the organization trusted?	Score +1	1: Senior leadership has a positive reputation within the organization and trusting

Readiness dimensions	Readiness score	The DRL score (personal observations)
		relationships with employees.
11. Are Senior leaders able to credibly show others how to achieve their goals?	Score +1	1: Yes, senior leaders are positive role models and can help guide the way.
12. Is the organization able to attract and retain capable and respected change champions?	Score +2	2: Yes, there is investment amongst employees in restorative work and belief in the value it brings to the organization.
13. Are middle managers able to effectively link senior managers with the rest of the organization?	Score +1	1: Yes, trusting relationships and transparency allow for the integration of senior managers throughout the organization.
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Score +2	2: Yes, the benefit RP brings to the student and staff experience is recognized and valued.
15. Will the proposed change be viewed as needed by the senior leaders?	Score +2	1: Mostly, the change will be viewed as beneficial for students, but investment in resources to implement the change may be limited.
	Openness to change	
16. Does the organization have scanning mechanisms to monitor the environment?	Score +1	0: Not really; any monitoring takes place informally.
17. Is there a culture of scanning and paying attention to those scans?	Score +1	0: The identification and use of data can be enhanced.
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	Score +1	1: Yes, systems thinking creates an environment where interconnections are recognized.
19. Does "turf" protection exist in the organization	Score -1	0: No, the organization is collaborative.
20. Are senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	Score -1	0: No, there is a willingness to try new things, provided the conditions for change are right.

Readiness dimensions	Readiness score	The DRL score (personal observations)
21. Are employees able to constructively voice their concerns or support?	Score +1	1: Yes, the organization fosters an open feedback culture.
22. Is conflict dealt with openly, with a focus on resolution?	Score +1	1: Yes, conflict is addressed using approaches appropriate for the context.
23. Is conflict suppressed and smoothed over?	Score -1	0: No, any known conflict is addressed.
24. Does the organization have a culture that is innovative and encourages innovative activities?	Score +1	0: Not really. There is support for innovation, but the demands of day-to-day operations stifle the creativity needed to innovate.
25. Does the organization have communications channels that work effectively in all directions?	Score +1	0: Communication channels exist, but efficient and effective use can be strengthened.
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Score +2	2: Those not in senior leadership roles will strongly support the change. This is where much of the support will be generated.
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	Score +2	1: The proposed change will be viewed as needed by those with a pre-existing belief system aligning with RP. Those who are more inclined to think punitively are more likely to resist.
28. Do those who will be affected believe they have the energy to undertake the change?	Score +2	1: The time of year influences work demands; energy will generally be there.
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	Score +2	2: Yes, previous change experience and trust in senior leadership will support this belief.
	Rewards for change	
30. Does the reward system value innovation and change?	Score +1	0: There is no direct link between rewards, innovation, and change.
31. Does the reward system	Score -1	-1: The need to focus on immediate demands

Readiness dimensions	Readiness score	The DRL score (personal observations)
focus exclusively on short-term results?		has stifled planning for long-term results. Thus, the reward system reflects current operational needs.
32. Are people censured for attempting change and failing?	Score -1	0: No, anyone who does try to change for the better is not faulted for it.
Measure for change and accountability		
33. Are there good measures available for assessing the need for change and tracking progress?	Score +1	0: There is an appetite for this, but measures do not currently exist.
34. Does the organization attend to the data that it collects?	Score +1	0: At times, the organization does, but it needs to be more reliably and strategically.
35. Does the organization measure and evaluate customer satisfaction?	Score +1	1: Yes, there is awareness of both student and staff satisfaction.
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	Score +1	1: Yes, resources can be strategically allocated and deadlines met.
The score can range from -10 to +35		**20**

Note. Adapted from "Readiness for Change Questionnaire" by G. Deszca, C. Ingols, and T. Cawsey, 2020, *Organizational Change: An Action-Oriented Toolkit* (4th ed.). Copyright 2020 Sage Publications.

Appendix E

CIP Timeframe

Approximate timeframe	Target audience	Strategies	Outcomes
Phase 1: Reawaken			
Goal: Generate awareness, understanding, and buy-in on RP			
Responsibility: Myself			
May 2025–ongoing	Campus partners	Establish stronger partnerships with the Indigenous campus and community organizations.	Strengthen relationships that result in collaboration on the strategies below.
May 2025	Professional staff	Implement a workshop focused on reframing RP, expanding beyond its practical application to include its historical influences and proactive community-building potential.	Enhance understanding of Indigenous influences in RP. Integrate philosophical worldview of RP and identify practice RP strategies.
May 2025–August 2025	Student staff	Review all student staff training material to ensure alignment with RP.	Design training curriculum intentionally to mimic professional staff training.
June 2025–ongoing	Professional staff	Begin to utilize RP in management team meetings.	Include opportunities in weekly meetings to focus on affect. Schedule semester community-building circles.
June 2025	Professional staff	Implement a series of workshops focused on giving voice to values (Gentile, 2017) to encourage critical reflection on personal mental models and equip staff to speak to	Identify personal beliefs and values about student conduct work. Confidently speak to those values in the face of opposition.

Approximate timeframe	Target audience	Strategies	Outcomes
		those values.	
June 2025	Professional staff	Challenge all professional staff to maximize opportunities to align project and portfolio work with the change vision.	Centre at least one project outcome of each operational portfolio on restorative alignment.
July 2025	Student staff	Train all professional staff to deliver the giving voices to values (Gentile, 2017) series for student staff.	Identify personal beliefs and values about student conduct work. Confidently speak to those values in the face of opposition.
August 2025	Student staff	Implement a workshop focused on reframing RP, expanding beyond its practical application to include its historical influences and proactive community-building potential.	Enhance understanding of Indigenous influences in RP. Integrate philosophical worldview of RP and identify practice RP strategies.
Phase 2: Mobilize Goal: Identify and implement changes to structure and policy Responsibility: Myself, restorative working group			
Ongoing	All groups	Continue with all strategies implemented in Phase 1.	Continue to generate awareness, understanding, and buy-in on RP.
January 2026–August 2026	Professional and student staff	Complete a comprehensive policy and procedure review.	Review all policies, procedures, and communications to ensure alignment with restorative language. Identify opportunities for small changes to documents and processes. Prioritize documents for a full review to establish additional operational changes.

Approximate timeframe	Target audience	Strategies	Outcomes
February 2026	Professional and student staff	Establish a working group to advance restorative-based education and structural modifications.	Maximize contributors' strengths and what they can bring to the group.
March 2026	Professional and student staff	Use evaluation and feedback from the workshops facilitated in Phase 1 to inform the creation of additional training and resources.	Modify training efforts and develop additional workshops in response to feedback.
May 2026	Professional staff	Implement training for all professional staff on using restorative circles for community-building and conflict navigation.	All professional staff attend circle training to increase confidence levels in their application.
May 2026–August 2026	Professional and student staff	Align all job descriptions with restorative language and reference to RP.	Formalize participation in the working group for all roles that deal with student conduct as a primary focus of their job. Align all other job descriptions with restorative values.
June 2026	Professional and student staff	Train all professional staff on how to train student staff on using restorative circles for community building.	All professional staff are trained to deliver workshop content.
August 2026	Student staff	Implement training for all student staff on using restorative circles for community-building.	All student staff attend circle training to increase confidence levels in its application.
Phase 3: Harmonize and Normalize Goal: expand educational efforts to students and campus partners, cultivate community buy-in Responsibility: Restorative working group			
Ongoing	All groups	Continue with all strategies implemented in Phases 1 and 2.	Continue to generate awareness, understanding, and buy-in on RP.

Approximate timeframe	Target audience	Strategies	Outcomes
February 2027	Students	Adapt the giving voice to values (Gentile, 2017) series of workshops for students living on campus.	Identify personal beliefs and values about equity work. Confidently speak to those values in the face of opposition.
March 2027	Professional and student staff, students, campus partners	Expand the working group membership to include students and campus partners. Empower the working group to establish a new change vision based on the successes and barriers in Phases 1 and 2.	Continue to build capacity for those passionate about driving restorative change.

Note. RP = restorative practices. Giving voice to values workshops adapted from "Giving Voice to Values: A Pedagogy for Behavioral Ethics," by M. C. Gentile, 2017, *Journal of Management Education*, *41*(4), pp. 469–479 (https://doi.org/10.1177/1052562917700188). Copyright 2017 by SAGE Journals.

Appendix F

KMb Plan

Focus area	Target audience: Professional staff	Target audience: Student staff
	Communication stage: Pre-change	
Messenger	Myself	Professional staff
Message	Create understanding and awareness about the need for change	Create understanding and awareness about the need for change
Medium	Face to face, email	Email, online/in person training
Impact	Generate awareness of personal and organizational strengths related to RP.	Generate awareness of RP and its benefits.
	Communication stage: Developing needs	
Messenger	Myself	Professional staff, restorative working group
Message	Create shared meaning	Create understanding and awareness of shared meaning
Medium	Launch session, group brainstorming, circles	Team meetings
Impact	Shared definition of RP, identify RP strategies specific for their role	Understand definition of RP, identify RP strategies specific for their role
	Communication stage: Mid-stream	
Messenger	Restorative working group	Professional staff, restorative working group
Message	Change successes to date	Give opportunities to further develop restorative skills
Medium	Focus groups, team meetings, one-on-one meetings	Skill share, focus group, team meetings

Focus area	Target audience	
	Professional staff	Student staff
Impact	Understand new job tasks, policies, and procedures	Learn from others' experiences
	Communication stage: Confirming and celebrating	
Messenger	Restorative working group	Professional staff, restorative working group
Message	Change successes to date, continued possibilities	Create opportunities to further develop restorative skills
Medium	Team meetings, one-on-one meetings	Team meetings, one-on-one meetings
Impact	Foster awareness of progress towards CIP, shared celebration of successes	Foster awareness of progress towards CIP

Note. RP = restorative practices; CIP = change implementation plan. Plan components adapted from two sources. The first was "How Can Research Organizations More Effectively Transfer Research Knowledge to Decision Makers?" by J. Lavis, D. Roberston, J. Woodside, C. McLeod, J. Abelson, and The Knowledge Transfer Study Group, 2003, *The Milbank Quarterly*, *81*(2), pp. 223–228 (https://doi.org/ 10.1111/1468-0009.t01-1-00052). Copyright 2003 by Milbank Memorial Fund. The second was *Organizational Change: An Action-Oriented Toolkit* (4th ed.), by G. Deszca, C. Ingols, and T. Cawsey, 2020, p. 350. Copyright 2020 by Sage Publications.

Appendix G

Monitoring Plan

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
Phase 1: Reawaken (Goal: Generate awareness, understanding, and buy-in on RP)					
May 2025–ongoing	Campus partners	Myself	Establish stronger partnerships with the Indigenous campus and community organizations.	Strengthen relationships that result in collaboration on the strategies below.	A minimum of one face-to-face meeting occurs.
May 2025	Professional staff	Myself, campus partners	Implement a workshop focused on reframing RP, expanding beyond its practical application to include its historical influences and proactive community-building potential.	Enhance understanding of Indigenous influences in RP. Integrate philosophical worldview of RP and identify practice RP strategies.	All professional staff in the DRL attend the workshop; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
May 2025–August 2025	Student staff	Professional staff	Review all student staff training materials to ensure alignment with RP.	Design training curriculum intentionally to mimic professional staff training.	All online training materials are reviewed and modified. All in-person training materials are reviewed and modified.
June 2025–ongoing	Professional staff	Myself	Begin to use RP in management team meetings.	Weekly meetings include opportunities to focus on affect.	Weekly meeting agendas include intentional relationship-building

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
				Semester community-building circles are scheduled.	activities. One community-building circle is scheduled in lieu of a typical meeting once per semester.
June 2025	Professional staff	Myself	Implement a workshop series focused on giving voice to values (Gentile, 2017) to encourage critical reflection on personal mental models and equip staff to speak to those values.	Identify personal beliefs and values about student conduct work. Confidently speak to those values in the face of opposition.	All professional staff attend workshop; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
June 2025	Professional staff	Myself	Challenge all professional staff to maximize opportunities to align project and portfolio work with the change vision.	Operational portfolios contribute towards CiP.	Centre at least one project outcome of each operational portfolio on restorative alignment.
July 2025	Student staff	Myself, professional staff	Train all professional staff to deliver the giving voices to values series (Gentile, 2017) for student staff.	Identify personal beliefs and values about student conduct work. Confidently speak to those values in the face of opposition.	All professional staff attend training and communicate confidence in their ability to facilitate content.

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
August 2025	Student staff	Professional staff	Implement a workshop focused on reframing RP, expanding beyond its practical application to include its historical influences and proactive community-building potential.	Enhance understanding of Indigenous influences in RP. Integrate philosophical worldview of RP and identify practice RP strategies.	All student staff in the DRL attend the workshop; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
Phase 2: Mobilize (Goal: Identify and implement changes to structure and policy)					
Ongoing	All groups	Myself, professional staff, Restorative Working Group	Continue with all strategies implemented in Phase 1.		Continuously adapt and apply all monitoring indicators listed above.
January 2026–August 2026	Professional and student staff	Professional staff, Restorative Working Group	Complete a comprehensive policy and procedure review.	Complete a cursory review of all policies, procedures, and communications to ensure alignment with restorative language. Develop a restorative policy guide to frame the work based on current literature and best practice. Identify opportunities for	Develop restorative policy guide. Prioritize a minimum of five policies or procedures for a comprehensive review. Update at least 50% of all policies and procedures based on the policy guide (with those remaining to be updated during Phase 3).

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
				small changes to documents and processes. Prioritize documents for a full review to establish additional operational changes.	
February 2026	Professional and student staff	Myself	Establish a working group to advance restorative-based education and structural modifications.	Maximize contributors' strengths and what they can bring to the group.	Facilitate a transition meeting with restorative working group.
March 2026	Professional and student staff	Myself, Restorative Working Group	Use evaluation and feedback from the workshops in Phase 1 to inform the creation of additional training and resources.	Training efforts are modified, and additional workshops are developed in response to feedback.	Training efforts are modified, and additional workshops are developed in response to feedback.
May 2026	Professional staff	Myself for logistics, external agency for delivery	Implement training for all professional staff on using restorative circles for community-building and conflict navigation.	All professional staff attend circle training to increase confidence levels in their application.	All professional staff attend circle training; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
May 2026–	Professional	Restorative	Align all job descriptions	Formalize participation	Review all job descriptions.

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
August 2026	and student staff	Working Group	with restorative language and reference to RP.	in the working group for all roles that deal with student conduct as a primary focus of their job. Align all other job descriptions with restorative values.	
June 2026	Professional and student staff	Restorative Working Group	Train all professional staff on how to train student staff on using restorative circles for community building.	All professional staff are trained to deliver workshop content.	All professional staff attend training and communicate confidence in their ability to facilitate content.
August 2026	Student staff	Professional Staff	Implement training for all student staff on using restorative circles for community-building.	All student staff attend circle training to increase confidence levels in its application.	All student staff attend circle training; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
Phase 3: Harmonize and Normalize (Goal: Expand educational efforts to students and campus partners, cultivate community buy-in)					
Ongoing	All groups	Myself, Professional Staff,	Continue with all strategies implemented in Phases 1 and 2		Continuously adapt and apply all monitoring indicators listed above.

Approximate timeframe	Target audience	Responsibility	Strategy	Outcomes	Monitoring indicators
		Restorative Working Group			
February 2027	Students	Professional Staff	Adapt the giving voice to values (Gentile, 2017) series of workshops for students living on campus.	Identify personal beliefs and values about equity work. Confidently speak to those values in the face of opposition.	Facilitate one workshop for students; 80% of participants indicate satisfaction with content. Evidence of attitudinal and behavioural change following participation.
March 2027	Professional and student staff, students, campus partners	Myself, Restorative Working Group	Expand the working group membership to include students and campus partners. Empower the working group to establish a new change vision based on the successes and barriers in Phases 1 and 2.	Continued capacity building for those passionate about continuing to drive restorative change forward.	Restorative working group has participation from each target audience. Conduct an initial meeting.

Note. RP = restorative practices; DRL = Department of Residence Life. The plan-do-study-act (PDSA) cycle will be continuously applied through monitoring processes, with each indicator representing movement through cooccurring cycles. Giving voice to values workshops adapted from "Giving Voice to Values: A Pedagogy for Behavioral Ethics," by M. C. Gentile, 2017, *Journal of Management Education*, *41*(4), pp. 469–479 (https://doi.org/10.1177/1052562917700188). Copyright 2017 by SAGE Journals.

Appendix H

Evaluation Plan

Evaluation questions	Focus of evaluation	Evaluation method	When
Phase 1: Reawaken			
Responsibility: Myself			
Appropriateness: To what extent did the target groups participate in the strategy?	Motivation for participation	Participant interviews	Middle and end of Phase 1
Effectiveness: To what extent did participants increase their knowledge of RP?	Awareness of key RP principles	Benchmarking survey	Beginning of CIP and end of Phase 1
Impact: To what extent was there an increase in RP use?	Areas of increased use and barriers to adoption	Focus groups, staff meetings	Middle and end of Phase 1
Sustainability: Was there evidence of ongoing benefits beyond the phase?	Partnerships and community involvement	Key participant and collaborator interviews	End of Phase 1
Phase 2: Mobilize			
Responsibility: Myself, restorative working group			
Appropriateness: To what extent did structural changes occur?	Scope of change	Document reviews, participant interviews	End of Phase 2
Effectiveness: To what extent did participants increase their knowledge of RP?	Understanding of key RP principles	Benchmarking survey, focus groups	End of Phase 2
Impact: To what extent was there an	Areas of increased use and	Process analysis, case review	Middle of Phase

Evaluation questions	Focus of evaluation	Evaluation method	When
increase in RP use?	barriers to adoption		2
Sustainability: Was there evidence of ongoing benefits beyond the phase?	Community integration of RP	Key participant and collaborator interviews	End of Phase 2
Phase 3: Harmonize and normalize			
Responsibility: Restorative working group			
Appropriateness: To what extent have RP been adopted?	How have individuals used RP?	Focus groups, participant interviews	End of Phase 3
Effectiveness: To what extent did participants increase their knowledge of RP?	Ability to implement RP	Participant interviews, benchmarking survey	End of Phase 3
Impact: To what extent was there an increase in RP use?	RP use throughout the DRL	Process analysis	End of Phase 3
Sustainability: Was there evidence of ongoing benefits beyond the phase?	What initiatives will be kept to move forward?	Semistructured interviews with restorative working group, observation	End of Phase 3

Note. Adapted from *Developing Monitoring and Evaluation Frameworks*, by A. Markiewicz, and I. Patrick, 2016, pp. 158–159. Copyright 2016 by SAGE Publications.